

Whitefield Infant School and Nursery - Links in the Curriculum and PSHE

How Personal Development, British Values, our School Values and the Protected Characteristics are integrated into our curriculum

Subject	PSHE Curriculum	British Values	School Value	Personal Development	Protected Characteristics
	Health and well-being Relationships Living in the wider world	Democracy Rule of law Tolerance of different faiths and religions Mutual respect Individual liberty	Respect Responsibility Kindness Effort Loyalty Forgiveness Determination Diversity Teamwork Courage Honest	Educational visits Visitors/ creative practitioners Charity Partnerships Extra-curricular Life skills	Age Belief and non-belief Disability Gender identity Marriage and civil partnership Race Sex (gender)
Maths	Living in the wider world Money sense in Year 2- looking after your money	Democracy Teamwork when solving problems in groups. Listening to others and taking turns to speak when giving reasons and explanations for answers. Rule of law Applying rules in calculations, algebra and geometry. Following rules when they play a game. Mutual respect Listening and respecting others answers and solutions to answers. Individual liberty Being allowed to make mistakes and learn from them. Being confident to 'have a go' and learn from errors.	Responsibility for money. Teamwork to solve problems in groups. Determination to solve problems and give reasons for answers.	Life Skills Handling money, choices about how to spend and save money, problem solving in the context of money. Daily problem solving in 'real-life' contexts in Maths helps to develop life skills such as measurement, directions and time. Partnerships Carrying out problem solving activities in team groups as part of 'Building Bridges' project. Charity School council handling money when collecting for charity.	Equality of opportunity for all children - supporting those that are working towards the expected standard, at the expected standard and exceeding the expected standard and providing the correct level of opportunity for all.
English	Health and well-being Discussed in all classes through high quality key texts such as, our 'People who help us topic' in EYFS, The Disgusting Sandwich, Eat your Greens Goldilocks. Relationships	Democracy Voting on favourite books, books they would like included in their reading area and their 'favourite five'. Children, particularly in Year 2, write book reviews which they share with their peers. Rule of law	Respect others opinions and interests. Kindness to characters in stories and understanding of how others are feeling. Effort and determination to succeed in reading and writing. Diversity in reading a wide range of texts, author's baskets	Visitors/ Creative practitioners Theatre company visit, drama specialists, performances, visits to local library Partnerships Writing letters to one another through 'Building Bridges' and SWAT projects- putting reading and writing into real life context.	All protected characteristics are considered through exploring our cultural heritage through learning nursery rhymes, reading traditional tales, classic novels, celebrated authors and playwrights. Children are provided with diverse reading materials in all classes, exposed to characters from

	The relationships between characters in texts is discussed in all classes through high quality texts such as, <i>The Great Explorer</i>, <i>Mr Wolf and the Three Bears</i>, <i>Owl Babies</i>, <i>The Perfect Pet</i> and a variety of traditional tales. Living in the wider world Key texts are carefully chosen to provide children with a variety of authors, illustrators and characters from a wide range of backgrounds, cultures and faiths. A diverse range of key texts are used to support all curriculum areas.	Applying spelling rules, grammar and punctuation rules when reading and writing. Tolerance of different faiths a religions Diverse range of key texts allows understanding of different faiths and religions and the challenges some characters might face. Mutual respect Turn taking when speaking, listening to others opinions, sharing ideas, peer assessment and marking, being a good audience when watching a performance. Individual Liberty Giving opinions about books, debating why certain things happen in a books, predicting what might happen next and giving reasons. Choosing own books to take home and read and choosing own books from our school library.	covering a wide range of authors. Teamwork during performances and drama activities.	Life skills Library monitors, reading area monitors, taking responsibility, having respect and care for books. Putting reading and writing skills into 'real-life' context for children and giving writing a purpose eg. letters, posters, postcards, recipes, instructions etc.	different race, religions and backgrounds. Authors baskets and 'favourite fives' are used to expose children to a diverse range of authors. Some texts are used to help children understand their own heritage and culture such as, <i>The Proudest Blue</i> and <i>Malala's Pencil</i>. When selecting non-fiction units of learning texts are chosen to provide inclusion of BAME such as, <i>Learie Constantine</i>, <i>Wangari Mathai</i>. We avoid stereotypes and provide reading material that promotes the message that anyone can be who they want to regardless of their gender or age. Texts provide children with inspiration and aspirations.
Science	Health and well-being In year 1 children understand parts of the body and their functions, knowing the senses to begin being aware of themselves and others. In year 2 children notice that animals, including humans, have offspring which grow into adults. They also find out about and describe the basic needs of animals, including humans, for survival (water, food and air) and describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Democracy During investigations, children make predictions and sometimes vote on what they think the most likely outcome of the investigation is. They listen and respect each other's opinions. Rule of law In science, children often investigate an area and their findings may link to a rule/law that must be followed for the investigation to work.	Respect when listening to one another's opinions. Responsibility when using scientific equipment and carrying out investigations. Diversity when studying a range of scientists. Teamwork when carrying out group investigations.	Educational visits Use of our forest school areas to explore the natural environment and carry out scientific investigations. Visitors/ creative practitioners Termly visits from scientist Steven Lewis Neill, focus scientist linked to each science topic so children learn about a variety of scientists throughout the year. Extra-curricular Science club for KS1 children, targeting groups of learners. Gardening/ eco club. Life skills Science curriculum is designed to give children an understanding of themselves, the world around them and their responsibility within that	Children gain an understanding of their body, and respect for theirs and others. They understand the importance of developing a healthy mind and body.

				eg. caring for plants and living things	
PE	Health and well-being Physical education aims to ensure that all pupils develop competence to excel in a broad range of physical activities. That they are physically active for sustained periods of time and are engaged in competitive sports and activities which all lead to healthy, active lives. Children gain an understanding that there is a link between physical health and mental wellbeing. EYFS work on fundamental movement skills. KS1 master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Relationships They participate in team games, developing simple tactics for attacking and defending and perform dances using simple movement patterns. The work in teams to develop cooperation and good sportsmanship.	Democracy Children often choose teams. Rule of law In P.E, children learn rules for lots of different physical activities and understand the importance of discipline in sport. They learn that to follow these rules helps the sport/activity to work better. Mutual respect Children often give peer feedback to one another on performance identifying strengths and areas for improvement.	Respect of the rules of different games. Responsibility when using different sports equipment correctly, looking after it and storing it well. Effort and determination when trying new sports. Diversity when studying different sports people. Teamwork during teams games. Honesty when giving feedback.	Visitors/ creative practitioners Specialist sports coach teaching PE in school every week. Teachers observe sports coach to continue own professional development in sport. Children learn about a variety of sports people from different cultures. Partnerships Building bridges and SWAT projects have an emphasis on sports to develop social skills, team work, co-operation and tolerance of others. Sport is used as a tool to bring children together. Extra-curricular Weekly sports clubs delivered by sports coach. Choice of sports are rotated half termly and sometimes target the specific talents of children. Parents are informed if their child is showing a particular talent in a certain sport, advice on where they can access this sport is shared. Active playtimes ensure all children are given the opportunity to join in with extra curriculum sport. Life skills Fundamental skills, team games, social skills, competition and co-operation are all developed through sport.	We offer a diverse selection of after school provision for different ages and abilities. We show the children how different bodies take part in different sports by learning about a variety of sports people including those with disabilities who have overcome challenges and shown courage. Our school PE uniform takes into account different cultures by allowing the children to choose whether to wear shorts, leggings or tracksuit bottoms. We encourage children to play sports and don't let gender-bias affect their choices.

Computing	Health and well-being Looking after own mental health when online, understanding time limits when using devices. Relationships Developing safe and positive relationships online and how to keep safe online taught consistently throughout school using Evolve online safety planning and resources. Living in the wider world Media literacy and digital resilience Safer internet day	Rule of law Understanding what is allowed and is not allowed to be shared online. Use of technology outside of school, information regarding this is regularly shared with parents. Age limits on apps. Mutual respect Online safety Respect for others online	Respect for others online. Responsibility to use computing equipment safely. Kindness for others online and treating people online as you would in person.	Visitors/ creative practitioners Specialist computing teacher teaches weekly computing sessions. Partnerships Use emails to communicate with partner schools through Building Bridges and SWAT. Parental workshops to educate and inform. Extra-curricular Computing club Life skills Safer internet day. Displays around school teach children online safety using visual cues.	Age related games and videos are used. Respect to others online is taught through online safety.
Geography	Living in the wider world Geography curriculum is designed to provide children with an understanding of where they belong and their local area as well as comparing this to other parts of the UK and other countries in the wider world.	Democracy Our geography units encourage pupils to think about their place in the world, how they can become the best possible citizens of tomorrow and create change for the better. Rule of law We think about moral law and the consequences of their actions on future generations. We discuss what happens if rules and laws are not put in place and what impact they may have. Following safety rules and procedures when conducting Geography fieldwork and on educational visits. Tolerance of different faiths and religions Learning about different parts of the world and their cultures. Children compare similarities and differences between their lives and those of others around the world. We aim to disband stereotypes and foster a common respect for different countries and cultures by learning about them. Individual liberty	Respect and responsibility for our community and our place in the wider world. Kindness to other cultures and countries. Diversity of countries across the world. Teamwork when on educational visits and carrying out field work.	Educational visits Regular local area walks for children to gain knowledge of the town they live in and show the community our children are active citizens. Field work during educational visits. Forest school Visitors/ Creative Practitioners Study of scientists/ activists such as David Attenborough and Greta Thunberg. Charity Raise money for charities during times of natural disasters eg. the floods in Pakistan, and learn about the effects of these on our world. Extra-curricular Eco club, gardening club Life skills Their responsibility and how they can in still future change.	To learn about different communities and cultures and avoid stereotypes and generalisations.

		Children think about how their actions can affect their own community and about how they can live responsibly.			
History	Health and well-being Relationships During 'ourselves' topics in each year group children learn about the relationships within their families and their community. Living in the wider world History curriculum ensures children have an understanding of local history, national history such as the great fire of London and history across the wider world such as the race to the south pole.	Rule of law Children search for evidence in history and use artefacts to prove how we know certain things happened. Tolerance of different faiths and religions Children learn about a diverse range of significant people and how their lives had an impact in the past and present. Such as Learie Constantine, Wangari Mathaii, David Attenborough etc.	etermination when searching for answers in history. Diversity amwork when exploring artefacts. Courage to show curiosity, ask questions and find answers to questions during historical enquiry.	Visitors/ creative practitioners Visitors to discuss their experiences in the past Life skills 'We rememver when...' floorbooks help children to talk about things thars happened in the past and use historical vocabulary	Topics allow for discussions around the themes of race and gender. Such as, the way Learie Constantine was treated when he first arrived in England and the fact that the first people to reach the South Pole were men compared to today where there are many female exporers who have more opportunities now than they did then.
DT	Health and well-being Healthy eating Year 1 - fruit and vegetables and where they grow- creating a fruit salad Year 2 - a balanced diet- a healthy sandwich Living in the wider world Consider the environment, the effect of designing and making and long term sustainability of the planet. Ensuring they are creating without unnecessary waste. Make considerations to become responsible consumers - what materials are best to use and why. Consider self-sufficiency when growing our own fruit and vegetables in school gardens.	Democracy Making decisions in the planning and making stage. Respecting that others will have different ideas and opinions. Rule of law Following safety rules and guidance when using tools. Mutual respect Considering the safety of those around them, as they move about the classroom and use equipment. Provide respectful peer assessment feedback. Listening and contributing in a manner which allows for constructive criticism.	Respect responsibility when using tools and equipment correctly and safely. Kindness when providing peer feedback. Effort and determination when trying new skills and techniques. Teamwork when carrying out collaborative projects.	Visitors/ creative practitioners Studying the work of notable past designers and engineers to explore the impact on the world and how technological innovation has been a factor. Charity Understanding the importance of reuse, reduce and recycle when designing new products. Extra-curricular Creative projects allowing for imagination and reflection on their own ideas and those of others and wonder about technological achievements. Life skills Use of everyday tools and equipment safely and responsibly.	Learning about foods from around the world through RE units of learning. Children prepare and taste a variety of foods from other cultures and share their opinions and preferences.
Music	Health and well-being Understanding how music can help people's mental health positively. Understanding how music can change your mood	Rule of law The discipline and dedication needed to learn an instrument. Tolerance of different faiths and religions	Respect for music from other cultures. responsibility when using equipment correctly and safely.	Educational Visits Theatre visit for whole school Visitors/ creative practitioners	Learning about music from around the world, a variety of genres and artists. Avoiding stereotypes and gender bias in music.

	and create different atmospheres. Relationships Celebrating talent of peers, personal achievements, building confidence and self-esteem and how performing in music does this for some people. Living in the wider world Learning about a variety of genres and musicians from around the world.	Music linked to different religions and cultures throughout the world. Mutual respect Respect for the artist when appraising music and sharing opinions. Individual liberty Showing individual creativeness when composing music.	Effort and determination when trying new things. Teamwork when composing music in a group.	Resident musician in school weekly emphasises the importance of music in our curriculum. Regular training sessions for staff linked to music skills. Genre of the month. Partnerships Creating performances together through SWAT project. Extra-curricular Choir, recorder club, ukele club Life skills Use of music to calm and support mental health, fundamental music skills.	
Art and Design	Health and well-being Studying ourselves, our bodies and self-portraits through artwork. Expressing emotions through art and using art as a tool to manage own emotions. Using art as a counselling tool from a trained member of staff. Art is displayed as an achievement of learning throughout school and in every class. Relationships Children feel safe in their classes to share and display their work and receive feedback from their peers and teachers. Children praise one another and share their strengths. Living in the wider world Learning about a range of art and artists from other cultures.	Democracy Making decisions about what media, material, colours and style to use and understanding that others have different choices when being creative. Tolerance of different faiths and religions Appraising and showing respect for art from a range of different cultures such as, Rodney McCoubrey's recycled art in Year 1 and aboriginal art in Year 2. Mutual respect Respect for one another's art when giving feedback. Celebrating everyone's artwork through class and school displays. Individual liberty Ability to express own individuality, in their own way rather than following prescriptive rules for presentation. Expressing this in personal sketchbooks.	Respect and kindness for one another's art when giving peer feedback. Responsibility when using art equipment safely. Effort and determination when trying new techniques and styles. Diversity in looking at a range of artwork and artists. Teamwork when carrying out collaborative art projects.	Educational visits Visitors/ creative practitioners Resident artist in school weekly-emphasises the importance of art in our curriculum. Regular skills based art training for staff delivered by resident artist. Artist studies generating knowledge of artists from around the world, from different eras to gain an appreciation of the variety of art, artist's achievements and begin to develop their own opinions on artwork. Partnerships Building Bridges and SWAT, collaborating with children from different cultures, faiths and backgrounds through art. Extra-curricular Art club Forest school/ Eco club Life skills The use of art as a tool to create a calm environment and a media to use to relax. Use of sketchbooks to develop children's individuality and understand there is no 'right or wrong' in art.	Artists from a range of different cultures, faiths, gender are studied and explored to give children a wide, open-minded view of art and creativity. Comparisons are made between artists who create similar artwork with different elements, such as the building of LS Lowry compared to Paul Horton or the landscapes of David Hockney compared to Ted Harrison. Children begin to develop their own opinions about artwork and can talk about the style of art they prefer, whilst respecting others opinions.

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