



*Ready, Respectful & Safe*  
WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW

**EARLY YEARS NURSERY, PRE-SCHOOL & RECEPTION**

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>EYFS CYCLE A THEME</b>	<b>All about Me</b>	<b>Minibeats</b> <b><u>Amazonian treats</u></b>	<b>Journeys</b> <b><u>Transport content</u></b>		<b>Amazing Animals</b> <b><u>Animals and habitats</u></b>	<b>Super Veggies</b> <b><u>Kahimba life</u></b>
<b>EYFS CYCLE A LITERACY THEMES</b>	<b>The Ginger bread man</b>	<b>I'm going to eat this ant</b>	<b>Naughty bus</b>	<b>The journey home</b>	<b>Silly Doggy</b>	<b>Supertato</b>
<b>EYFS CYCLE B THEMES</b>	<b>Marvelous Me</b>	<b>Houses &amp; Homes</b> <b><u>Bedrooms around the world</u></b>	<b>Amazing Animals</b> <b><u>Animals and habitats</u></b>	<b>Near &amp; Far</b> <b><u>The Lyfta Globe</u></b>	<b>All creatures great &amp; small</b> <b><u>Amazonian treats</u></b>	<b>Under the Sea</b> <b><u>Oceans</u></b>
<b>EYFS CYCLE B LITERACY THEMES</b>	<b>Peace At last</b>	<b>The Three Little Pigs</b>	<b>Let's all Creep Through Crocodile Creek</b>	<b>The Pirates are Coming</b>	<b>Giganotosaurus</b>	<b>The Sea Saw</b>
<b>Commando Joe's Nursery</b>	Romeo Resilience	Charlie Communication Elliot Excellence	Parveen Positivity	Tanisha Teamwork	Sophie Self- Awareness	Eddie Empathy
<b>Commando Joe's Reception</b>	Incy Wincy Spider	3 Blind Mice/Twinkle Twinkle	Humpty Dumpty	Row, Row, Row your boat	If you are happy and you know it	Jack & Jill
<b>Reception PE</b>	Ourselves walking	Moving Jumping	Dinosaurs Feet1	High, Low, Over & Under Hands 1 Hands 2	Nursery Rhymes Rackets, bats, Balls and Balloons	Games for Understanding
<b>EYFS Project Evolve Online Safety</b>	Self-Image & Identity Cyber Sid, Police Talk AUP	Managing Online Information Cyber Sid, Police Talk, Online Bullying	Online Relationships Cyber Sid, Police Talk AUP Recap	Online Reputation	Health Well-being & Lifestyle AUP recap	Copyright & Ownership Privacy & Security
<b>Religious Education &amp; World Views – Cheshire Agreed Syllabus</b>	<b>Special Stories</b> 1. What is the Bible? 6 How do Hindus celebrate Diwali? 7,8	<b>Special Times 1</b> Why do people perform Nativity plays at Christmas? Why do people give and receive presents? 1,2, 6	<b>Special People</b> Why do Christians believe Jesus is special? 3	<b>Special Times 2.</b> Why is Easter a sad and a happy time? 5	<b>Special Places.</b> What happens in a Church? 4,6,7,8	<b>Special Stories 2</b> What do Christians believe about God? 3, 4,6 How do Muslims celebrate Eid? 7,8

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<p><b>No Outsiders &amp; SRE</b></p>	<p style="text-align: center;">You Choose</p> <p><b>Relationships Education:</b> Caring friendships (2a,2c)  <b>Health Education:</b> Mental wellbeing (6b,6c,6g)</p>	<p style="text-align: center;">Red Rockets and Rainbow Jelly</p> <p><b>Relationships Education:</b> Caring friendships (2d)  <b>Health Education:</b> Mental wellbeing (6b,6c)</p>	<p style="text-align: center;">Blue Chameleon : The Family Book</p> <p><b>Relationships Education:</b> Families and people who care for me (1a), Caring friendships (2a), Respectful relationships (3a) – <b>People Who Help Us</b></p>
<p><b>Proposed Curriculum Enrichment Opportunities</b></p>	<p style="text-align: center;">Health Week</p>	<p style="text-align: center;">Hatching Chicks – Pre-School</p>	<p style="text-align: center;">Growing Butterflies</p>

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**KEY STAGE ONE CYCLE A**

KS1 CYCLE A							
<b>Literacy Text – Lit Co Mixed Year Group Planning</b>	Troll Swap	The owl that was afraid of the dark	Dragon Machine	Major Glad Major dizzy	The last Wolf	Grandads secret Giant	
<b>Reading Text (Y2)</b>	Troll (Y2)	Above & Beyond (Y2)	The Dragonsitter (Y2)	Owen & the Soldier (Y2)	Fantastic Mr Fox (Y2)	Grimm’s Fairytales (Y2)	
<b>Theme (Key foundation subject focus)</b>	Geography Study: Where do I belong?  <a href="#">The Lyfta Globe</a> exploration		History Study: Changes Over Time			Geography: Study	History: How have
			How has life changed for  children over time?	How have houses &  homes changed over time? <a href="#">Bedrooms around the world</a>	How has shopping  changed over time?	conservation  <a href="#">The island biologist</a> <a href="#">Looking after the Earth’s resources</a>	holidays changed over time?
<b>Y1 Science</b>	Animals Including Humans <a href="#">Animal friends</a>	Animals Including Humans <a href="#">Multi sensory aquarium visit</a>	Materials	Use of Everyday Materials <a href="#">Lego challenge</a>	Plants Seasonal Change		
<b>Y2 Science</b>	Animals including humans <a href="#">Animal friends</a>	Living Things & their habitats <a href="#">The forest guardian</a>	Use of Everyday Materials	Minibeasts – <a href="#">Visit the rainforest</a>	Plants <a href="#">Awesome trees</a>		
<b>Computing</b>	Y1 Technology around us Y2 Information Technology around us	Digital Writing	Y1 Moving a Robot Y2 Robot Algorithms	Grouping Data	Digital Painting	Y1 Programming Animation Y2 Programming Quizzes	
<b>Project Evolve Online Safety</b>	Self-Image & Identity Cyber Sid, Police Talk  AUP	Managing Online Information Cyber Sid, Police Talk  Online Bullying	Online Relationships Cyber Sid, Police Talk  AUP recap	Online Reputation	Health Well-Being and Lifestyle  AUP Recap	Copyright and Ownership  Privacy and Security	

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<b>Art &amp; DT</b>	Collage Food Artist/architect/designer focus: Karla Gerard	Sculpture <a href="#">Marine mobile</a>	Construction & mechanics Textiles Artist/architect/designer focus: Edmund Cartwright <a href="#">Building imagination</a>	Drawing Artist/architect/designer focus: L S Lowry <a href="#">Making a mandala</a>	Painting Artist/architect/designer focus: Monet	Sculpture Materials Artist/architect/designer focus: Isambard Kingdom Brunel
<b>Commando Joe's</b>	Steve Backshall and Me -A Walk on the Wild Side		The Queen – 'The Longest Reign'		Pocahontas – 'Troubles in the Tribe'	
<b>Religious Education &amp; World Views Cheshire Agreed Syllabus</b>	What do Jewish people believe about God? 20, 21, 22	How do Jewish people live their faith through practices and celebrations? 21, 22, 23 <a href="#">Happy Hanukkah!</a>	Why is the Bible a special book for Christians? <sup>14</sup> <a href="#">Expressions of faith</a>	Who was Jesus, why did he teach through stories and why is he important to Christians today? (Includes Easter) 10,13	What do Humanists think a good life is about? 24,25,26,27,28	Free Choice Unit: Special books <a href="#">Special places</a>
<b>Y1 MFL</b>	Hello all over the World	Christmas in France	Numbers	Mardi Gras	Pirates	Rainbow fish
<b>Y2 MFL</b>	Let's go fly a kite	Bonfire night	Birthdays	Mardi Gras	Mini-beast Hunt	Bastille Day

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<b>Music (Charanga)</b>	Troll Swap (own unit)	Ho-Ho-Ho	Inventions (own unit)	Romantic period	Peter & The Wolf	Reflect, Rewind & Replay
<b>Y1 Physical Education</b>	Body parts Eide, Narrow, Curled Hands 1	Growing Feet 1	Games for Understanding The Zoo	Heroes Rackets, Bats & Balls	Running 1 Jumping 1 Health & Wellbeing	Team Building
<b>Y2 Physical Education</b>	Hands 1 Hands 2 Linking	Feet 1	Pathways Games for Understanding	Explorers Mr Candys Sweet Factory Water Rackets, bats & Balls	Health & Wellbeing Dodging 1 Jumping 1	Team Building
<b>Y1 No Outsiders</b>	Elmer Ten Little Pirates –		My Grandpa is Amazing Max the Champion		My world, Your World	
<b>Y1 RSE</b>	Different Friends – to understand that we are all different but can still be friends -know that we can be friends with people who are different to us  <a href="#">Sign languages</a>		Growing & Changing -to discuss how children grow & change -understand that babies need care and support -know that older children can do more by themselves		Families & Care -to explore different types of families and who to ask for help – <b>People Who Help US (EYFS)</b> -to identify who can help when families make us feel unhappy or unsafe -know there are different types of families -know which people we can ask for help  <a href="#">Diverse families</a>	
<b>Y2 No Outsiders</b>	The Great Big Book of Families The First Slodge		The Odd Egg Just Because		Blown Away	
<b>Y2 RSE</b>	Differences -to introduce the concept of gender stereotypes -understand that some people have fixed ideas about what boys and girls can do  <a href="#">Meet Michal</a>				Naming Body Parts -to focus on sexual difference and name body parts -describe the physical differences between males and females -name the different body parts -to identify differences between males and females - describe the difference between male and female babies	
<b>Proposed Curriculum Enrichment Opportunities</b>	Y1/2 Walk around the local area  Y2 – Meet The Nativity Characters @Whitby Methodist Church  Y2 – Judo  Y1 Harvest celebration led by local Reverend from the Methodist Church		Y1 & Y2 – Day trip to Quarry bank Mill  Katumba Drumming Group visit to school		Y2 – Overnight Residential in Anglesey	

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**KEY STAGE ONE CYCLE B**

KS1 CYCLE B						
<b>Literacy Text – Lit Co Mixed Year Group Planning</b>	Lost and Found	Nibbles What stories does nibbles know?	The Lion inside	Curious case of the missing mammoth	Toys in Space	Goldilocks and Just the One Bear
<b>Reading Text (Y2)</b>	Troll (Y2)	Above & Beyond (Y2)	The Dragonsitter (Y2)	Owen & the Soldier (Y2)	Fantastic Mr Fox (Y2)	Grimm’s Fairytales (Y2)
<b>Theme (Key foundation subject focus)</b>	Geography Study: Me and the world <a href="#">Sustainability</a>	History Study: The great fire of London <a href="#">Keep London Smiling</a>	Geography Study: On Safari <a href="#">The forest guardian</a>	History Study: The living natural Museum	History Study: How has play changed over time? <a href="#">Exploring play</a>	Geography Study: Houses and homes <a href="#">Bedrooms around the world</a>
<b>Y1 Science</b>	Animals including humans	Animals including humans	Materials	Use of Everyday Materials	Plants Seasonal change	
<b>Y2 Science</b>	Animals including humans <a href="#">Animal friends</a>	Living things & their habitats <a href="#">Life in deserts</a>	Use of Everyday Materials <a href="#">Meet Andrea</a>	Minibeasts <a href="#">Visit the rainforest</a>	Plants <a href="#">Plants</a>	
<b>Computing</b>	Y1 Technology around us Y2 Information Technology around us	Digital Writing	Y1 Moving a Robot Y2 Robot Algorithms	Pictograms	Digital Photos	Y1 Programming Animation Y2 Programming Quizzes
<b>Project Evolve Online Safety</b>	Copyright and Ownership  Privacy and Security	Managing Online Information  Privacy and Security	Online Relationships  Online Reputation	Online Relationships  Online Reputation	Self-image and Identity Online Bullying	Health Well-Being and Lifestyle  Online Bullying
<b>Art &amp; DT</b>	Drawing Food Artist/architect/designer focus: Kandinsky  <a href="#">Food tech</a>	Collage Artist/architect/designer focus: Rita Greer  <a href="#">The beachcomber</a>	Materials & Printing Artist/architect/designer focus: Paul Klee	Sculpture Artist/architect/designer focus: Edward Lear  <a href="#">Marine mobile</a>	Painting Materials Artist/architect/designer focus: Vincent Van Gogh  <a href="#">Paint workshop</a>	Printing & Sculpture Artist/architect/designer focus:
<b>Commando Joe’s</b>	Samuel Pepys – London’s Burning		Lion & Me – Circle of Life		Traditional Tale ‘Once Upon a Time’	
<b>Religious Education &amp; World Views Cheshire Agreed Syllabus</b>	What does it mean to belong? 12 <a href="#">Diverse families</a>	Why is Christmas celebrated by Christians? How will Christians celebrate Christmas in our local churches? 9, 12, 13 <a href="#">Where Christian’s worship</a>	How do people with different and similar worldviews believe the world began and how should we look after it? 11, 29, 30, 31	Free Choice Unit What is respect?	What do Muslims believe about Allah and Muhammad (PBUH)? 15,16,17 <a href="#">Meet Asmir</a>	How do Muslims express new beginnings in their lives? 18,19
<b>Y1 MFL</b>	Hello all over the World	Christmas in France	Numbers	Mardi Gras	Pirates	Rainbow fish

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<b>Y2 MFL</b>	Let's go fly a kite	Bonfire night	Birthdays	Mardi Gras	Mini-beast Hunt	Bastille Day
<b>Music (Charanga)</b>	Instruments	Ho-Ho-Ho	Zootime	How does Music connect us with the past?	Space	Reflect, Rewind & Replay

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<b>Y1 Physical Education</b>	Body parts Eide, Narrow, Curled Hands 1	Growing Feet 1	Games for Understanding The Zoo	Heroes Rackets, Bats & Balls	Running 1 Jumping 1 Health & Wellbeing	Team Building
<b>Y2 Physical Education</b>	Hands 1 Hands 2 Linking	Feet 1	Pathways Games for Understanding	Explorers Mr Candys Sweet Factory Water Rackets, bats & Balls	Health & Wellbeing Dodging 1 Jumping 1	Team Building
<b>Y1 No Outsiders</b>	Elmer Ten Little Pirates		My Grandpa is Amazing Max the Champion		My world, Your World	
<b>Y1 RSE</b>	Different Friends - to understand that we are all different but can still be friends -know that we can be friends with people who are different to us  <a href="#">Eyes on the ball</a>		Growing & Changing -to discuss how children grow & change -understand that babies need care and support -know that older children can do more by themselves  <a href="#">Life on a Greek island</a>		Families & Care -to explore different types of families and who to ask for help -to identify who can help when families make us feel unhappy or unsafe -know there are different types of families -know which people we can ask for help  <a href="#">Family life: Muhammed &amp; Amina</a>	
<b>Y2 No Outsiders</b>	The Great Big Book of Families The First Slodge		The Odd Egg Just Because		Blown Away	
<b>Y2 RSE</b>	Differences -to introduce the concept of gender stereotypes -to identify differences between males and females -understand that some people have fixed ideas about what boys and girls can do -describe the differences between male and female babies  <a href="#">Anni's home</a>				Naming Body Parts -to focus on sexual difference and name body parts -describe the physical differences between males and females -name the different body parts to identify differences between males and females - describe the difference between male and female babies	
<b>Proposed Curriculum Enrichment Opportunities</b>	Local Fire Engine Service visit to school  Y2 – Meet The Nativity Characters @Whitby Methodist Church		Y1/2 African Djembe Drumming Workshop – Edsential  Y1/2 Day Visit to Liverpool Museum		Y2 Overnight Residential in Anglesey  Y1/2 Day Visit to Warrington Museum	



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**LOWER KEY STAGE 2 CYCLE A**

LKS2: Y3/4 CYCLE A						
<b>Literacy Text – Lit Co Mixed Year Group Planning</b>	Gorilla	Leon and the Place Between	Escape from Pompeii	When the giant stirred	When the rainforest meets the sea	Blue John
<b>Reading Text</b>	A World Full of Animal Stories	The Train to Impossible	Dkfindout! Volcanoes	Ariki & the Island of Wonders	Fantastically Great Women who Saved the Planet	A Myth-Hunter's Travel Guide
<b>Theme (Key foundation subject focus)</b>	<b>Geography study: Wild versus captivity</b> <a href="#">Animals &amp; habitats</a>	<b>History study: Roman Settlement</b>	<b>LOCAL AREA STUDY: CHESTER Roman History</b>	<b>Geography study: Volcanos</b> <a href="#">We live among volcanoes</a>	<b>Geography study: Natural world – Rainforests</b> <a href="#">Amazonian treats</a>	<b>Geography study: Natural world &amp; seas/oceans</b> <a href="#">Coasts and oceans</a>
<b>Science</b>	Animals, including humans	Sound	States of Matter –	Electricity <a href="#">Design your own electrical toy</a>	Living things & their habitats <a href="#">Ecosystems collection</a>	
<b>Computing</b>	The internet	Audio Editing	Repetition in Shapes	Branching Databases	Photo editing	Repetition in games
<b>Project Evolve Online Safety</b>	Self-image and Identity  Police Talk  AUP	Managing Online Information  Online Bullying	Online Relationships  AUP Recap	Online Reputation	Health Well-Being and Lifestyle  AUP Recap	Copyright and Ownership  Privacy and Security
<b>Art &amp; Design</b>	Drawing Painting Artist/architect/designer focus: Picasso	Materials Mechanics Artist/architect/designer focus: Karel Grod	Textiles Digital Media  <a href="#">Costume creation</a>	Sculpture	Collage  Artist/architect/designer focus: Henri Rousseau David Hockney	Designing  Artist/architect/designer focus: James Dyson  <a href="#">Design your own superhero</a>
<b>Commando Joe's</b>	Gorilla in the Mist Kira Salak		Romans Revolt Spartacus		Survival Bear Grylls	
<b>Religious Education &amp; World Views Cheshire Agreed Syllabus</b>	How do Jewish people demonstrate their faith through their communities? 48, 49, 50, 51 <a href="#">Living my Jewish faith 1</a>	Why do Christians think about Incarnation at Christmas? What is the Trinity? 32, 33, 34	Free Choice Identity and belonging <a href="#">My name, my identity (KS2)</a>	What can I learn from Christian art about Christian beliefs about Easter, Salvation and the Trinity? 33, 34, 35 <a href="#">Meet Lukas</a>	How do Humanists arrive at their views about the world? 52, 53, 54, 55	How do Hindus worship in their daily lives? 38, 40, 42
<b>Y3 MFL</b>	A New Start	Calendar & Celebrations	Animals I like & don't like –	Carnival colours & playground games	Breakfast, fruit nouns & a hungry giant	Going on a picnic
<b>Y4 MFL</b>	Welcome to school super learners	Robot Town	Family tree & faces	Celebrating carnival / body parts	Feeling unwell / jungle animals	Summer time

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<b>Music (Charanga)</b>	Mamma Mia	Glockenspiel	Stop!	Lean on me	Blackbird	Reflect, Rewind, replay
<b>Y3 Physical Education</b>	Tag Rugby	Symmetry & Asymmetry Hockey	Weather Wild Animals Witches & Wizards Football	Dodgeball Netball Mindfulness	Tennis Running Throwing & Jumping	Athletics Competitions Rounders
<b>Y4 Physical Education</b>	Mindfulness Tag Rugby	Bridges Hockey	Cats Space Football	Dodgeball Netball	Tennis Running Throwing & Jumping	Athletics Competitions Rounders

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<b>No Outsiders</b>	Dogs Don't Do Ballet	King and King	The Way Back Home The Flower Red: A Crayon's Story
<b>Y3 RSE</b>			<p>Body Differences</p> <p><b>Relationships Education:</b> Respectful relationships (3a).</p> <p>Personal Space <b>Relationships Education:</b> Caring friendships (2e)</p> <p>Respectful relationships (3b,3d,3f ), Being safe (5a,5b,5c,5d,5f,5g).</p> <p>Help &amp; Support</p> <p><b>Relationships Education:</b> Families and people who care for me (1a,1b,1c,1d,1f,) Being safe (5d,5f,5g, 5h).</p> <p><a href="#"><u>Relationships and family</u></a></p>
<b>Y4 RSE</b>			<p>Changes</p> <p>Changing adolescent body (8a)</p> <p><b>Key Stage 2 Science – describe the life process of reproduction in some plants and animals</b></p> <p>What is puberty?</p> <p><b>Health Education:</b> Mental wellbeing (6a,6b,6c,6d,6f)</p> <p>Changing adolescent body (8a, 8b), Menstruation (9a)</p> <p><b>Key Stage 2 Science – describe the life process of reproduction in some plants and animals - describe the changes as humans develop to old age</b></p> <p>Healthy Relationships</p> <p><b>Relationships Education:</b> Caring friendships (2b,2c, 2d,2e), Respectful relationships, (3a,3b,3d,3e,3f,3h), Online relationships (4b,4d).</p> <p><a href="#"><u>Coping strategies</u></a></p> <p><a href="#"><u>Wellbeing and loneliness</u></a></p>
<b>Proposed Curriculum Enrichment Opportunities</b>	Y4 – Swimming Y3 – Judo	Y3 – Swimming  Y3/4 Day Trip to Chester Dewa Roman Experience  Y4 2 night arts residential (Menai)	Y3/4 Day visit Gurdwara Sikh Temple  Zoo2U visit to school

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**LOWER KEY STAGE TWO CYCLE B**

LKS2: Y3/4 CYCLE B						
<b>Literacy Text – Lit Co Mixed Year Group Planning</b>	Seal Surfer	Winters Child	Stone Age Boy	Big Blue Whale	Zeraffa Giraffa	The Journey
<b>Reading Text</b>	The Sea Book	Ice Palace	The Iron Man	The Morning I Met a Whale	Egyptian Cinderella	Usborne Illustrated Atlas of Britain & Ireland
<b>Theme (Key foundation subject focus)</b>	<b>Geography study: UK and the surrounding seas, comparing &amp; contrasting UK locations,</b>  <a href="#">Multicultural London</a>	<b>Geography Study: Europe</b>  <a href="#">The Lyfta Globe</a>	<b>History study: Stone age to Iron Age</b>		<b>History study: Ancient Egypt</b>  <a href="#">Exploring Egypt</a>	
<b>Science</b>	Animals including humans  <a href="#">Animals &amp; habitats</a>	Light and temperature	<a href="#">Rocks</a>	Forces & Magnets –	<a href="#">Plants</a>	
<b>Computing</b>	Connecting Computers	Stop Frame Animation	Sequencing Sounds	Data Logging	Desktop Publishing	Events & actions in programs
<b>Project Evolve Online safety</b>	Copyright and Ownership  Privacy and Security	Managing Online Information  Privacy and Security	Online Relationships  Online Reputation	Online Relationships  Online Reputation	Self-image and Identity Online Bullying	Health Well-Being and Lifestyle  Online Bullying
<b>Art &amp; DT</b>	Drawing Sculpture Artist/architect/designer focus: Gary Hodges Henry Winstanley	Painting Structures Artist/architect/designer focus: Edvard Munch Henry Hopkins Sibley	Drawing Painting Artist/architect/designer focus: Lascaux's prehistoric cave paintings	Textiles Printing Artist/architect/designer focus: Hokusai	Construction Materials Artist/architect/designer focus: Ingels	Textiles Sculpture
<b>Commando Joe's</b>	Walking the Amazon Ed Stafford		Endurance Ernest Shackleton		Around the World in 72 Days Nellie Bly	
<b>Religious Education &amp; World Views Cheshire Agreed Syllabus</b>	What does a Hindu believe about God and how is Diwali celebrated? 38, 39, 40, 41	Free Choice What is the Baha'i faith?	How can the Bible help a Christian with their way of life? 34, 36, 37 <a href="#">Faith in a higher power 1 (Christianity)</a>	What do I think about Jesus and how is he portrayed in art from around the world? Why is the cross important for Christians?  32, 33, 34 <a href="#">Christian orthodox traditions</a>	What is my point of view about God and why do people have faith?  32 <a href="#">Faith and belief</a>	What do Muslims believe happened on 'The Night of Power' and how do they worship?  43, 44, 45, 46, 47 <a href="#">My identity (part 1)</a>
<b>Y3 MFL</b>	A New Start	Calendar & Celebrations	Animals I like & don't like	Carnival colours & playground games	Breakfast, fruit nouns & a hungry giant	Going on a picnic
<b>Y4 MFL</b>	Welcome to school super learners	Robot Town	Family tree & faces	Celebrating carnival / body parts	Feeling unwell / jungle animals	Summer time

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<b>Music (Charanga)</b>	Animals- The Crocodile Song	Christmas- Hosana Rock	Fossils Dinosaurs	Writing own compositions about plastic pollution	Around the World- The Lantern Song	Action Songs- Ancient Egypt
<b>Y3 Physical Education</b>	Tag Rugby	Symmetry & Asymmetry Hockey	Weather Wild Animals Witches & Wizards Football	Dodgeball Netball Mindfulness	Tennis Running Throwing & Jumping	Athletics Competitions Rounders

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<b>Y4 Physical education</b>	Mindfulness Tag Rugby	Bridges Hockey	Cats Space Football	Dodgeball Netball	Tennis Running Throwing & Jumping	Athletics Competitions Rounders
<b>No Outsiders</b>	Oliver		This Is Our House		The Monsters The Hueys in the New Jumper Beegu	
<b>Y3 RSE</b>					Body Differences <b>Relationships Education:</b> Respectful relationships (3a). Personal Space <b>Relationships Education:</b> Caring friendships (2e) Respectful relationships (3b,3d,3f ), Being safe (5a,5b,5c,5d,5f,5g). Help & Support <b>Relationships Education:</b> Families and people who care for me (1a,1b,1c,1d,1f,) Being safe (5d,5f,5g, 5h). <a href="#">Relationships and family</a>	
<b>Y4 RSE</b>					Changes Changing adolescent body (8a) <b>Key Stage 2 Science – describe the life process of reproduction in some plants and animals</b> What is puberty? <b>Health Education:</b> Mental wellbeing (6a,6b,6c,6d,6f) – Changing adolescent body (8a, 8b), Menstruation (9a) <b>Key Stage 2 Science – describe the life process of reproduction in some plants and animals - describe the changes as humans develop to old age</b> Healthy Relationships <b>Relationships Education:</b> Caring friendships (2b,2c, 2d,2e), Respectful relationships, (3a,3b,3d,3e,3f,3h), Online relationships (4b,4d). <a href="#">Coping strategies</a> <a href="#">Wellbeing and loneliness</a>	
<b>Proposed Curriculum Enrichment Opportunities</b>	Y3/4 Day Visit to Seaquarium, Rhyl Y3/4 Chester Aid for the Homeless workshops held in school		Y3 Strings Tuition		Y3/4 Day visit to World Museum Liverpool with focus on Egyptian exhibition	

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**UPPER KEY STAGE 2 CYCLE A**

UKS2: Y5/Y6 CYCLE A						
<b>Literacy Text – Lit Co Mixed Year Group Planning</b>	The lost happy endings	Queen of the falls	Arthur and the Golden rope	The darkest dark	The paper bag prince	The Hunter
<b>Reading Text</b>	Hansel & Gretel	Goodnight Stories	Odd & the Frost Giants	Exploring Space / Planet Unknown	The Last Wild / Rubbish – a look behind the scenes	African tales: A Barefoot Collection
<b>Theme (Key foundation subject focus)</b>	<b>Geography study: Rivers / mountains</b>  <a href="#">Rivers</a>  <a href="#">Mountains</a>		<b>History Study: Anglo-Saxons</b>	<b>History study: Vikings</b>	<b>Geography study: Eco-warriors/Illegal Wildlife Trade</b>  <a href="#">Sustainability lesson collections</a>  <a href="#">How to be a citizen scientist</a>	
<b>Science</b>	Forces		Properties and materials  <a href="#">Meet Andrea</a>	Earth and space –  <a href="#">Astronomy and STEM skills</a>	Living things and their habitats  <a href="#">Life in deserts</a>  <a href="#">Marine biology and ocean birds</a>	Animals including humans
<b>Computing</b>	Sharing information	Video editing	Selection in physical computing	Flat-file databases	Vector Drawing	Selection in quizzes
<b>Project Evolve Online Safety</b>	Self-image and Identity  Police Talk (Y5)  AUP  Digital Footprints and over sharing (Y6)	Managing Online Information  Online Bullying	Online Relationships  AUP Recap  Talks by Police/Crime Prevention Officer	Online Reputation	Health Well-Being and Lifestyle  AUP Recap  Now Press Play – Online Safety Just Y6	Copyright and Ownership  Privacy and Security
<b>Art &amp; Design</b>	Mechanics  Artist/architect/designer focus: Norman Bel Geddes/Owen Clarke Design	Painting Collage Artist/architect/designer focus: Maggi Hambling  <a href="#">Learning from others in the paint workshop</a>	Drawing	Mechanics  Artist/architect/designer focus: NASA/Apollo 11 / Sputnik/ Voyager / Discovery	Construction Materials Artist/architect/designer focus: Gilleard	Collage Structure Artist/architect/designer focus: Nils-Udo  <a href="#">Plastic activism</a>

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<b>Commando Joe's</b>	Trans global Adventure Ranulph Fiennes		Voyage of Discovery Leif Erikson		Blast Off! Tim Peake	
<b>Religious Education &amp; World Views</b> <b>Cheshire Agreed Syllabus</b>	Why are the Five Pillars important to Muslims for their daily lives? 62, 64, 66 <a href="#">My identity (part 1)</a>	How is a Muslim way of life expressed at home and in the community? 63, 65, 66 <a href="#">Mohammed's garden</a>	How are the values of community and equality shown through the Sikh way of life? 67, 68, 69, 70, 71 <a href="#">Meet Deenpal</a>	Which beliefs do we find hard to understand in Christianity? 56, 57, 58	How and why do Christian's worship? What are the benefits for believers? 60, 61 <a href="#">Faith in a higher power 1 (Christianity)</a>	Free Choice Unit Expressing Faith through the arts
<b>Y5 MFL</b>	My school, my subjects	Time in the city	Healthy eating, going to the market	Clothes, colours, fashion show	Out of this World	Going to the seaside
<b>Y6 MFL</b>	Time & Daily Routine	Where I live, where you live	Playing and enjoying sport	This is me, hobbies & fun	Café culture & restaurants	Performance time
<b>Music (Charanga)</b>	Living on a Prayer	Classroom Jazz	Make you feel my love	The Fresh Prince of Bel Air Viking Battle Music Composition	Dancing in the Street	Reflect, Rewind, Replay
<b>Y5 Physical Education</b>	Health Related Exercise Hockey	Counter Balance & Counter Tension Football	Greeks Street Art The Circus	Basketball Tennis	Athletics Cricket	Rounders Competitions



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			Netball			
<b>Y6 Physical Education</b>	Health Related Exercise Hockey	Matching & Mirroring Football	Netball Carnival	Tennis Basketball	Athletics Cricket	Competitions Rounders
<b>No Outsiders</b>	Where the Poppies Now Grow Rose Blanche		How to Heal a Broken Wing The Artist Who Painted a Blue Horse		And Tango Makes Three	
<b>Y5 RSE</b>					<p style="text-align: center;">Talking about Puberty</p> <p style="text-align: center;"><b>Health Education:</b> Mental wellbeing (6c, 6d,6f,) Changing adolescent body (8a,8b), Menstruation (9a) The Reproduction System</p> <p style="text-align: center;"><b>Health Education:</b> Changing adolescent body (8a,8b), Menstruation (9a) Puberty, Health &amp; Support</p> <p style="text-align: center;"><b>Health Education:</b> Mental wellbeing (6a,6b,6c, 6d,6e, 6f,)</p> <p style="text-align: center;">Changing adolescent body, (8a,8b), Menstruation (9a) <b>Additional lesson in Respect</b></p> <p style="text-align: center;"><a href="#"><u>Healthy lifestyles</u></a></p>	
<b>Y6 RSE</b>					<p style="text-align: center;">Puberty &amp; Reproduction</p> <p style="text-align: center;"><b>Health Education:</b> Mental wellbeing(6c,6d,6f,6g, 6i,6j), Changing Adolescent body (8a,8b). Communication &amp; Relationships</p> <p style="text-align: center;"><b>Relationships Education:</b> Families and people who care for us (1a,1b,1d,1f ), Caring friendships (2a,2b, 2c), Respectful relationships 3b,3d,3h), Being safe (5a,5b,5c,5d,5e). Families, Conception &amp; Pregnancy</p> <p style="text-align: center;"><b>Relationships Education:</b> Online relationships (4a,4b, 4c,4d,4e), Being safe (5a,5b,5d,5e,5g,5h), Mental wellbeing (6h,6i) <b>Additional lesson in FGM</b></p> <p style="text-align: center;"><a href="#"><u>Relationships and family</u></a></p>	
<b>Proposed Curriculum Enrichment Opportunities</b>	URENCO representative visit to school with a workshop focus on 'sorting things scientifically'		Liverpool University representatives to run 'Space workshops'		Food Technology workshops at Whiby High School	

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**UPPER KEY STAGE TWO CYCLE B**

UKS2: Y5/6 CYCLE B						
<b>Literacy texts - Lit Co Mixed Year Group Planning</b>	Star of fear	The Day The War Came	The Place for Me – stories about the Windrush generation	The Selfish Giant	The Twits & Other Stories/Plastic Planet	Manfish
<b>Reading texts</b>	When we were Warriors	Poems from World War Two	The Explorer	The Happy Prince	Great Adventurers for Summer	
<b>Theme (Key foundation subject focus)</b>	<b>How have conflicts changed over time? What is the impact of conflict on the local area?</b>		<b>Geography study:</b> North America with a focus on the Caribbean  <a href="#">Fish tales</a>	<b>History study: Early Islamic Civilisation</b>  <a href="#">Sacred Acres</a>	<b>Geography study: France</b> <b>History study: Ancient Greece</b>  <a href="#">Last child of Arki</a>	
<b>Science</b>	Electricity  <a href="#">Make your own torch</a>	Living things and their habitats  <a href="#">Ecosystems collection</a>	Light	Evolution	Animals including humans	SRE – see below
<b>Computing</b>	Internet Communication /	Webpage creation	Selection in quizzes / Variables in games		Introduction to Spreadsheets	Introduction to microbit
<b>Project Evolve Online Safety</b>	Copyright and Ownership  Privacy and Security	Managing Online Information  Privacy and Security	Online Relationships  Online Reputation	Online Relationships  Online Reputation	Self-image and Identity Online Bullying	Health Well-Being and Lifestyle  Online Bullying
<b>Art &amp; DT</b>	Drawing  Artist/architect/designer focus: Henry Moore	Painting  Artist/architect/designer focus: Empire Windrush Ship  <a href="#">Inspired by Mono</a>	Printing	Textiles  Artist/architect/designer focus: Nicola Davies  <a href="#">Equality at work (weaving workshop)</a>	Mechanics Construction  <a href="#">Building imagination</a>	Painting  Artist/architect/designer focus: Cézanne, Seurat and Morisot
<b>Commando Joe's</b>	The White Mouse Nancy Wake		Eastern Odyssey Ibn Battuta		Final Flight Amelia Earhart	
<b>Religious Education &amp; World Views Cheshire Agreed Syllabus</b>	What does it mean to live in a religiously diverse world?  73, 74, 75 <a href="#">Building a united world</a>	What do religious and non – religious world views believe about equality, justice and fairness? 81, 82, 83, 84, 85, 86 <a href="#">Equality at work (weaving workshop)</a>	Are Humanist and Christian ideas about science, conflicting or complementary? Does the Big Bang Theory disprove the Genesis account on Creation? 59, 76, 77, 78, 79, 80	How do Sikhs worship? 69, 72 <a href="#">The Brave on the pitch</a>	What are some of the differences and similarities within Christianity locally and globally? What can we learn from Christian religious buildings and music? 58, 61  <a href="#">Where Christians worship</a>	Free Choice Unit What is Eternity?

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<b>Y5 MFL</b>	My school, my subjects	Time in the city	Healthy eating, going to the market	Clothes, colours, fashion show	Out of this World	Going to the seaside
<b>Y6 MFL</b>	Time & Daily Routine	Where I live, where you live	Playing and enjoying sport	This is me, hobbies & fun	Café culture & restaurants	Performance time
<b>Music (Charanga)</b>	Happy	Classroom Jazz 2	A New Year Carol	You've got a friend	Music & Me	Reflect, Rewind, Replay
<b>Y5 Physical Education</b>	Health Related Exercise Hockey	Counter Balance & Counter Tension Football	Greeks Street Art The Circus Netball	Basketball Tennis	Athletics Cricket	Rounders Competitions

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<b>Y6 Physical Education</b>	Health Related Exercise Hockey	Matching & Mirroring Football	Netball Carnival	Tennis Basketball	Athletics Cricket	Competitions Rounders
<b>No Outsiders</b>	My Princess Boy		The Whisperer The Island		Love you Forever Dreams of Freedom	
<b>Y5 RSE</b>					Talking about Puberty <b>Health Education:</b> Mental wellbeing (6c, 6d,6f,) Changing adolescent body (8a,8b), Menstruation (9a) The Reproduction System <b>Health Education:</b> Changing adolescent body (8a,8b), Menstruation (9a) Puberty, Health & Support <b>Health Education:</b> Mental wellbeing (6a,6b,6c, 6d,6e, 6f,)	
<b>Y6 RSE</b>					Puberty & Reproduction <b>Health Education:</b> Mental wellbeing(6c,6d,6f,6g, 6i,6j), Changing Adolescent body (8a,8b). Communication & Relationships <b>Relationships Education:</b> Families and people who care for us (1a,1b,1d,1f ), Caring friendships (2a,2b, 2c), Respectful relationships 3b,3d,3h), Being safe (5a,5b,5c,5d,5e). Families, Conception & Pregnancy <b>Relationships Education:</b> Online relationships (4a,4b, 4c,4d,4e), Being safe (5a,5b,5d,5e,5g,5h), Mental wellbeing (6h,6i) <b>Additional lesson in FGM</b>	
<b>Proposed Curriculum Enrichment Opportunities</b>	Visit from Reverend at Methodist Church to talk to the children about the meaning of Christmas.		Y6 Residential		Top up Swimming  Y6 Residential	

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**WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW**

**Our curriculum, and the foundations of our school, will be built upon the core tenets of respect, resilience, empathy, self-awareness, passion for learning ('botheredness'), excellence, communication, and teamwork.**

	<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<p><b>Curriculum planning</b></p> <p>Our curriculum intent will be achieved through:</p> <ul style="list-style-type: none"> <li>● coherent and sequential learning.</li> <li>● Children being inspired to do their best.</li> </ul>	<p>Increase ambition, aspiration and opportunity of young people.</p> <p>Improve knowledge, progress and attainment.</p> <p>Develop and enhance a level of 'botheredness' in children.</p>	<p><u>Using Lit Co:</u></p> <p>The planning is based on reading and interacting with texts that are both rich and engaging, and also age appropriate in addition to being linked to history/geography topics where possible. Each text has a basic, yet progressive, scheme of work associated with it that includes word, sentence, text and punctuation level work for children to grapple with. There is also 'built in' a GD element for writing.</p> <p>All staff have had top quality training by members of the Literacy Company on how to deliver these modules and also moderation sessions in which assessment is considered, consolidated and consistent.</p>	

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<ul style="list-style-type: none"><li>● Engaging in deep thinking to support decision making.</li><li>● Experiencing a range of stimulating activity.</li></ul>		<p>We have overlaid our assessment objectives in 'Insight' to match the objectives in the literacy company modules and to that end it makes assessing progress for staff a more manageable task.</p> <p><u>Using White Rose Maths:</u></p> <p>We aim to develop a whole new culture of deep understanding, confidence and competence in maths – a culture that produces strong, secure learning and real progress.</p> <p>We have overlaid our assessment objectives in 'Insight' to match the objectives in the White Rose modules and to that end it makes assessing progress for staff a more manageable task.</p> <p><u>Using Charanga Music:</u></p> <ul style="list-style-type: none"><li>● A complete scheme to teach the national curriculum for music</li><li>● A growing library of songs, topics, instrument courses and creative apps</li><li>● Support for the non-specialist for assessment, SEND and personalised teaching and learning.</li></ul> <p>Charanga's digital programmes are underpinned by a confidence-building CPD &amp; Training programme.</p> <p>The visual and audio cues our platform provides let teachers know when to start singing. The songs have a clear melody line so you simply listen and then join in once you feel able. This melody line can be muted once everyone is confident – allowing the children to be the soloists</p> <p><u>Using CoJo's:</u></p> <p>The design of the Character Curriculum embeds our behaviour traits within a number of exciting topics based on amazing characters and aspects of their life stories.</p> <p>Significant heroes/heroines, explorers and adventurers have been identified to support children's understanding of character traits as well as create opportunity and integration into classroom cross curricular work.</p>	
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Each topic has been planned to take place either across one term or to align within other curriculum area topics. All visual and technological stimuli is provided to ensure that the children taking part enjoy and have sufficient time to consolidate and develop their skills, knowledge and understanding as they work on the topic - building their capacity to choose intelligently between decisions that contribute to their character development and specific learning.

Topics are used to support a curriculum framework that guides the direction of learning expectations and progress as well as identify coherent expectations for each child's character learning journey.

The way in which different characters are used to bring to life learning, through a range of cross-curricular areas, will open up a long term source of stimuli on which to extend breadth and depth of our curriculum offer.

The tangible impact on the development of resilience, leadership, communication, empathy and perseverance will be measured using the inbuilt assessment tools in the programme.

This will underpin our character training and is built on 4 principles:

1. Character development is right for every child.
2. Character education will empower young people.
3. Character will inform ethos, direction of learning and culture in school.
4. Character will be developed in partnership with all stakeholders and will be overt in our school mission statement and strap line.

Using RWI:

Read Write Inc program promotes high quality and systematic teaching of phonics and children are inspired to become confident and independent readers. 'Read Write Inc' is a rapid **learn to read** programme that gives children the tools to **read to learn** in future life. Read Write Inc teaches the essential skills of linking sounds and letters together that form words, ensuring that children's reading and writing skills develop early in their education. Read Write Inc develops fluent, enthusiastic readers, writers and confident speakers. The programme exposes children to a variety of text types and genres and it develops children's comprehension skills. Children are taught to read and write letter-sound correspondences quickly and to decode effortlessly, ensuring they read with fluency and expression.

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<p><b>Behaviour programme</b></p>	<p>Improve behaviour, attendance, health and wellbeing.</p>	<p><u>Ready, Respectful &amp; Safe; Zones of Regulation</u></p> <p>Our behaviour for learning policy is based on positive relationships that are built on mutual respect, understanding, tolerance and trust from all members within our school community. The underlying principle is that the policy is simple, highly effective and consistent. We therefore have a code of conduct that is based on three words: Ready, Respectful and Safe. All adults in our school community are committed to ensuring every child has the right to succeed and all conversations linked to behaviour for learning are rooted in these three words.</p> <ul style="list-style-type: none"> <li>➤ Consistent, calm adult behaviour</li> <li>➤ First attention to best conduct</li> <li>➤ Relentless routines</li> <li>➤ Scripting of difficult interventions</li> <li>➤ Restorative conversations</li> </ul> <p>Underpinning our behaviour for learning policy is 'Zones of Regulation'</p> <p>Learners are respected, regardless of their behaviour. Therefore, adult behaviour will never be compromised by learner behaviours. Recognition replaces reward – our school focus is on pride not prizes and recognition systems are collective. This aims to ensure all learners are interdependent and succeed in their learning.</p>	
<p><b>SMSC</b></p>	<p>Develop and enhance a level of Emotional Intelligence, empathy, resilience and respect in children.</p>	<p><u>Using SMSC school agreed themes (Including RSE):</u></p> <p><u>Using new CWP programme for RSE:</u></p> <p>The Education Act 2002 sets out the statutory duties which all schools, including academies, are required to meet: 'Every state-funded school must offer a curriculum which is balanced and broadly based and which:</p>	



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- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'

The DfE released statutory guidance in June 2019 under sections 34 and 35 of the Children and Social Work Act 2017. The guidance covers Relationships and Sex Education (RSE), Relationships Education and Health Education. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000.

**The statutory guidance has become mandatory in September 2020.**

The expectations on schools are as follows:

- Relationships Education will be compulsory in all primary schools (or those pupils receiving primary education) – this includes academies, free schools and independent schools
- Relationships and Sex Education will be compulsory in all secondary schools (or those pupils receiving secondary education) – this includes academies, free schools and independent schools
- Health Education will be compulsory in all primary and secondary schools (or those pupils receiving primary or secondary education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools

NB - The DfE recommends that all primary schools have a sex education programme. The programme must be clearly stated in the school policy and parents should be consulted. Sex Education (apart from aspects of the science curriculum) is not compulsory in primary schools.

CWP is a comprehensive and inclusive resource for teachers and other professionals working in a primary school setting. The 5th edition that we will use this year has been updated to meet the requirements of Statutory Guidance released from the Department for Education on Relationships Education, Relationships and Sex Education (RSE) and Health Education, Regulation 2019.

Using CoJo's:

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		<p><b><u>Spiritual</u></b>: a sense of enjoyment and fascination in learning about themselves, willingness to reflect on their experiences.</p> <p><b><u>Moral</u></b>: Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives; interest in investigating and offering reasoned views and ability to appreciate others' viewpoints.</p> <p><b><u>Social</u></b>: willingness to participate, cooperating well with others and contributing positively to modern Britain.</p> <p>Cultural: Interest in exploring, improving understanding of and respecting <b><u>diversity</u></b>; appreciate the range of cultures within and outside. <u>Using 'No Outsiders'</u>:</p> <p>This scheme provides much needed support for every primary school in the delivery of the objectives outlined in the Equality Act 2010; and in the provision of personal, social, health and economic education (PSHE) for every child. No Outsiders in Our School provides teachers with a curriculum that promotes equality for all sections of the community. But more than that, the resource aims to bring children and parents on board from the start so that children leave primary school happy and excited about living in a community full of difference and diversity, whether that difference is through race, gender, ability, sexual orientation, gender identity, age or religion. Includes 5 lesson plans for every primary school year group (EYFS- Y6) based upon a selection of 35 picture books. Issues addressed include: gender and gender identity, religion, sexual orientation, disability and age.</p> <p><u>Using agreed RE syllabus:</u></p> <p>Through the teaching of RE, children learn the essential knowledge of other religions and worldviews, as well as skills and attitudes such as critical thinking and empathy. This understanding of others' worldviews is an essential first step to enabling each pupil to understand, reflect on and develop their own personal worldview, which is one of the core tasks of education.</p>	
<p><b>Safeguarding</b></p>	<p>Maintain a high level of parent/school engagement.</p> <p>Maintain an up-to-date and effective level of</p>	<p><u>Using Project Evolve:</u></p> <p>Project Evolve covers topics such as social media, cyberbullying, gaming, time online, and more. Offering a library of innovative video based learning content, lesson plans and assessments, Project Evolve is fun and creative and updated with the latest social media applications.</p>	

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	education about online safety.	It offers safeguarding updates, weekly tips via a newsletter and monthly newsletters for parents to share with their children and termly newsletters for staff	
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