Windermere Preparatory School PSHEE/ SMSC SCHEME OF WORK

How Windermere Preparatory School satisfies the requirements for PSHEE and SMSC.
<table>
<thead>
<tr>
<th>WHO WE ARE</th>
<th>WHERE WE ARE IN PLACE AND TIME</th>
<th>HOW WE EXPRESS Ourselves</th>
<th>HOW THE WORLD WORKS</th>
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<tbody>
<tr>
<td><strong>PRE-SCHOOL AND RECEPTION</strong></td>
<td><strong>CENTRAL IDEA:</strong>&lt;br&gt;Our senses can help us explore the world around us.</td>
<td><strong>CENTRAL IDEA:</strong>&lt;br&gt;People live indifferent types of homes all over the world.</td>
<td><strong>CENTRAL IDEA:</strong>&lt;br&gt;We use materials in many ways to help us.</td>
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<td><strong>CONCEPTS:</strong>&lt;br&gt;Senses, safety, health, classification.</td>
<td><strong>KEY CONCEPTS:</strong>&lt;br&gt;Connection, Form, Homes, Similarities, Differences.</td>
<td><strong>KEY CONCEPTS:</strong>&lt;br&gt;Reflection, Perspective Communication, Relationships.</td>
<td><strong>KEY CONCEPTS:</strong>&lt;br&gt;Change, Causation Related concepts: Materials, Comparisons, Floating and Sinking.</td>
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<td><strong>LINES OF INQUIRY:</strong>&lt;br&gt;How senses work (Introduction – our body PE)</td>
<td><strong>LINES OF INQUIRY:</strong>&lt;br&gt;What different homes are like. Things that homes have in common</td>
<td><strong>LINES OF INQUIRY:</strong>&lt;br&gt;Different ways of expressing ourselves. Our appreciation for different forms of expression.</td>
<td><strong>LINES OF INQUIRY:</strong>&lt;br&gt;Predictions, Liquids, Solids. (Science Year 1)</td>
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<td>How we care for our senses</td>
<td><strong>SUBJECT FOCUS:</strong>&lt;br&gt;How homes are affected by where they are located.</td>
<td><strong>SUBJECT FOCUS:</strong>&lt;br&gt;How feelings affect the way we express ourselves.</td>
<td><strong>SUBJECT FOCUS:</strong>&lt;br&gt;Exploring what materials do. Sorting and comparing materials</td>
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<td>Limited sensory abilities.</td>
<td><strong>SUBJECT FOCUS:</strong>&lt;br&gt;Expressive arts and design.</td>
<td><strong>SUBJECT FOCUS:</strong>&lt;br&gt;Understanding the world, communication.</td>
<td><strong>SUBJECT FOCUS:</strong>&lt;br&gt;How we use materials in our everyday lives.</td>
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<td><strong>SUBJECT FOCUS:</strong>&lt;br&gt;Understanding of the World, Literacy, Expressive Arts, Forest School, PE</td>
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<td><strong>SUBJECT FOCUS:</strong>&lt;br&gt;Understanding of the World, Literacy Mathematics, Expressive art and design</td>
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<td>YEAR GROUPS</td>
<td>WHO WE ARE</td>
<td>WHERE WE ARE IN PLACE AND TIME</td>
<td>HOW WE EXPRESS OURSELVES</td>
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| YEAR 1      | CENTRAL IDEA: Making balanced choices can help us to have a healthy and happy lifestyle.  
LINES OF INQUIRY: Daily habits and routines. Factors that contribute to maintaining healthy relationships, balanced choices (PE) Different types of places today and in the past. The diversity of places. How different features of a place give it its identity.  
SUBJECT FOCUS: Personal, Social and Physical Education, English, Maths, Forest School Reflection Assemblies. | CENTRAL IDEA: Personal histories provide clues that demonstrate change over time. There are many diverse features that give a place its identity.  
KEY CONCEPTS: Reflection, Change, Form, Change, Connection, Place, Diversity, Identity, Development (growth), Personal Histories, Family history.  
LINES OF INQUIRY: Different ways we reflect on places. How different features of a place give it its identity. How toys show change over time. How different sources give more clues about a person. Personal histories that inspire us.  
SUBJECT FOCUS: IDEALS, Drama, English, Music, PE | CENTRAL IDEA: Patterns and cycles help us understand our world and plan.  
KEY CONCEPTS: Change, Connection, Natural World - Seasons, night and day, Growth, weather, Cycles  
SUBJECT FOCUS: Science, Humanities and Mathematics, related assemblies (Harvest), DT (season trees) | CENTRAL IDEA: Communities may differ to meet people’s needs. Systems are developed to meet the needs of a community.  
KEY CONCEPTS: Connection, Function Basic Needs, Communities, Transportation, Environment, System  
LINES OF INQUIRY: Rules we have in the various communities we belong to. Why people develop rules. How people reach agreements. How parts of a system relate to its purpose. How the development of systems depend on the resources available and its community. The relationship between transportation systems and the environment.  
SUBJECT FOCUS: Humanities, Science, The Arts, School Council, Forest School | CENTRAL IDEA: There are a variety of plants in the environment which we can use and appreciate. The way that we use resources in the environment can have a negative or positive impact.  
SUBJECT FOCUS: Humanities, Science, The Arts, School Council, Forest School |
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<th>YEAR 3</th>
<th>YEAR 4</th>
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| **CENTRAL IDEA:** Knowing how our bodies work can help us keep them healthy. Children's rights and responsibilities can affect their well-being and opportunities.  
  **IDEALS:** Art, Maths, Humanities, Science | **CENTRAL IDEA:** Around the world peoples basic needs are not always met (IDEALS and Tiger Kloof assemblies)  
  **KEY CONCEPTS:**  
  Causation, Responsibility, Basic Needs, Poverty, Rights, Starvation |
| **KEY CONCEPTS:**  
  Causation, Form, Function, responsibilities, Rights, Physical, Mental & Social Health, Movement, Digestion, Breathing, Rights, Responsibilities  
  **LINES OF INQUIRY:**  
  Bodily functions and systems. How people around the world take care of themselves. Internal and external factors that affect wellbeing. The challenges that children face. Rights and Responsibilities  
  **SUBJECT FOCUS:**  
  IDEALS, Science, Humanities, Athletics, gymnastics, fitness | **LINES OF INQUIRY:**  
  The natural world is full of interconnecting systems  
  **KEY CONCEPTS:**  
  Function, Responsibility, Change, Habitats, Interaction, Food Chains, Endangered Animals  
  **IDEALS:** Humanities - Rainforests, Science  
  **LINES OF INQUIRY:**  
  What living things depend on to survive. How living things are connected. How individual elements affect others  
  **SUBJECT FOCUS:**  
  Science, English, Maths, Humanities, IDEALS |
| **CENTRAL IDEA:** Journeys and movement have changed the world.  
  **KEY CONCEPTS:**  
  Change, Causation, Reflection, Settlement, Maps, Journeys (Adventure)  
  **LINES OF INQUIRY:**  
  Experiences when travelling. (Adventre and school visits) (Movement in space, spatial awareness - PE) Reasons why people move. Evidence of settlement. Reasons for exploration. What we have learned from exploration. The impact of exploration for the future  
  **SUBJECT FOCUS:**  
  English, Maths, Humanities, Science | **LINES OF INQUIRY:**  
  Goods and Services, Supply and Demand, Persuasion (English) Needs and Wants, Producers and Consumers (Year 6 Exhibition)  
  Comparisons of structures in diff. communities. Considerations to take into account when building a structure (DT). How building impacts on the environment  
  **SUBJECT FOCUS:**  
  DT, Maths, Humanities, IDEALS, English, |
| **CENTRAL IDEA:** Culture may be expressed in a variety of ways. Imagination is a powerful tool for extending our ability to think, create and express ourselves.  
  **KEY CONCEPTS:**  
  Perspectives, Customs, Culture, Religion, Traditions, Beliefs  
  **LINES OF INQUIRY:**  
  Ways cultures are expressed. Similarities and differences around the world (Humanities French culture, IDEALS Tiger Kloof assemblies)  
  **SUBJECT FOCUS:**  
  IDEALS, Science, Humanities, Science |  |
| YEAR 5 | CENTRAL IDEA: Places change over time as people move and shape their surroundings. The legacies of ancient civilisations (Olympics – PE, Humanities Ancient Greece and Ancient Egyptians) and how they have impacted our world today. **KEY CONCEPTS:** Causation, Connection, Change, (World sport) Perspective, Population, Urbanisation, Human Migration, Civilisation Globalisation.  
**LINES OF INQUIRY:** Peoples’ reasons for migrating. The long and short term effects of migration. Settlement patterns and population.  
**SUBJECT FOCUS:** English, The Arts, Exhibition, Drama |
| --- | --- |
| CENTRAL IDEA: Folk tales express universal themes that may be important to people around the world. **KEY CONCEPTS:** Form, Perspective, Reflection, Innovation (exhibition), Beliefs.  
**LINES OF INQUIRY:** How beliefs have been expressed through the arts. (English and Humanities) How our interests influence our art. The development of our own artistic styles (Art).  
**SUBJECT FOCUS:** English, The Arts, Exhibition, Drama |
| CENTRAL IDEA: We can benefit from understanding the relationship between the Earth and our solar system. The changing nature of the Earth can result in local and global action for survival. **KEY CONCEPTS:** Causation, Function, Connection, Day and Night; Seasons; Time Zones; Moon phases; Tides; Friction; Gravity; Air Resistance; Buoyancy; Surface Area, Geology, Tectonic plates (Year 6 Science and Yr 4 Mighty Mountains Topic), Movement, Erosion, Interdependence.  
**LINES OF INQUIRY:** The impact on planets of the positioning and movement. How forces work and are used (Science – working Scientifically). How the solar |
| CENTRAL IDEA: Food production and distribution involves various processes and choices. **KEY CONCEPTS:** Form, Change, Connection Energy Transformation, Solar, Electricity, Human understanding of scientific principals.  
**LINES OF INQUIRY:** Forms and sources of energy. The effects of energy transformation. Conservation of energy.  
**SUBJECT FOCUS:** Science, Mathematics, Adventur(e, assemblies) |
| YEAR 6 | CENTRAL IDEA: There are renewable and non-renewable energy sources that can be used in many ways. **KEY CONCEPTS:** Form, Change, Connection Energy Transformation, Solar, Electricity, Human understanding of scientific principals.  
**LINES OF INQUIRY:** Forms and sources of energy. The effects of energy transformation. Conservation of energy.  
**SUBJECT FOCUS:** Science, Mathematics, Adventur(e, assemblies) |
<p>| CENTRAL IDEA: Finding peaceful solutions |
|---|---|---|---|
| Year 6: | <strong>Central Idea:</strong> The decisions that organisations make can promote or deny social justice. | <strong>Key Concepts:</strong> Causation, Perspective, Responsibility, Conflict, Diversity, Justice | <strong>Lines of Inquiry:</strong> Causes of conflict. Conflict resolution and management. Living and working together peacefully. (Humanities WW2 Project, Year 6 responsibility for managing Crew Break, Form Time, PSHEE, Camps and Challenge week) |
| Subject Focus: | Science, Humanities, DT | <strong>Key Concepts:</strong> Responsibility, Function, Equality, Human Rights, Governmental and Non-governmental organisations. | <strong>Lines of Inquiry:</strong> Types of non-governmental organisations. Impact of the workings of organisations on peoples’ lives (Year 5 Mountain Rescue visit, 2014 year 6 Impact International Challenge Day) |
| Lines of Inquiry: | | <strong>Subject Focus:</strong> English, Humanities IDEALs, Personal, Social and Physical Education, School Council, Adventure! | |</p>
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<tr>
<th>STANDARD PART 2 SECTION 5</th>
<th>DEPARTMENT</th>
<th>OTHER AREAS</th>
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<tr>
<td>Actively promote the fundamental British values of democracy, rule of law, individual</td>
<td>IDEALS</td>
<td>Assemblies Reflections EYFS-Box of Feelings.'</td>
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<td>liberty. Mutual respect and tolerance for those with different faiths and beliefs</td>
<td>Topic Work - Y2 'Kings and Queens of Britain'</td>
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<td>EYFS-Understanding the World-Exploring different Festivals throughout the</td>
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<td>year.</td>
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<td>Enable pupils to distinguish right from wrong and to respect civil and criminal law of</td>
<td>Adventure - Countryside Code Environment projects - Topic work EYFS-PSED-right and wrong within the School community. Introducing the School rules. Yr 6 form time, role models with in school who are role models beyond school?</td>
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<td>England</td>
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<td>Encourage pupils to accept responsibility for their behaviour, show initiative and</td>
<td>IDEALS</td>
<td>School Council Golden Rules Assemblies for various charities Class rules</td>
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<td>understand how they can contribute positively to the lives of those living and working</td>
<td>Topic work - charity work to support local causes. EYFS-Visits to local care homes. EYFS-PSED-Learning to be part of the School community. Yr6 covered in Ideals, form time responsibilities of Form/House Captains and School Council members.</td>
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<td>in the locality in which the school is situated and to society more widely.</td>
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<td>Enable pupils to acquire a broad general knowledge of and respect for public institutions</td>
<td>EYFS - Understanding the World-People who help us Topic Work - Y2 'Fire’ Visit to Cumbria Fire and Rescue Mountain Rescue - Adventure! Topic work</td>
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<td>and services in England.</td>
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<td>Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.</td>
<td>Yr 6 touched on within Environment Project</td>
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| Encourage respect for people paying regard to the “protected characteristics” - Equality Act 2010. The following characteristics are protected characteristics:  
- age;  
- disability;  
- gender reassignment;  
- marriage and civil partnership;  
- pregnancy and maternity;  
- race;  
- religion or belief;  
- sex;  
- sexual orientation. | Topic work French cultures  
Tiger Kloof assemblies  
EYFS ‘Let’s Celebrate’ Topics, e.g. Diwali, Chinese New Year.  
Yr 5 English-Stories from other Cultures |
| Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which law is made and applied in England. | Adventure - Team building exercises which make all equal.  
Yr 6 Challenge Week  
PE – games/sports and working together as a team  
Yr 6 Form time relationships, tolerance.  
Yr 5 IDEALS: understanding prejudice and tolerance |
| Take steps as are reasonably practicable to ensure that political issues are brought to the attention of pupils:  
- Whilst in attendance at the school  
- While taking part in extracurricular activities provided or organised by or on behalf of the school  
- In promotion at the school  
They are offered a balanced presentation of opposing views. | IDEALS  
School Council Elections  
House Captain Elections  
Form Captains |
| | Performing Arts Competition topic |
| | Visits to school by Local MPs  
Current Affairs discussed in IDEALS  
Debating Club (2013)  
English - Y6 debating topic, Youth Parliament |
| | Assemblies  
Reflections  
School Council Visit by Broadoak Primary in Chorlton, Manchester. |