

## Southcoates Curriculum Drivers for Personal Development

### Phase: Early Years

	Safe Behaviours Including; Relationship Education, Sex Education, Physical Health, Mental Wellbeing, Wider Safety, Wider Opportunities	Positive role models Including; Developing Character, Southcoates Amazing People, Author of the Term	Awareness of the world Including; Economic Understanding, Understanding Media and Technology Spiritual, Social, Moral, Cultural	British values Including; Democracy, Rule of Law, Respect & Tolerance, Individual Liberty
<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>E-Safety (A &amp; B)</li> <li>Setting classroom rules and expectations of behaviour and keeping ourselves safe (A &amp; B)</li> <li>Hull Fair safety</li> <li>Carrying scissors</li> <li>Safe boundaries</li> <li>Manoeuvring safely</li> <li>Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Focussed artist (A): Pablo Picasso</li> <li>Focussed artist (B): Eileen Agar</li> <li>Author of the term (A): Ben Faulks and David Tazzyman</li> <li>'God Save the Queen' National anthem (B)</li> </ul>	<ul style="list-style-type: none"> <li>British monarchy (B)</li> <li>Story settings/environments (B)</li> <li>'House' countries, culture and traditions (B)</li> <li>Learning about castles and mediaeval communities (B)</li> <li>Comparing how people lived in mediaeval communities to how people live today (B)</li> </ul>	<ul style="list-style-type: none"> <li>Setting classroom rules (A &amp; B)</li> <li>Being kind to new friends (A &amp; B)</li> <li>Right and wrong in stories (A &amp; B)</li> <li>Looking at the difference between 'older' and 'younger', family trees and plotting own lives on a timeline (A)</li> <li>Painting self-portraits (A)</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>Bonfire night safety</li> <li>Road safety</li> </ul>	<ul style="list-style-type: none"> <li>Gold ticket shop and behaviour reward afternoon (A &amp; B)</li> <li>Author of the term (A): Oliver Jeffers</li> <li>Author of the term (B): Marcus Pfiste and John Bush</li> <li>Southcoates Got Talent (A &amp; B)</li> <li>Celebrating David Attenborough – naturalist and environmentalist (B)</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Learning to tell Christmas story and performing Nativity (A &amp; B)</li> <li>E-Safety week (A &amp; B)</li> <li>Seaside/rivers (B)</li> <li>Pollution (B)</li> <li>Theatre trip (A &amp; B)</li> <li>Learning about the planet we live on, and the plants and animals that share our earth (A)</li> <li>Learn about the differences between land and sea (B)</li> </ul>	<ul style="list-style-type: none"> <li>Gold ticket shop and behaviour reward afternoon (A &amp; B)</li> <li>Respecting other religions (e.g. Christianity when learning about the Christmas story, Diwali,) (A&amp;B)</li> <li>Creating sock puppet toy of an alien from a different planet (A)</li> </ul>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>Pre-pedal skills</li> <li>E-Safety</li> <li>Stranger danger</li> </ul>	<ul style="list-style-type: none"> <li>Focussed artist (A): Nick Sharratt</li> <li>Author of the term (B): Brothers Grimm</li> </ul>	<ul style="list-style-type: none"> <li>Materials in the local environment (B)</li> <li>Learning about how homes have changed over time and comparing our homes to homes from the past (A)</li> <li>Learn about how clothes have changed over time (B)</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Understanding right and wrong in stories (A)</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>Using PE apparatus</li> <li>E-Safety</li> </ul>	<ul style="list-style-type: none"> <li>Author of the term (A) : Eric Carle</li> <li>Author of the term (B): Julia Donaldson</li> <li>Focussed artist (B): Lynn Flavell</li> <li>Gold ticket shop and behaviour reward afternoon (A &amp; B)</li> <li>Project Hotdog</li> </ul>	<ul style="list-style-type: none"> <li>Charities (Water Aid, Dove House and Food Bank, Fareshare) (B)</li> <li>Learning about growth and changes in the environment (A)</li> <li>Look at where we can go in our local area to find people who help us (B)</li> <li>Richard Curtis – founder of Red Nose Day (B)</li> </ul>	<ul style="list-style-type: none"> <li>Gold ticket shop and behaviour reward afternoon (A &amp; B)</li> <li>Understanding consequences (the rule of law) (A &amp; B)</li> <li>Respecting the culture and beliefs of others (Easter) (A &amp; B)</li> </ul>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>Healthy/Unhealthy food</li> </ul>	<ul style="list-style-type: none"> <li>Focussed artist (A): Eileen Browne</li> <li>Focussed author (B): John Burningham</li> <li>Chefs and cooks (Jamie Oliver and Joe Wicks) (A)</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Food from around the world and where it comes from (A)</li> <li>Learn about how transport has changed over time (B)</li> </ul>	<ul style="list-style-type: none"> <li>Respecting others opinions (books) (B)</li> </ul>
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>Transition – preparing ourselves for the next academic year (A &amp; B)</li> <li>Sun safety</li> <li>Water safety</li> </ul>	<ul style="list-style-type: none"> <li>Focussed artist (A): Alberto Giacometti</li> <li>Author of the term (A): Janet and Allan Ahlberg</li> <li>Gold ticket shop and behaviour reward afternoon (A &amp; B)</li> <li>Author of the term (B): David Bedford</li> <li>People who help us (public services) (A) – fire officers, police officers, paramedics, postal workers</li> <li>Roger Bannister, who ran the first four-minute mile (B)</li> </ul>	<ul style="list-style-type: none"> <li>Local services – fire, police (A)</li> <li>Trip to the seaside (B)</li> <li>Learning about the Great Fire of London (A)</li> <li>Looking at equipment used by the emergency services in the past and compare this to the equipment used now (A)</li> <li>Places in our local area to keep fit (B)</li> </ul>	<ul style="list-style-type: none"> <li>Gold ticket shop and behaviour reward afternoon (A &amp; B)</li> <li>Knowing that we are all special and individual (A &amp; B)</li> <li>Respecting others (A &amp; B)</li> <li>The rule of law (A &amp; B)</li> </ul>