

Greenfields Academy (Primary) - Long Term Planning – World and Wellbeing

Academic Year Overview 2020/21 – World and Wellbeing Mixed Year Groups

Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
	PHSE	R.E.	Mindfulness	PHSE	R.E.	PHSE
	Healthy Lifestyles	Hinduism	Awareness of the body	Relationships	Islam	Living in the wider world
	Emotions	Festivals and Rituals	Managing Stress	Respect	Festivals and Rituals	Responsibilities
	Changing Bodies	Religious symbols and stories	Breathing	Friendships	Religious symbols and stories	Community
Weekly Sequence	KEY: C - Coverage N - New Learning R - Recall of prior learning A – Assessment SC – Taught during COVID19 school closure					
1	C – Healthy lifestyles (physical wellbeing). N - To understand what keeping healthy means and identify different ways to keep healthy.	C – Hinduism N – Children are to name and explain the meaning of Hindu symbols. N – Children explore a range of Hindu artefacts and identify how they are involved in daily practices and rituals.	C – Mindfulness N – Introduce mindfulness. N – To introduce the concept of a scattered mind. N – To introduce the breath as a key part to settling the mind. N – To introduce focusing and refocusing as a way of settling the mind.	C – Families and close positive relationships N – Identify the roles of different people (e.g. acquaintances, friends and relatives) play in our lives and to identify the people who love and care for them and what they do to help them feel cared for.	C – Islam N – Children to explain where Islam was founded and who founded the Muslims.	C – Shared responsibilities N – Learn about what rules are, why they are needed, and why different rules are needed for different situations How people and other living things have different needs; about the responsibilities of caring for them and about things they can do to help look after their environment.

	N - To make simple choices about some aspects of their health and wellbeing. For example: Choosing between different foods and physical activities, knowing that they need sun protection and know what keeps them healthy (for example exercise and rest).					
2	<p>C – Physical Wellbeing N - To learn simple hygiene routines that can stop germs from spreading. N - To recognise a shared responsibility for keeping themselves and others safe. N - To explain ways diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.</p>	<p>C – Hinduism N -Children can describe the key beliefs and teachings of the religion studied, making some comparisons between religions. N – Children are to locate where Hinduism was founded. R – Children to recognise Hindu symbols and recall their meaning.</p>	<p>C – Experimenting with Gratitude. R – To recall breathing and physical exercises to support mindfulness. N – Introduce sensations of the body, and the story of the body N – To introduce gratitude as an experience and a practice. N – To explore gratitude and happiness experientially.</p>	<p>C – Friendships N – To learn about how people make friends and what makes a good friendship.</p>	<p>C – Islam R – Children to recall where Islam was founded and some Muslim Prophets. N – Children to explain the key beliefs held by Muslims.</p>	<p>C – Communities N – Learn about the different groups they belong to, about the different roles and responsibilities people have in their community and to recognise the ways they are the same as, and different to, other people.</p>
3	<p>C – Physical Wellbeing. N - To learn about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. N – To explain how to keep the mouth clean, an know the different types of teeth and their purposes.</p>	<p>SC – Hinduism N - Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. R – Children to recall the origins of Hinduism. N – Children to explain the main beliefs in Hinduism.</p>	<p>C – Mindfulness Art R – To recall mindfulness techniques learnt so far. N – Explore a range of Art therapies to experiment which Mindfulness Art techniques the children prefer such as mindfulness colouring, creative painting, modelling using play dough or clay, origami, creating mindful jars, etc.</p>	<p>C – Managing hurtful behaviour and bullying N – To learn that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</p>	<p>C – Islam R – Children to recall places of worship in other religions. N – Children are to explain the key features in a Muslim’s place of worship.</p>	<p>C – Media literacy & digital resilience N – Learn about how the internet and digital devices can be used safely to find things out and to communicate with others. Learn about the role of the internet in everyday life and that not all information seen online is true.</p>

<p>4</p>	<p>C – Mental Wellbeing N - To learn about different feelings that humans can experience and how to recognise and name different feelings. N - Children communicate their feelings to others, to recognise how others show feelings and how to respond.</p>	<p>SC – Hinduism N - Children can describe religious buildings and how they are used. R – Children to recall Hindu deities. N – Children to explain which places are special in Hinduism.</p>	<p>C – Yoga N – To introduce yoga as a mindfulness activity.</p>	<p>C – Safe relationships N - to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. To know that sometimes people may behave differently online, including by pretending to be someone they are not and how to respond safely to adults they don't know. Remind about how to respond if physical contact makes them feel uncomfortable or unsafe.</p>	<p>C – Islam R – Children recall the key features of a Muslim's place of worship. N – Children can name and explain the key Muslim festivals.</p>	<p>C – Economic wellbeing: Money N – Learn what money is; forms that money comes in; that money comes from different sources. That people make different choices about how to save and spend money and about the difference between needs and wants; that sometimes people may not always be able to have the things they want Understand that money needs to be looked after; different ways of doing this.</p>
<p>5</p>	<p>C – Mental Wellbeing N – To know how feelings can affect people's bodies and how they behave and how to recognise what others might be feeling. N – Children understand what kind of physical contact is acceptable, comfortable, unacceptable, uncomfortable and how to respond to unsafe touch (including who to tell and how to tell). N – To know that people's bodies and feelings can be hurt. Recognise that bullying is wrong and can list some ways to get help in dealing with it. N – To recognise the effect of their behaviour on other</p>	<p>C – Hinduism N - Children begin to compare the main festivals of world religions and identify religious artefacts and how they are involved in daily practices and rituals. R – Children to recall Hindu places of worship. N – Children are to name and describe special Hindu festivals.</p>	<p>C – Massage N – To introduce a range of deep pressure exercises to soothe the body and mind. For example: pizza massage, hand and foot massage, deep pressure to the joints, squash therapy. N – To introduce a range of aromatherapy oils to increase mindfulness.</p>	<p>C – Respecting self and others. N – Children will learn about what is kind and unkind behaviour, and how this can affect others, about how to treat themselves and others with respect; how to be polite and Courteous, to recognise the ways in which they are the same and different to others and how to listen to other people and play and work cooperatively. How to talk about and share their opinions on things that matter to them</p>	<p>C – Islam R – Children recall the key Muslim festivals. N – Children explain what the Muslim holy book is and how it is used.</p>	<p>C – Economic wellbeing: Aspirations, work and career N – Learn that everyone has different strengths and that jobs help people to earn money to pay for things.</p>

	people and can cooperate with others.					
6	<p>C – Ourselves – growing and changing.</p> <p>N - To recognise what makes them special.</p> <p>N - To recognise the ways in which we are all unique.</p> <p>N - To identify what they are good at, what they like and dislike and how to manage when finding things difficult.</p> <p>N – Children can identify and respect differences and similarities between people.</p>	<p>C – Hinduism</p> <p>N - Children explore the expression of beliefs through books and explain the meaning of religious stories and sources of wisdom and traditions from which they come.</p> <p>R – Children to recall information about Hindu festivals.</p> <p>N – Children to understand that Hindus have more than one Holy book and demonstrate an understanding of the different Holy books.</p>	<p>C – Experimenting with Gratitude.</p> <p>R – To recall breathing and physical exercises to support mindfulness.</p> <p>N – Introduce sensations of the body, and the story of the body</p>		<p>C – Islam</p> <p>R - Children will have an understanding of the Qur’an being revealed to Muhammad in lesson 4 when learning about Ramadan. It would also be useful if children are familiar with the religious texts of other religions.</p> <p>N – Children recognise the main symbol associated with Islam. Children create a piece of Art related to religious symbols studied.</p> <p>A – Complete assessment grid.</p>	<p>C – Economic wellbeing: Aspirations, work and career</p> <p>N - Learn about the different jobs that people they know or people who work in the community do and about some of the strengths and interests someone might need to do different jobs.</p> <p>A – Create a poster to show the range of jobs people do in our community and the possible strengths they need to perform that job.</p>
7	<p>C – Ourselves – growing and changing.</p> <p>N - To name the main parts of the body including external genitalia.</p> <p>N - To understand about growing and changing from young to old and how people’s needs Change.</p> <p>N - They can explain that people grow from young to old.</p> <p>Children can talk about good and not so good feelings, creating a vocabulary to describe their feelings to others and simple strategies for managing these.</p>	Enrichment Week				

	A – Complete individual assessment – Health and wellbeing		
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