

THE OLD HALL SCHOOL.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP POLICY.

Personal, Social and Health Education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We aim to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the election and membership opportunities provided through the School Council programme.

The teaching of PSHE and citizenship helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') - that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

The SEAL (Social and Emotional Aspects of Learning) programme is the main resource used for delivering PSHE and citizenship at The Old Hall, in line with the Primary National Strategy although many other resources are used.

PSHE AT THE OLD HALL SCHOOL.

Aims and Objectives.

The aims of PSHE and citizenship are to enable the children to:-

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for others regardless of race, gender and mental and physical disability
- Be independent and responsible members of the school community
- Be positive and active members of a democratic society
- Develop self confidence and self esteem and make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community

Framework

PSHE at Key Stage 1 and 2.

Pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from the School. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

PSED at The Foundation Stage

We teach PSHE and citizenship in our Early Years as an integral part of our daily routine. In Kindergarten we relate the PSED and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSED and citizenship matches the aim of developing a child's personal, social and emotional development as set out in the ELGs. We also support citizenship education in Kindergarten, when we teach 'how to develop a child's knowledge and understanding of the world'.

Organisation.

PSHE and citizenship is normally delivered by class teachers who use active learning methods which involve children's full participation.

Learning opportunities happen across and beyond the curriculum, in specific lessons, and in assemblies, circle time, special school projects and other activities and events that enrich pupils' experiences. The very nature of PSHE requires that it is flexible and able to respond to specific issues and incidents that occur throughout the school year. The Old Hall has a structure that allows for that flexibility whilst ensuring that the necessary elements of the curriculum are covered at the appropriate level for each year group.

- The STAR (Stop, Think, Act, Reflect) programme is delivered by the local Education Welfare Officer of the West Mercia Police to members of Year 6 during the Michaelmas term
- Sex Education is delivered by the Head and Matron during the Summer Term of Year 6.

- Occasionally, appropriate and suitably experienced visitors are invited to contribute to the delivery of PSHE in school.
- We offer residential trips to pupils in Years 4, 5 and 6 where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and cooperative skills.
- There are numerous opportunities during the year for pupils to become involved in fund raising for charities. The summer fete, for example, is organised by the pupils, run by the pupils, with charities chosen by the pupils through the School Council.

Special Needs

We teach PSHE and Citizenship to all our pupils, regardless of their ability. Learning opportunities are matched to the individual needs of children with learning difficulties. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

Assessment

In addition to teachers making informal judgements of pupils as they observe them during lessons we are also trialing (January 2010) the use of an assessment, profiling and evaluation tool alongside a pupil self assessment tool linked directly to the SEAL materials used.

CITIZENSHIP AT THE OLD HALL SCHOOL.

Introduction

Citizenship helps children to develop as members of school, local, regional, national and global communities. It is concerned with issues of right and wrong, rights and responsibilities, fairness, rules and laws, power and authority, equality and difference, communities and identities, democracy, conflict and cooperation. As children grow and develop, citizenship helps them to think and talk about issues relating to these concepts as they encounter them in their own lives and in the lives of others, and as depicted in the media and in literature.

What is citizenship at key stages 1 and 2?

Citizenship at key stages 1 and 2 aims to "give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens" (*The National Curriculum. Handbook for primary teachers* (QCA/99/457)).

How is citizenship delivered?

The school has a whole-school approach to PSHE and citizenship

Much of the provision for PSHE and citizenship is delivered through the normal curriculum, assemblies and the daily routine of the school day. Details of where and when can be seen in the summary on the following pages.

One lesson per week is allocated to PSHE and citizenship. This enables the children to reflect on activities carried out in other subjects and allows them to extend discussion and activities started in other lessons. Occasionally there will be discrete lessons, usually in response to behaviour problems during the week.

Further information.

Further information can be obtained from the Standards Site www.standards.dfes.gov or from the Citizenship file 'A Scheme of Work for Key Stages 1 and 2' in the Deputy Head's office.

Monitoring and review

This policy is reviewed annually by the S.M.T.

Signed:

Date:

Programme of study - Junior Department.

	Theme	Intended learning outcomes. (More detailed learning outcomes available in the SEAL resource)
Michaelmas Term (first half)	New Beginnings Y 1	<ul style="list-style-type: none"> • Belonging • Self awareness • Understanding my feelings • Understanding the feelings of others • Understanding rights & responsibilities
	New Beginnings Y 2	<ul style="list-style-type: none"> • Belonging • Self awareness • Understanding my feelings • Understanding the feelings of others • Making choices • Understanding rights & responsibilities
Michaelmas Term (second half)	Getting on and falling out (including bullying unit) Y 1	<ul style="list-style-type: none"> • Friendship • Seeing something from someone else's point of view • Working together • Managing feelings - anger
	Getting on and falling out (including bullying unit) Y 2	<ul style="list-style-type: none"> • Friendship • Seeing things from someone else's point of view • Working together • Resolving conflict
Lent term (first half)	Going for goals! Y 1	<ul style="list-style-type: none"> • Knowing myself • Setting a realistic goal • Planning to reach a goal • Persistence • Making choices • Evaluation and review
	Going for goals! Y 2	<ul style="list-style-type: none"> • Knowing myself • Setting a realistic goal • Planning to reach a goal • Persistence • Making choices • Evaluation and review
Lent term (second half)	Good to be me Y 1	<ul style="list-style-type: none"> • Knowing myself • Understanding my feelings • Managing my feelings • Standing up for myself
	Good to be me Y 2	<ul style="list-style-type: none"> • Knowing myself • Understanding my feelings • Managing my feelings • Making choices
Summer term (first half)	Relationships Y 1	<ul style="list-style-type: none"> • Knowing myself • Understanding my feelings • Managing my feelings • Understanding the feelings of others

	Relationships Y 2	<ul style="list-style-type: none"> • Knowing myself • Understanding my feelings • Managing my feelings • Understanding the feelings of others • Social skills • Making choices
Summer term (second half)	Changes Y 1	<ul style="list-style-type: none"> • Knowing myself • Making choices • Planning to reach a goal • Special Cothes - People who care for us
	Changes Y 2	<ul style="list-style-type: none"> • People who care for us - the Police • Knowing myself • Making choices • Planning to reach a goal

Resources

The 'Excellence and Enjoyment: social and emotional aspects of learning' box is available in the PSHE resource centre in the staff room. CD Roms are available and it can also be found under PSHE in the Resources folder on the school server.

- Folens PSHE & Citizenship In Action book, Year 1
- Folens PSHE & Citizenship In Action book, Year 2

PSHE Programme of study - Senior Department

	Theme	Intended learning outcomes. (More detailed learning outcomes available in the SEAL resource)
Michaelmas Term (first half)	New Beginnings Y 3 & 4	<ul style="list-style-type: none"> • Belonging • Self awareness • Understanding my feelings • Understanding the feelings of others
	New Beginnings Y 5 & 6	<ul style="list-style-type: none"> • Belonging • Understanding my feelings • Managing my feelings • Understanding the feelings of others • Social skills • Making choices
Michaelmas Term (second half)	Getting on and falling out (including bullying unit) Y 3 & 4	<ul style="list-style-type: none"> • Friendship • Seeing something from someone else's point of view • Working together • Managing feelings - anger
	Getting on and falling out (including bullying unit) Y 5 & 6	<ul style="list-style-type: none"> • Friendship • Seeing things from someone else's perspective • Working together
Lent term (first half)	Going for goals! Y 3 & 4	<ul style="list-style-type: none"> • Knowing myself • Setting a realistic goal • Planning to reach a goal • Persistence • Making choices • Evaluation and review
	Going for goals! Y 5 & 6	<ul style="list-style-type: none"> • Knowing myself • Setting a realistic goal • Planning to reach a goal • Persistence • Making choices • Evaluation and review
Lent term (second half)	Good to be me Y 3 & 4	<ul style="list-style-type: none"> • .Knowing myself • Understanding my feelings • Managing my feelings • Standing up for myself
	Good to be me Y 5 & 6	<ul style="list-style-type: none"> • Knowing myself • Understanding my feelings • Managing my feelings • Making choices

Summer term (first half)	Relationships Y 3 & 4	<ul style="list-style-type: none"> • Knowing myself • Understanding my feelings • Managing my feelings • Understanding the feelings of others • Social skills • Making choices
	Relationships Y 5 & 6	<ul style="list-style-type: none"> • Knowing myself • Understanding my feelings • Managing my feelings • Understanding the feelings of others • Social skills • Making choices
Summer term (second half)	Changes Y 3 & 4	<ul style="list-style-type: none"> • Knowing myself • Understanding my feelings • Understanding the feelings of others • Managing my feelings • Planning to reach a goal • Belonging to a community
	Changes Y 5 & 6	<ul style="list-style-type: none"> • Knowing myself • Understanding my feelings • Understanding the feelings of others • Managing my feelings • Belonging to a community

Resources.

The 'Excellence and Enjoyment: social and emotional aspects of learning' box is available in the PSHE resource centre in the staff room. CD Roms are available and it can also be found under PSHE in the Resources folder on the school server.

Also to be found in the PSHE and citizenship centre in the staff room:

- 'Telling Tales 3' Teaching PSHE and citizenship through literacy (Smart Learning)
- 'Telling Tales 4' Teaching PSHE and citizenship through literacy (Smart Learning)
- 'Telling Tales 5' Teaching PSHE and citizenship through literacy (Smart Learning)
- 'Telling Tales 6' Teaching PSHE and citizenship through literacy (Smart Learning)

- 'Life Tracks' Key Stage 2 Year 5 (Career Productions)
- Life Tracks' Key Stage 2 Year 5 (Career Productions)

- Badger assembly stories with citizenship and PSHE themes, 7 - 11 (Andy and Balseera Seed)
- Badger citizenship and PSHE pupil and teacher book, Year 3 (Sue Graves)

CITIZENSHIP AT THE OLD HALL		
	JUNIOR 1	JUNIOR 2
1 Taking part – developing skills of communication and participation.	RS – Special places (1b) PSHE – Circle time and prayers (1c, 1d)	RS – God’s wonderful world (2a) PSHE – Circle time and prayers (2c, 2d) Geography – Deserts and rain forests (2b)
2 Choices	Science and PSHE (1a) Cross curricular (1b)	Science – teeth investigation (2a) Ourselves (3a) Prayers (2c) Playtime (2c) Golden time (2c) Circle time (2c) Lunchtime. (2c)
3 Animals and us	Mini-beast study (KG) (1b) Sea life and what’s growing etc. (1b)	RS – Looking after pets (2a, 2b) Geography (2e)
4 People who help us – the local police	People who help us (KG topic) Visit to local police station and visit by fire engine (1a, 1b, 1d) Prayers	Science – Dentist comes to talk about teeth (2a, 2b, 2c, 2d, 2f) History – Famous people eg Florence Nightingale (2f)
5 Living in a diverse world	Geography – Houses and homes Katie Morag, Living on an Island Barnaby Bear (1b, 1c, 1d) RS – Different religions (1b, 1c, 1d)	Geography – Deserts Rainforests Barnaby Bear (2a, 2b, 2e, 2f) RS – Sikhism, visiting a temple.
6 Developing our school grounds	Science – Environmental walk RS – Design a school playground (1a, 1b, 1e)	RS – God’s wonderful world (2a) Christmas boxes Harvest gifts Sponsored activities Dinosaurs and all that Rubbish (2a, 2d, 2e, 2h, 2i,)

CITIZENSHIP AT THE OLD HALL				
	3	4	5	6
1 Taking part – developing skills of communication and participation	<p>English, Art, PSHE – discussion/working together/sharing ideas (1a, 2a, 2b, 2f, 4a, 5b, 5e, 5f)</p> <p>PE – Cooperation and consideration in lessons. Learning to take part and communicate in small sided games and activities (1c, 2b)</p> <p>Technology – Electrical toy project – ‘production line’ pupils in teams mass producing products (1a)</p> <p>Music/Drama – In group activities throughout the year (1a, 1b)</p> <p>Chapel services – (1a, 1c, 2a, 2b, 2g, 2f, 4a, 4d, 5a, 5b, 5c)</p> <p>School fete - (1a, 1c, 2a, 2b, 2g, 2f, 4a, 4d, 5a, 5b, 5c)</p>	<p>English – Discuss personal responses, Choral poetry, ESB (1a, 1c, 5c)</p> <p>Maths – (1a, 1b)</p> <p>Science – (1a, 1b, 2c)</p> <p>PE – Cooperation and consideration in lessons. Learning to take part and communicate in small sided games and activities (1c, 2b)</p> <p>RS – (1a)</p> <p>Music/Drama – In group activities throughout the year (1a, 1b)</p> <p>Chapel services – (1a, 1c, 2a, 2b, 2g, 2f, 4a, 4d, 5a, 5b, 5c)</p> <p>School fete - (1a, 1c, 2a, 2b, 2g, 2f, 4a, 4d, 5a, 5b, 5c)</p>	<p>English – Discuss own childhood (texts rooted in experiences), Performance poetry (1a, 1c, 5c)</p> <p>Science – (1a, 4a)</p> <p>Humanities – (1a, 1b, 1c)</p> <p>PE – Cooperation and consideration in lessons. Learning to take part and communicate in small sided games and activities (1c, 2b)</p> <p>PSHE – Cooperation and working together (1a, 2a, 2f, 4a)</p> <p>Technology – Team work in bridge project (2f)</p> <p>Music/Drama – In group activities throughout the year (1a, 1b)</p> <p>Art – Opinions and views on different types of art/colour/design etc. and how they effect other people (1a, 1c)</p> <p>Chapel services – (1a, 1c, 2a, 2b, 2g, 2f, 4a, 4d, 5a, 5b, 5c)</p> <p>School fete - (1a, 1c, 2a, 2b, 2g, 2f, 4a, 4d, 5a, 5b, 5c)</p>	<p>English –Contribute constructively to shared discussions, comment critically (1a, 1c, 5c)</p> <p>History – Discussing, listening, contributing, modifying views, recognizing bias, seeking balance. (1a)</p> <p>Geography – Presentation and discussion of research to rest of group (1a5a, 5c)</p> <p>PE – Cooperation and consideration in lessons. Learning to take part and communicate in small sided games and activities (1c, 2b)</p> <p>RS – Discussion and contribute constructively (1a)</p> <p>Technology – Robot project – team leader organising various roles (2f)</p> <p>Music/Drama – In group activities throughout the year (1a, 1b)</p> <p>Art – Making choices about techniques, colours, materials to use (2a, 2f)</p> <p>Chapel services – (1a, 1c, 2a, 2b, 2g, 2f, 4a, 4d, 5a, 5b, 5c)</p> <p>Prefects - (5a, 5b, 5c)</p> <p>Librarians - (5a, 5b, 5c)</p> <p>Tuck shop – (5a, 5b, 5c)</p> <p>School fete - (1a, 1c, 2a, 2b, 2g, 2f, 4a, 4d, 5a, 5b, 5c)</p>
2 Choices	<p>PSHE – Choices within the classroom re values, behaviour, differences. Exercise and choice of diet (1a, 1c, 2a, 2f ,3a, 3f, 5c.)</p> <p>PE – Face new</p>	<p>English – Discuss choices made by characters, consider moral dilemmas (1a, 2a)</p> <p>Maths – (1a, 1b)</p> <p>Science – (1a, 1b, 2c)</p>	<p>Science – (3a)</p> <p>Humanities – (2e)</p> <p>PE – Face new challenges and have a positive approach to all activities. Improve ability to use and simple</p>	<p>English - Discuss choices made by characters in fiction, making own decisions (1a, 5c, 5g)</p> <p>Science – (3a)</p> <p>RS – Reflect</p>

	<p>challenges and have a positive approach to all activities. (1a, 1c)</p> <p>Technology – Crystal Rainforest game – environmental issues (5c)</p> <p>Music/Drama – In activities throughout the year (1c, 2f)</p>	<p>RS – (2i)</p> <p>PSHE – Smoking, drugs (2a, 3a, 3c)</p> <p>PE – Face new challenges and have a positive approach to all activities. Improve ability to use simple tactics and strategies. (1a, 1c)</p> <p>Music/Drama – In activities throughout the year (1c, 2f)</p>	<p>tactics and strategies. (1a, 1c)</p> <p>Technology – Packaging project – marketing and environmental issues (5e, 5f)</p> <p>Music/Drama – In activities throughout the year (1c, 2f)</p> <p>Art – Opinions and views on different types of art/colour/design etc. and how they effect other people (1a, 1c)</p>	<p>on spiritual and moral issues, try to understand other pupils experiences (2e)</p> <p>History – Developing own opinions and explaining them; researching, choosing, presenting information. Understanding social, moral, cultural, political differences in time and place. (1a, 4b, 4f)</p> <p>Music/Drama – In activities throughout the year (1c, 2f)</p>
3 Animals and us	<p>English – ‘The Sheep Pig’, how animals can help us (factual and imaginative) (2d, 2h, 5a,)</p> <p>History – How animals have helped us in the past (Victorian Britain) pit ponies, canaries etc.</p>	<p>English – Class book (Daggie); study and write poems on an animal theme. Non fiction work on birds (1a, 2b, 2d, 2h, 5g)</p> <p>Science – (1a, 1b, 2c)</p> <p>Technology – Bird project – look at the needs of birds, feeding birds during the winter (5h, 5e)</p>	<p>English – Class book (Danny) discussion and persuasive writing about fox hunting and trapping (1a, 2b, 2d, 2h, 5g)</p>	
4 People who help us – the local police	<p>Geography – What’s in the news topic – general discussion (1e, 2a,)</p>	<p>RS – (4b, 4f)</p>	<p>Humanities – (4b, 4c)</p>	<p>RS – Local charity work eg Hope House, caring for our community.(1a, 1e)</p>
5 Living in a diverse world	<p>RS – Peace, caring sharing etc. discussed and written about. (1a, 2e, 4a, 4b, 4f)</p>	<p>English – Stories from other cultures, poems from other countries – discuss traditions (1a)</p> <p>Geography – Chembakoli study (1a, 4b)</p> <p>RS – Gideon bible reps (5e)</p> <p>Music/Drama – In various structures, improvisations throughout the year (2e)</p>	<p>English – Stories, myths and legends from a variety of cultures, (2e, 4b)</p> <p>PSHE – Show respect for all nationalities and different beliefs (1a,1b)</p> <p>Technology – Talking book project – pupils choose suitable topic for others (5)</p> <p>Music/Drama – In various structures, improvisations throughout the year (2e)f, 5h)</p> <p>Art – Looking at art and design from other countries (2e, 2f)</p>	<p>RS – Multicultural approach. Discuss other religions and their views. Respect for other cultures and religions. (1a, 1b, 2e, 2i, 4a, 4b, 4f)</p> <p>History – Recognizing the many influences, including ancient Greece, which have evolved into modern Britain. (4f)</p> <p>Geography – Mountain environments around the world (4a)</p> <p>Music/Drama – In various structures, improvisations throughout the year (2e)</p>

6 Developing our school grounds	Geography – Developing our school grounds (1a, 2j, 5a, 5c, 5h)	Geography – Ways of improving our local environment. (1a, 2j, 5a, 5c, 5h) Technology – Bird project - look at potential sites for feeders (5h, 5e)	Science – (3g)	
7 Children’s rights – human rights	History – How children’s rights have changed (Victorian Britain) (1a, 4b,) PE – Encourage all children to recognize their worth and to realise consequences of anti social behaviour in all activities. (1b, 2c, 5c)	Geography – Comparison of children in Chembakoli and U K (1a, 4f,) PSHE Bullying (4a) PE – Encourage all children to recognize their worth and to realise consequences of anti social behaviour in all activities. (1b, 2c, 5c)	PSHE – Bullying and respect of each other (1a, 1b, 2c, 4a, 4d, 4f, 5b, 5c) PE – Encourage all children to recognize their worth and to realise consequences of anti social behaviour in all activities. (1b, 2c, 5c)	English – Autobiography. Consider experiences of people like Anne Frank. (2a, 4b, 4f) History – Comparisons between children in ancient Greece and England today; comparisons between adults, slaves, foreigners, citizens (2e) PE – Encourage all children to recognize their worth and to realise consequences of anti social behaviour in all activities. (1b, 2c, 5c)
8 How do rules and laws affect me?	PSHE – Classroom rules.(1a, 1b, 1c, 2b, 2c, 3f, 4a) PE – Rules are important in changing room, sports hall, outside games (2b, 2c) Technology – Workshop/computer room rules. Safety equipment (2b, 3e, 3g) Music/Drama – In group activities throughout the year (1b, 1c) Chapel services – (1a, 1c, 2a, 2b, 2g, 2f, 4a, 4d, 5a, 5b, 5c)	PSHE – Discussion of school and society rules (on going) (1a, 1b, 2b, 2c, 3f, 4a, 4d, 5a, 5b) PE – Rules are important in changing room, sports hall, outside games (2b, 2c) Technology – Workshop/computer room rules. Safety equipment (2b, 3e, 3g) Music/Drama – In group activities throughout the year (1b, 1c) Chapel services – (1a, 1c, 2a, 2b, 2g, 2f, 4a, 4d, 5a, 5b, 5c)	Science – Rules in the lab (1b, 4a, 5a) PSHE – Discussion of school and society rules (on going) (1a, 1b, 2b, 2c, 3f, 4a, 4d, 5a, 5b) PE – Rules are important in changing room, sports hall, outside games (2b, 2c) Technology – Workshop/computer room rules. Safety equipment (2b, 3e, 3g) Music/Drama – In group activities throughout the year (1b, 1c) Art – Safety rules for the art room (2b) Chapel services – (1a, 1c, 2a, 2b, 2g, 2f, 4a, 4d, 5a, 5b, 5c)	History – Birth of democracy – rights and responsibilities in ancient Greece and England today. (2b) PSHE – Discussion of school and society rules (on going) (1a, 1b, 2b, 2c, 3f, 4a, 4d, 5a, 5b) PE – Rules are important in changing room, sports hall, outside games (2b, 2c) Technology – Workshop/computer room rules. Safety equipment (2b, 3e, 3g) Music/Drama – In group activities throughout the year (1b, 1c) Art – Safety rules for the art room (2b) Tuck shop – (5a, 5b, 5c)
9 Respect for property	General – Looking after their own property (blazers on pegs, PE kit in correct place etc) school property. (1a, 2b, 4a, 5a) PE – Looking after own kit and taking care of facilities and equipment (2b, 5a) Technology –	PSHE – Discussion of school and society rules (on going) (1a, 2b, 3f, 5a) PE – Looking after own kit and taking care of facilities and equipment (2b, 5a) Technology – Careful use of resources and	PSHE – Discussion of school and society rules (on going) (1a, 2b, 3f, 5a) PE – Looking after own kit and taking care of facilities and equipment (2b, 5a) Technology – Careful use of resources and	PSHE – Discussion of school and society rules (on going) (1a, 2b, 3f, 5a) PE – Looking after own kit and taking care of facilities and equipment (2b, 5a) Technology – Careful use of resources and

	Careful use of resources and equipment (5a) Music/Drama – Throughout the year (2b, 2c, 2d)	equipment (5a) Music/Drama – Throughout the year (2b, 2c, 2d)	equipment (5a) Music/Drama – Throughout the year (2b, 2c, 2d)	equipment (5a) Music/Drama – Throughout the year (2b, 2c, 2d)
10 Local democracy for young citizens	School council – (1a, 2a, 2e, 2g, 4a, 5a, 5b, 5c, 5e, 5f, 5h, 5i)	School council – (1a, 2a, 2e, 2g, 4a, 5a, 5b, 5c, 5e, 5f, 5h, 5i)	English - Debate about school issues.(4a) School council – (1a, 2a, 2e, 2g, 4a, 5a, 5b, 5c, 5e, 5f, 5h, 5i)	History – Comparisons with ancient Greek democracy – nature of citizenship then and now. Who can be a citizen? (2g) School council – (1a, 2a, 2e, 2g, 4a, 5a, 5b, 5c, 5e, 5f, 5h, 5i)
11 In the media – what's the news?	Geography – What's in the news topic (ongoing) (1a, 2a, 2k, 4b)	English – Newspaper study, advertising in the media (2k)		English – Develop journalistic style, investigate newspapers (2k) Geography – What's in the news topic (ongoing) (1a, 2a, 2k, 4b)
12 Moving on	PSHE – Summer term – getting ready to move on to Year 4 (1a, 1b, 1c, 5a 5b 5c)	PSHE – Summer term – getting ready to move on to Year 5 (1a, 1b, 1c, 5a 5b 5c)	PSHE – Summer term – getting ready to move on to Year 6 (1a, 1b, 1c, 5a 5b 5c)	PSHE – Summer term – getting ready to move on to Senior school (1a, 1b, 1c, 5a 5b, 5c)