

Our curriculum



At Springfield we want our children to love learning. We want them to come to school every day excited about learning new things, confident to try new experiences and enthusiastic about new challenges. We want each child to experience success and to leave us at the end of primary school as caring, thoughtful citizens who are ambitious for themselves and fully prepared for secondary school. We want their experience of primary school to be a happy one, where great memories are created, where children are immersed in experiences that take them outside their classroom, where we ignite their curiosity and encourage their imagination.

We intend to achieve the above, through a well-planned, ambitious curriculum which is bespoke to our school. We serve a diverse and vibrant community who speak many languages and come from many different parts of the world. A significant number of our children have two places they call home. Many have travelled from abroad to settle in the local area but still return regularly to spend time with family. Both their home here and abroad are equally important to them. Our curriculum has been designed to both celebrate this duality and learn from our diversity and to broaden our children's horizons further.

Our curriculum provides opportunities for our children to celebrate their local area and to understand its geography and history. It takes them beyond their immediate local context as they learn about the city of London and the wider study of the UK, and further afield, as they learn about what it means to be a global citizen. Our study of the history, geography, music and artwork of countries around the world is intended to help our children see that which lies outside of their personal experiences.

We have placed the development of language at the heart of our curriculum. We value the many languages spoken by both our children, staff and parents. As a school with a large proportion of children who speak English as an additional language, our curriculum is designed to ensure that our children develop into confident speakers, readers and writers, that they read widely and develop a real love for books that they take with them into adulthood. There is a strong emphasis on teaching the basic skills of reading, writing and maths to the highest standard so that our children can achieve their full potential.

We believe that our children should grow up to be caring citizens who are thoughtful and respectful, not just of each other but also of the world around them. We want our children to learn about the fragility of our planet and the role they play in protecting it. This 'intent' is woven through our Footprints curriculum and embedded in the topics the children learn about. We ensure that our children have opportunities to learn outdoors, to respect their environment and to understand that we all leave a 'print' or mark on the world.

Our curriculum has been developed by staff after careful analysis and reflection of the needs of our children at Springfield. We have thought carefully about the places in the world we want our children to learn about, the events that will capture their imagination and the important knowledge, skills and understanding we want them to have by the time they leave us.

PSHE at Springfield

Our vision

At Springfield, we value Personal, Social and Health Education (PSHE) as it supports our children in their social and emotional development as well as promoting their health and well-being. We believe that in order for our children to thrive, they need a secure understanding of how to manage their feelings and relationships and how to face challenges in their lives.

Through our PSHE curriculum, our children build the knowledge and understanding that they need to be positive citizens and to play effective role in their community. Our lessons give children an understanding of the rights and responsibilities that are part of being a good citizen, which enables them to play an active and healthy part in the life of our school, their community and the world.

We strive for our children to be informed, thoughtful and responsible individuals who are aware of their rights and responsibilities.

How we plan for and teach PSHE

We follow the Jigsaw scheme of work for PSHE, which has an integrated whole school approach. Each half term begins with a whole school assembly to introduce the theme. This is then reflected in each week's focus value.

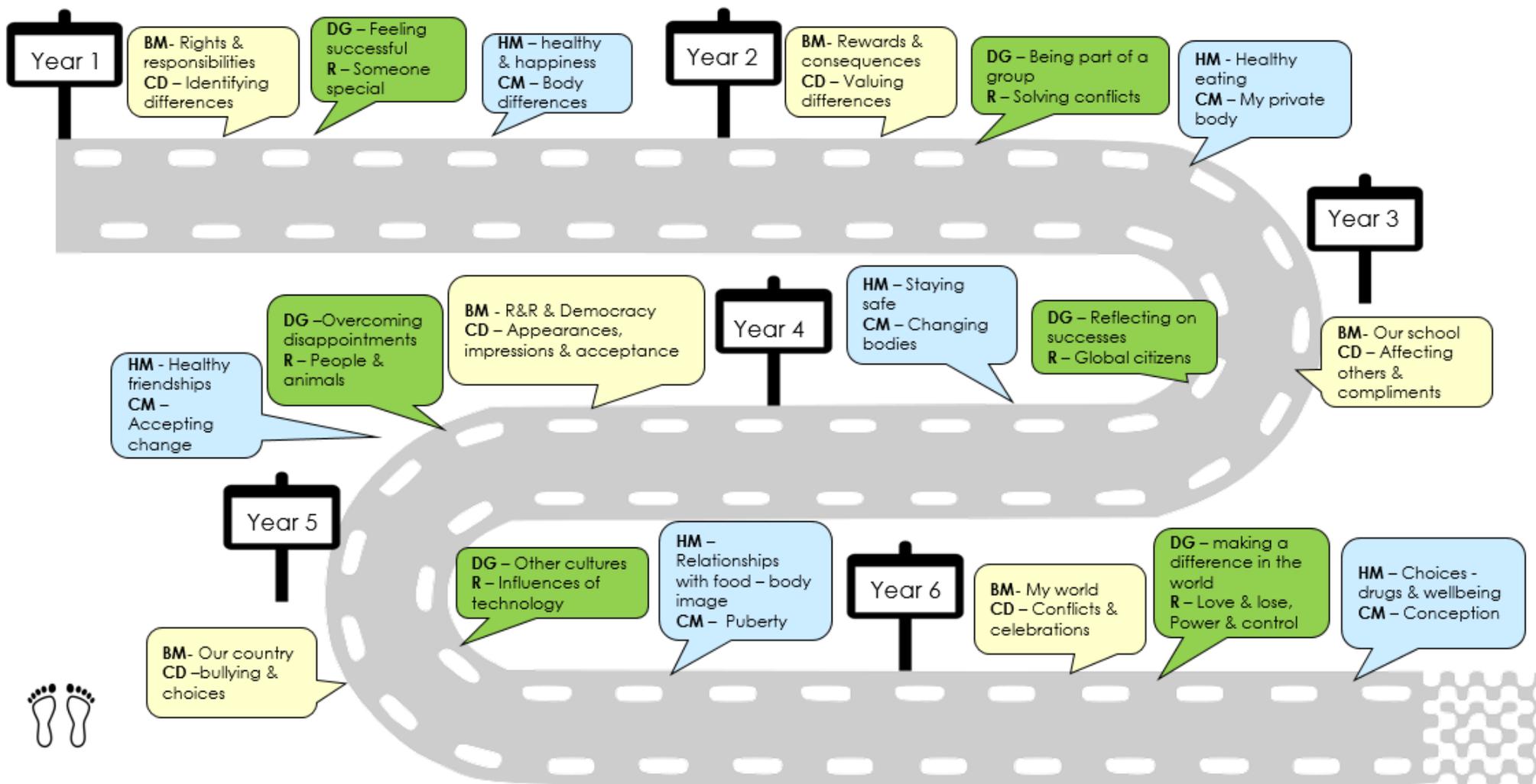
Each class has a weekly PSHE session to explore these themes. This subject is taught mainly with various hands on activities, discussions, debates and circle time.

Our PSHE curriculum is embedded in our whole-school ethos where we celebrate difference and values of respect, tolerance and equality.

How we evaluate learning in PSHE

The impact of our PSHE curriculum is evident in the confidence our children demonstrate when expressing their feelings and managing their friendships. Children at Springfield learn use their voice to express their emotions and to use words to solve problems. We also see the impact of this learning in our children's engagement with their community and their care for others. The choices our children make to keep themselves safe and healthy also reflect the impact of our PSHE curriculum.

Journey through our PSHE (RSE) Curriculum



BM-Being me in my world **CD**-Celebrating differences **DG**-Dreams & goals **R**-Relationships **HM**-Healthy me **CM**-Changing me

Year 1: PSHE Curriculum Map

Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overview	<p>Introduction of systems and routines for the new school year.</p> <p>Establishing a class Learning Charter.</p> <p>We block the teaching of this unit in the first couple of weeks at the start of term in order to establish the Learning Charter.</p>	<p>I can tell you some ways I am different from my friends</p> <p>I understand these differences make us all special and unique</p>	<p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p> <p>I know how to store the feelings of success in my internal treasure chest</p>	<p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p>I can recognise how being healthy helps me to feel happy</p>	<p>I can tell you why I appreciate someone who is special to me and express how I feel about them</p>	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</p> <p>I respect my body and understand which parts are private</p>

Year 2: PSHE Curriculum Map

Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overview	<p>Introduction of systems and routines for the new school year.</p> <p>Establishing a class Learning Charter.</p> <p>We block the teaching of this unit in the first couple of weeks at the start of term in order to establish the Learning Charter.</p>	<p>I can identify some ways in which my friend is different from me</p> <p>I can tell you why I value this difference about him/her</p>	<p>I can explain some of the ways I worked cooperatively in my group to create the end product</p> <p>I can express how it felt to be working as part of this group</p>	<p>I can make some healthy snacks and explain why they are good for my body</p> <p>I can express how it feels to share healthy food with my friends</p>	<p>I can identify some of the things that cause conflict between me and my friends</p> <p>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends</p>	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I can tell you what I like/don't like about being a boy/ girl</p>

Year 3: PSHE Curriculum Map

Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overview	<p>Introduction of systems and routines for the new school year.</p> <p>Establishing a class Learning Charter.</p> <p>We block the teaching of this unit in the first couple of weeks at the start of term in order to establish the Learning Charter.</p>	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>I can give and receive compliments and know how this feels</p>	<p>I can evaluate my own learning process and identify how it can be better next time</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>I can express how being anxious or scared feels</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices</p>	<p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I recognise how</p> <p>I feel about these changes happening to me and know how to cope with these feelings</p>

Year 4: PSHE Curriculum Map

Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overview	<p>Introduction of systems and routines for the new school year.</p> <p>Establishing a class Learning Charter.</p> <p>We block the teaching of this unit in the first couple of weeks at the start of term in order to establish the Learning Charter.</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them</p> <p>I can explain why it is good to accept people for who they are</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p>	<p>I can explain different points of view on an animal rights issue and express my own opinion and feelings on this</p>	<p>I can identify what I am looking forward to when I am in Year 5</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p>

Year 5: PSHE Curriculum Map

Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overview	<p>Introduction of systems and routines for the new school year.</p> <p>Establishing a class Learning Charter.</p> <p>We block the teaching of this unit in the first couple of weeks at the start of term in order to establish the Learning Charter.</p>	<p>I can explain the differences between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own</p>	<p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body</p>	<p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others</p>	<p>I can describe how boys' and girls' bodies change during puberty</p> <p>I can express how I feel about the changes that will happen to me during puberty</p>

Year 6: PSHE Curriculum Map

Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overview	<p>Introduction of systems and routines for the new school year.</p> <p>Establishing a class Learning Charter.</p> <p>We block the teaching of this unit in the first couple of weeks at the start of term in order to establish the Learning Charter.</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I can identify why I am motivated to do this</p>	<p>I can evaluate when alcohol is being used responsibly, antisocially or being misused</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this</p>	<p>I can recognise when people are trying to gain power or control</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and</p> <p>I recognise how I feel when I reflect on the development and birth of a baby</p>