

**Inspirational people**

School value – Respect – Greta Thunberg

School value – Aspirational –  
Sir David Attenborough



**Personal Development – Cavendish Curriculum Long Term Plan**

**Summer 1**

**Theme – Becoming a Global Citizen**

Protected Characteristics

Inspirational people

EDB

The Story Project

Assemblies

Picture News

Pol'Ed resources

MHST sessions

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5 KS2 Sats Week	Wk 6
PD assemblies	Introduce the theme of the half term and the first inspirational profile – Greta Thunberg	Sun Safety Assembly and introduction to the UV display board	OPAL	Introduce the 2 <sup>nd</sup> half of the term on aspirations and link to Sir David Attenborough and his global work	Class Assemblies	Summer Water Safety Pol'Ed website
Cavendish Curriculum Sessions	<p>Introduction of what is a global citizen?</p> <p>“Ice Journey of the Polar Bear” (picture book for each class to read)</p> <p>What does this book tell us about issues the globe is facing?</p> <p>Age and Stage appropriate – moving towards the 17 Global goals in UKS2. What is the most important to you? Order them.</p> <p>Further down school, select a number of these goals and discuss, learn about.</p> <p>Use this as a start of a discussion around global issues.</p>	<p>EY – Why do some animals need our help?</p> <p><i>KS1 – If the sea gets higher, what will happen to the animals?</i></p> <p>Life below water. Polar bears and raising sea levels. Pollution in the water.</p> <p><i>LKS2 – Can animals survive if the world gets warmer and their homes disappear?</i></p> <p>Animals, deforestation and endangered animals, habitat disruption eg orangutangs, koalas.</p> <p><i>UKS2 – What impact do natural disasters have on the globe?</i></p> <p>Fires, floods, earthquakes, volcanic eruptions</p>	<p>Raising awareness of our work on global issues. How will you share what you have learnt?</p> <p>Posters, leaflets, Art work (before and after), collages, Powerpoint, drama, blog, mini film, stop motion etc.</p>	<p>What do I want to be?</p> <p>EY – people who help us; aspirations through play.</p> <p>KS1 – Look at some key jobs in school and the community what does that person do daily? Can they think of some interview questions for key staff?</p> <p>LKS2 – What are my skills, and interests and what future career would that link to? Helping people → doctor, nurse, teacher, carer Being creative → artist, designer, author Building or fixing → engineer, builder, mechanic Loving animals → vet, zookeeper, wildlife worker</p> <p>UKS2 – Look at choices for after school eg 6<sup>th</sup> form,</p>	<p>Becoming a global citizen starts with ourselves. How can we look after ourselves?</p>	<p>*EYF5 / KS1 – Water Safety activities. Link to safety around canals and rivers. Local mini bus trips.</p> <p>KS2 - Learn about your chosen career</p> <p>LKS2 – The Future Me Create a profile of what they would love to do as they get older. Look at the route into that job – different pathways.</p> <p>Year 5 - Write a letter to themselves in 10 years. Include: hopes and dreams, skills they want to develop, advice to their future self.</p> <p>Year 6 – Bradford University campus tour (Growth in Equilibrium project) What jobs will be redundant in the future? Can you think of a job that may appear in the forthcoming years?</p>

				university, apprenticeships and different pathways.		
Safeguarding Qs of the Week	<p>EYFS: What makes everyone in our class special and different?</p> <p>KS1: How can we show respect to people who live differently from us?</p> <p>LKS2: Why is it important to treat everyone fairly, even if they are different from us?</p> <p>UKS2: How can disrespect or discrimination make people feel unsafe?</p>	<p>EYFS: How can we help animals and people feel safe?</p> <p>KS1: What happens when people don't look after the world?</p> <p>LKS2: How can damage to the environment affect people's safety and homes?</p> <p>UKS2: Why can climate change and natural disasters make children more vulnerable?</p>	<p>EYFS / KS1: Who helps children when big events happen in the world, and who helps you if you feel worried?</p> <p>LKS2: If something you see on the news makes you feel upset or confused, who could you talk to at school?</p> <p>UKS2: Is everything you see, read or watch true? If not, why and how would you know?</p>	<p>EYFS: Who helps you learn how to be kind and safe?</p> <p>KS1: What makes someone a good role model?</p> <p>LKS2: How can role models influence the choices we make?</p> <p>UKS2: How can positive role models help protect people and the planet?</p>	<p>EYFS: What can we do if we see unfairness or unkindness in school?</p> <p>KS1: How does our school help to keep everyone safe and respected?</p> <p>KS2: Do all children around the world have the same rights to safety, education and care?</p>	<p>EYFS: Why must we stay close to a grown-up near water?</p> <p>KS1: What rules help keep us safe near water in summer?</p> <p>KS2: What helps you feel safe when big changes are coming?</p>
	Ash visiting to complete a Grooming talk with Year 6.					Mini Bus trip to local area – geography link and water safety (KS1)