

**WETHERBY
PREPARATORY SCHOOL**

**Lower School
Curriculum**

English

Long Term Plan

Year	Autumn	Spring	Summer
3	Novel	Novel and Poetry	Novel and Non-fiction
4	Novel	Novel and Non-fiction	Novel and Poetry
5	Novel and Poetry	Novel and Poetry	Short Stories and Drama Extracts

English skills are taught, developed and consolidated through reading, writing and speaking and listening tasks in response to a range of challenging texts. Spelling rules are taught each week and are reinforced through regular testing and the use of the *SpellSeekers* scheme - to ensure the correct coverage of National Curriculum words. The following is an overview of anticipated progression throughout Years 3, 4 and 5. Boys are expected to read widely at home. Reading lists are distributed at the end of the Autumn and Summer Terms and are available on the school website but available again upon request to your son's English teacher.

Year 3

Working one year ahead of national expectations, the focus is on perfecting basic spelling, grammar and punctuation rules, whilst developing reading and comprehension abilities. Comprehension exercises are drawn from class-based texts and a wide range of genres, and challenge boys with reading between the lines of a text as well as offering their considered opinion on the characters or plot. Boys are taught to answer in full sentences, explaining their responses to texts. They are encouraged to use different methods of planning their writing and are required to write a full, narrative composition within a set time period towards the end of Year 3.

Pupils are expected to read throughout term-times and holidays, ideally reading aloud to an adult three times a week, both at home and school. A reading log within homework diaries provides a record of progress and an opportunity to share their reading with teachers and parents.

Year 4

Working one year ahead of national expectations, the focus is on perfecting basic spelling, grammar and punctuation rules, whilst developing reading and comprehension abilities. Comprehension exercises draw on texts from a variety of genres and pupils practise inferring from the text, beginning to answer more evaluative questions. Narrative writing skills are taught in stages, with an emphasis on planning and increasing description.

Pupils are expected to read throughout term-time and holidays, ideally reading aloud to an adult three times a week. A reading response section of the homework diary provides a record of boys' progress.

Year 5

Working one year ahead of national expectations, pupils consolidate skills from the previous year. In preparation for 11+ exams the following year, boys are taught to increase the depth of their answers and to support their responses with quotations. We provide plenty of opportunity to acquaint boys with the type of exam questions to be expected in Year 6. Creative writing features a wider range of vocabulary and pupils employ a variety of descriptive techniques.

Pupils are expected to read throughout term-time and holidays, ideally reading aloud to an adult three times a week. A reading response section of the homework diary provides a record of boys' progress.

Assessment

Pupils are assessed, both formally and informally, with feedback and targets being set in response to written and spoken tasks. Formal assessments take place in the Autumn and Summer Terms and include reading and writing tasks.

Mathematics

Long Term Plan

Year	Autumn	Spring	Summer
3	Mental Strategies including multiplication facts to 12 Revision of the 'Four Rules' and Formal Methods Word Problems Fractions and links to decimals Rounding Shape, Space and Measures	As with autumn term plus: Simple decimals Units of measurements 2D shapes Time Capacity More word problems involving real life material	Area Money Tessellation Angles Venn diagrams Weight Data Handling
4	Number Work Mental Strategies The Four Operations Time Metric Units	Angles Estimation Fractions Area and Perimeter 3D Shapes	Fractions/Decimals and Percentages Symmetry Statistics
5	Properties of Number Measurement Shape and Space Data Handling	Number Sequences Fractions, Decimals and Percentages Problem Solving	Shapes and Symmetry Constructing Triangles Statistics Problem Solving and Mental Maths Strategies

Boys are set for Maths at the beginning of Year 4 with a fluid process of movements throughout the year when and if boys require a greater challenge or additional support. We expect boys to have learnt all times tables up to 12 by the end of Year 4, though depending on their set, many boys will be fluent with these by the end of Year 3.

Boys are tested regularly in Maths throughout the year with end of topic tests and mental arithmetic tests. In preparation for 11+ pre-test exams, there is increasingly a greater focus on mental arithmetic methods in lessons and we begin to prepare boys for 11+ exams from the

beginning of Year 5. We are constantly looking to improve the way we teach Maths and for the first time this year, will be introducing Singaporean techniques to help with the teaching of more complex problems.

'Mathletics' is an incredibly useful online Maths tool which might sometimes be used in lessons for teaching purposes. Every pupil will have an account and some tasks set for completion at home each week.

Maths Textbooks:

- Year 3:** 'So you really want to learn Junior Maths – Book Two' and Maths On Target Year 4
- Year 4:** 'So you really want to learn Junior Maths – Book Three' and Maths On Target Books 5 and 6
- Year 5:** 'Maths for Common Entrance - Book 1

Please note that these books are not stuck to rigidly. A range of different texts at different levels are used by teachers, always chosen to be appropriate and sometimes challenging to the given set.

Science

Long Term Plan

Year	AUTUMN	SPRING	SUMMER
3	<p>Humans & Other Animals (<i>Parts of the Body, Nutrition, Movement</i>)</p> <p>Rocks & Soils</p>	<p>Light (<i>Everyday Effects of Light, Seeing</i>)</p> <p>Forces & Magnets (<i>Types of Force</i>)</p>	<p>Living Processes</p> <p>Green Plants (<i>Growth & Nutrition, Reproduction</i>)</p>
4	<p>States of Matter</p> <p>Sound & Hearing</p>	<p>Electricity (<i>Simple Circuits</i>)</p> <p>Humans & Other Animals (<i>Nutrition</i>)</p>	<p>Living Things & Their Environment (<i>Feeding Relationships</i>)</p>
5	<p>Earth & Space (<i>Periodic Changes</i>)</p> <p>Forces</p>	<p>Properties & Changes of Material (<i>Properties of Materials, Physical Change, Separating Materials, Chemical Change</i>)</p>	<p>Living Things & Their Habitat & Adaptation</p> <p>Humans & Other Animals (<i>Human Life Cycle</i>)</p>

The scheme of work follows the new ISEB National Curriculum guidelines and exceeds the requirements for the delivery of the Science curriculum in order to achieve success, both at the end of each Key Stage and at Common Entrance. As a subject, Science incorporates thinking skills in lessons and schemes of work. The following strategies are employed to develop pupils' understanding and scientific knowledge: speaking, creative and critical thinking, reflective learning and independent enquiry.

Assessment opportunities provide a 'baseline' record, not only to help with differentiated planning and delivery, but also to aid pupils when target-setting and self-assessment. Throughout the Lower School there is a focus on investigative techniques and procedures.

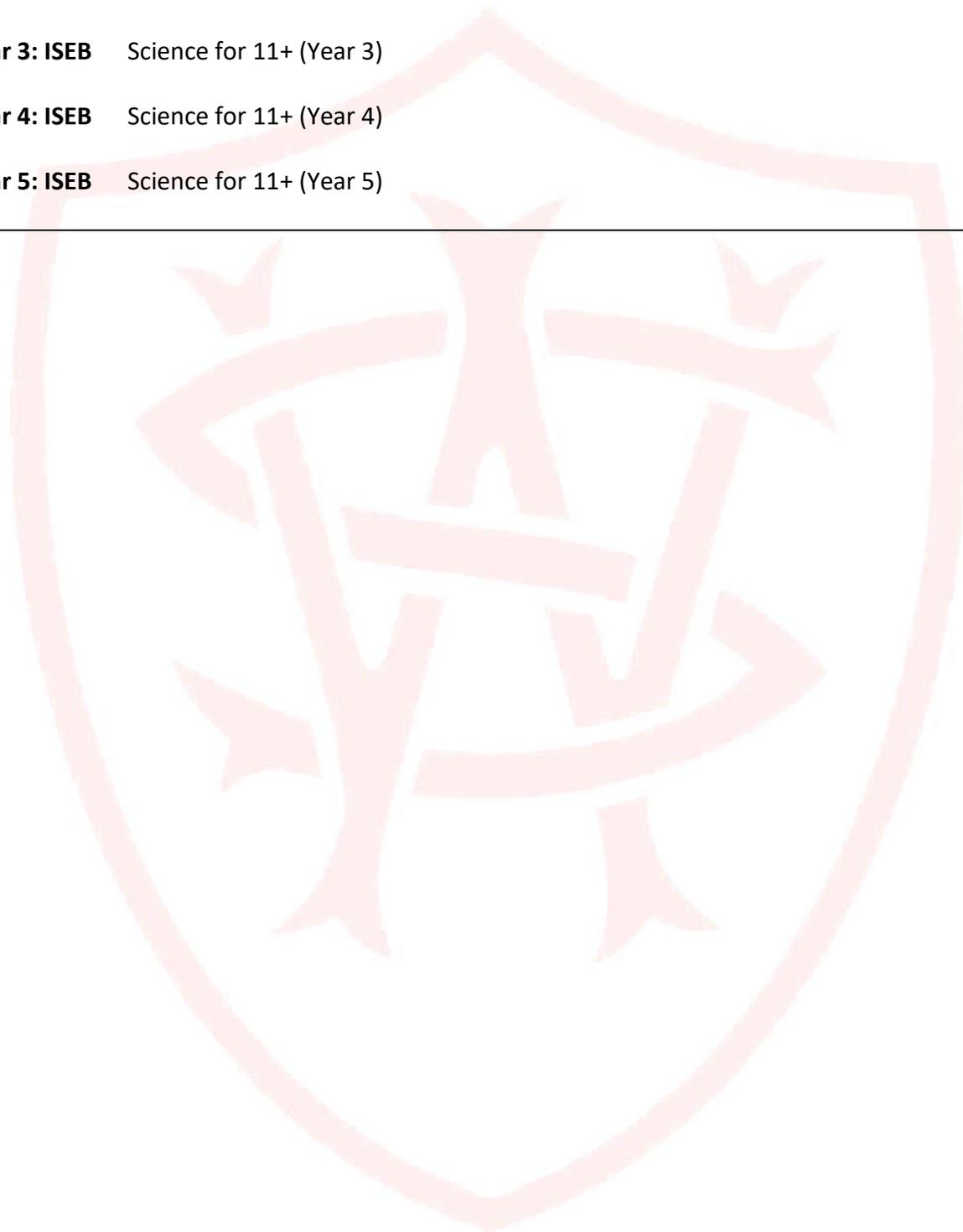
Effective use of ICT enhances boys' learning and encourages boys to access information independently. There will be a focus this year on making cross-curricular links with other departments, especially Maths, to reinforce learning topics and to provide stimulating context.

Science Textbooks

Year 3: ISEB Science for 11+ (Year 3)

Year 4: ISEB Science for 11+ (Year 4)

Year 5: ISEB Science for 11+ (Year 5)



French

Long Term Plan

Year	Autumn	Spring	Summer
3	Introduction and greetings Classroom commands Asking for something Parts of the body Story telling: Christmas Christmas song Numbers 1-1	Parts of the body Animals Cooking Colours Songs Story telling: Les trois petits cochons	How to set a table Food Express likes and dislikes Story telling in French: Cendrillon Numbers to 20 Songs- French comptines
4	Classroom instructions Means of transport, family, home and days of the week Numbers 1 to 20, Introduction to French alphabet Indefinite gender article 'a'	French alphabet, basic topical vocabulary words, Gender masculine and feminine Numbers 20 to 39 Indefinite and definite articles. 'a' and 'the' Subject Pronouns	Numbers up to 59, Introduction to the verb 'to be' in French. Vocabulary: animals, food Introduction to the adjectival agreement
5	<p style="text-align: center;">Textbook: Expo 1 Vocabulary</p> Greetings, classroom items, talking about age, dates, colours <p style="text-align: center;">Grammar</p> Gender, Introduction to the present tense of verb the verb 'to have' and adjectival agreement	<p style="text-align: center;">Textbook: Expo 1 Vocabulary</p> Family, animals, personal description, Hair and eyes <p style="text-align: center;">Grammar</p> More pronouns, possessive adjective 'my and your' and adjectival agreement	<p style="text-align: center;">Textbook: Expo 1 Vocabulary</p> Where you live, describing a house, a bedroom and furniture, evening activities and telling the time <p style="text-align: center;">Grammar</p> Introduction to 'er' verb conjugations: pronoun 'on' Simple prepositions

Year 3 have two 30 minute lessons of French per week. An emphasis is placed on spoken French. The aim of this course is for pupils to become familiar with the French language and its structure. There is no French homework in Y3.

Year 4 have an hour and a half of French lessons per week. The majority of the work is based on oral participation but there is a small written component. Boys will cover simple vocabulary such

as: animals, colours days of the week etc.. Homework is given once a week. It usually consists of a few words to learn and includes an extension task to challenge more able boys.

Year 5 boys receive an hour and a half of French lessons per week. The Y5 course is based on the textbook 'Expo 1' by Heinemann but other resources are also used to complement learning. Homework is given on a weekly basis and will consist of vocabulary to learn and a written exercise. An extension task is provided to challenge more able boys.

By the end of Y5 the boys will be expected to be able to use both the verbs **être** and **avoir** and be able to compose simple sentences.

Web resources

Language acquisition is also supported by the use of Surface Gos. Boys have access to a variety of Apps and website links which support their understanding and enhance their learning experience. They are shown how to bookmark these in their browser at the beginning of every academic year.

Y3/4/5 Vocabulary and grammar games

<https://www.linguascope.com/secure/default.php>

<https://www.linguascope.com/assets/newhomepage2019/login.php>

<https://www.digitaldialects.com/French.htm>

<https://www.french-games.net/frenchlessons?topic=Colours&level=primary>

Homework and any resources used during the week are posted on the *Teams* platform.

Cultural initiatives

A French breakfast is held each term and boys and teachers alike are encouraged to ask for their 'croissants' and 'pains au chocolat' in French.

Boys are exposed to French culture in lessons as they learn about Christmas in France, Easter in France, la Fête des rois etc..

Native speakers

Our French program is tailored for non-native speakers but we do sometimes have bilingual boys. Unfortunately, we cannot cater for their individual learning needs in French but the boys are allowed to bring in work from home and complete individual tasks set by a parent or tutor (Madame Bassett is also able to advise parents on various teaching tools and websites which may help support their learning). Bilingual boys will also be expected to complete class work and homework set on a weekly basis.

Theology, Philosophy and Religion

Long Term Plan

Year	Autumn	Spring	Summer
3	Parables of Jesus	Bible heroes	Prophets
4	Hinduism	Buddhism	Sikhism
5	Judaism	Sikhism*	Christianity and Lives of Faith

**Sikhism has been repeated in Year 5 to consolidate and develop learning that took place remotely during the Covid-19 pandemic.*

The aim of TPR in the Lower School is to engender and foster an understanding of the world's major religions. During their lessons the boys will encounter a variety of religious topics as they explore five of the world's major religions: Hinduism, Buddhism, Judaism, Christianity, and Sikhism.

Throughout their time in the Lower School, the boys will learn to appreciate and respect people from different cultures who are of a different faith. We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs by encouraging them to develop a respect for both the practice and also the non-practice of religion.

The core skills which are developed throughout TPR in the school are:

- Knowledge – of religious belief and practices;
- Understanding – being able to explain key beliefs of a religious group;
- Evaluation – giving a balanced argument.

Lessons will be taught using a variety of methods including writing, discussions, role-plays and other practical activities. Computers will also be used to deepen understanding, aid research and work creatively to further enrich learning. By the end of their time in the Lower School the boys will have a firm foundation on which to build as they enter Year Six and begin to tackle the more demanding Common Entrance Theology, Philosophy and Religion curriculum.

History

Long Term Plan

Year	Autumn	Spring	Summer
3	Prehistoric Age & Stone Age to Iron Age	Ancient Egyptians & Ancient Greeks	Celts & Romans Britain
4	The First World War & The Rise of Dictators	The Second World War	Post 1945 World
5	The First World War, Rise of the Dictators, and Second World War	Norman Conquest & Medieval Kingship	The Crusades & Late Medieval England

The aim of the History Department is to inspire and encourage a passion for History at a young age as well as developing a chronological understanding of key historical events. In Years 3-5, boys will encounter a variety of historical topics ranging from ancient civilizations to World War II. During their lessons, boys will have access to a range of historical sources that will allow them to develop their thinking skills and understanding of key historical events. They will also have numerous opportunities to visit museums, galleries and workshops to help them visualise and experience first-hand, historical topics. It is important to teach the boys a set of historical skills which in the future will make them keen and able historians.

History Resources

There is no set textbook for History in the Lower School but we do recommend the following books to browse and read for pleasure.

- 'So You Really Want to Learn Junior History' – Book One, Book Two and Book Three
- The First World War (Usborne History of Britain) and The Second World War (Usborne History of Britain)

The BBC Primary History website is an excellent history website which shows some interesting short video clips on some of the topics the boys cover in the Lower School:

<http://www.bbc.co.uk/schools/primaryhistory/>.

Geography

Long Term Plan

Year	Autumn	Spring	Summer
3	TS*: Rivers LK#: General World	TS: Weather LK: General World	TS: India LK: General World
4	TS: What is Geography? LK: Europe	TS: Settlements LK: Europe and the UK	TS: Map Skills LK: Europe
5	TS: The United Kingdom LK: The United Kingdom	TS: Tsunamis LK: General World	TS: Weather and Climate LK: General World

**Thematic Studies*
#Location Knowledge

The aim of the Geography Department in the Lower School is to provide each boy with an enjoyable geographical experience, to nurture a positive attitude towards the subject and to encourage a sense of curiosity and awe about the world around us.

In Years 3, 4 and 5 the boys learn basic geographical concepts and skills that will be further reinforced as they move further through the school.

Throughout the six years of study at Wetherby Preparatory School location knowledge is constantly reinforced in the lessons as well as an appreciation of the changing environment in which we live.

A junior atlas would be a fantastic resource to have at home. There are also a number of interactive online resources to improve location knowledge:

- www.worldatlas.com
- <http://lizardpoint.com/geography>
- <http://www.sporcle.com/games/category/geography>

Music

Long Term Plan

Year	Autumn	Spring	Summer
3	Musicianship Skills and Singing	Musicianship Skills and Singing Notation skills	Cross-Curricular Creative Arts project on A Midsummer Night's Dream
4	Musicianship Skills, Singing Nativity Play	Whole class instrumental and musicianship training – using the bow Notation skills	Whole class instrumental and musicianship training – developing finger patterns across the strings Continuing notation skills
5	Continuation of Notation Skills Elements of Music/Samba	Pentatonic & World Music	Programme Music

All class music lessons are practical in nature, providing an enjoyable and stimulating musical experiences. As a department, we seek to improve pupil's general musicianship as they advance through the school. General Musicianship incorporates lots of different skills – listening, responding, repeating, improvising, moving, vocalising – and building up a pupil's ability to co-ordinate, pitch and hold a melody as well as keep a steady pulse and play different rhythms. All of these are fundamental to building a rounded musician as well as a balanced human being. Many of the songs and genres studied relate to topics that are being covered in other subjects, enabling further learning and a cross-curricular approach.

We would encourage all boys at Wetherby to join the choirs and ensembles. Boys are strongly encouraged take up learning an instrument. We currently offer all orchestral instruments as well as drum kit, guitar and piano. There is a wide range of performance opportunities and we like all boys to be able to perform throughout the year, be it in class, assembly, informal or formal concert.

Year 4 focus on learning the violin as a class, focusing on technique, ensemble, notation and musicianship.

In year 5, the skills learnt in year 3 & 4 are built upon whilst furthering the boy's knowledge of the history of music and responding to this through composition and listening exercises.



Art

Long Term Plan

	Autumn Term	Spring Term	Summer Term
3	<p>Ancient Egypt Cross Circular History/Science/ICT</p> <p>3D design and clay work</p>	<p>Greek Myths Cross Circular History</p> <p>Painting with inks</p> <p>Trip: British Museum</p>	<p>Watercolour Illustration Artist link: Alison Lester</p> <p>Drawing and watercolour</p> <p>Lower School Art Exhibition</p>
4	<p>Roman Cross-curricular project</p> <p>Line drawing, colour mixing, painting techniques, mono printing, Art History</p> <p>Artist links: Roman Art Henri Rousseau, Claude Monet</p>	<p>Line drawing, shape, oil pastel techniques, collograph, mono printing and collage</p> <p>3D clay work</p> <p>Artist links: Gillian Ayres</p> <p>Trip: National Gallery</p>	<p>Drawing and collage.</p> <p>Cross Circular Maths – tessellations and pattern work</p> <p>Artist links: Andy Council and MC Escher</p>
5	<p>Christmas card design</p> <p>Aboriginal – Painting techniques Colour mixing, drawing. 3D modelling with clay.</p>	<p>Mendhi</p> <p>Patterns, stencils, different cultures, colour, construction – 3D work</p>	<p>Landscape drawing, composition, scaling up a drawing, blending with coloured pencils, printing</p> <p>Artist links: David Hockney</p> <p>Trip: Wallace Collection</p>

In the Art Department we develop individual creativity through our wealth of resources and expertise. We provide tuition in a wide range of media: painting, 3D design, woodwork, clay modelling, wire modelling, screen printing, pastel work, ink studies and lino reduction printing. Art work is placed into context, Old Masters are taught alongside modern artists.

Projects are designed to encompass a range of concepts and themes and to integrate across the school. For example in Year 3, the Egyptian project will work alongside History, Science and IT and will take the class to the British Museum.

The Art department offers a range of weekly after school clubs: formal drawing, arts and crafts and the architecture club.

In the Art Room we encourage peer work and support each other to develop ideas and to grow as artists. We adopt a studio style environment allowing for personal creative journeys and collaborative practice to be explored, extending a sense of empathy and expanding our problem solving skills.



Digital Literacy / Digital Citizenship / ICT / Coding

Long Term Plan

Year	Autumn	Spring	Summer
3	<p style="color: red;">E Safety Digital Citizenship Digital Literacy</p> <p>Touch Typing</p> <p>M365 Apps</p> <p>Text and Graphics Word processing (1)</p>	<p style="color: red;">ICT</p> <p>Writing for an audience</p> <p>Cloud publishing</p> <p>M365 Apps</p>	<p style="color: red;">Coding / Coding project</p> <p style="color: red;">Algorithms</p> <p>Python (1) – codecombat</p> <p>Scratch (1)</p>
4	<p style="color: red;">E Safety Digital Citizenship Digital Literacy</p> <p>Touch typing</p> <p>M365 Apps</p> <p>Text and Graphics Cloud publishing (1)</p>	<p style="color: red;">ICT</p> <p>Handling Data</p> <p>Collecting and presenting information</p> <p>Graphics</p>	<p style="color: red;">Coding / Coding project</p> <p>Scratch (1)</p> <p>Kodu</p> <p>Code Avengers</p>
5	<p style="color: red;">E Safety Digital Citizenship Digital Literacy</p> <p>Touch typing</p> <p>M365 Apps</p> <p>MS Forms Surveys / Quiz</p>	<p style="color: red;">ICT</p> <p>Presenting Information Sway</p> <p>Databases Spreadsheets (1)</p> <p>Graphics (2) Sketch up / Room arranger</p>	<p style="color: red;">Coding / Coding project</p> <p>Python (1)</p> <p>Code Avengers</p>

Boys are encouraged to use technology as a tool to learn in all aspects of the curriculum. Pupils attend one hour of ICT from Years 3 to 5, in which they are equipped with the skills to use technology effectively to learn. Aspects of ICT (information and communication technology) and coding are delivered as part of the curriculum. Boys are issued with a surface go machine upon arrival at Wetherby and complete a comprehensive digital literacy program to develop their touch typing and device skills, develop safe use practices and learn how to use the school's Teams

and Microsoft Office learning platform effectively. We have a purpose build Technology Suite which has 20 wired desktop PCs in addition to banks of iPads which are available for students to access as required. We emphasize the development of ICT skills to assist learning in a curriculum context enabling students to find, explore, analyse, exchange and present information confidently and seamlessly in a digital manner.



Reasoning

Long Term Plan

Year	Autumn	Spring	Summer
4	Verbal Reasoning Non-Verbal Reasoning	Verbal Reasoning Non-Verbal Reasoning	Verbal Reasoning Non-Verbal Reasoning
5	Verbal Reasoning Non-Verbal Reasoning Exposure to exam questions	Verbal Reasoning Non-Verbal Reasoning Exposure to exam questions	Verbal Reasoning Non-Verbal Reasoning Exposure to exam questions

Lessons focus on teaching and practising different styles of both verbal and non-verbal questions. In Year 5 boys are exposed to exam style questions in preparation for 11+ pre-test exams. Boys in both Years 4 and 5 use the Galore Park ISEB Verbal and Non-Verbal Reasoning books.

Resources:

Boys in Years 4 and 5 use the Galore Park books in class. All Year 5 boys are set-up with an Atom 11+ account, allowing them to practise exams on-line at home. We also recommend and use the Bond 11+ books in class.

Games

Long Term Plan

Year	Autumn	Spring	Summer
All	Football/ Rugby – advanced skills & tactics, games understanding, rules and regulations	Rugby – advanced skills & tactics, games understanding, rules and regulations	Cricket – advanced skills & tactics, games understanding, rules and regulations

Games lessons take place at our fantastic and still developing sports facilities, The Wetherby Sports Ground.

The staff in charge of each group will coach (with additional support), choose teams for fixtures and be your first port-of-call for any enquiries regarding fixtures or coaching sessions. Please do let the relevant member of staff know if your son is unable to participate in lessons or matches as soon as possible.

Over the years Wetherby Preparatory School has grown to become a formidable opponent and we have a solid record of success against all local schools and those further afield. We achieve this success through hard work and careful team selection. Whilst we pride ourselves on our successes, we are also very aware of the importance of inclusion.

All team lists can be found on the Games notice board as well as venue details and start/finish times. The details for match venues, including maps, can also be found on the sports section of the school website. www.wetherbyprepsport.co.uk (password for team sheets is TeamWetherby)

As always, it is imperative that all boys wear the correct kit to games and fixtures to ensure participation: Wetherby Prep School plain black shorts, chequered WPS games top, WPS red and black socks and firm ground moulded football boots and shin pads. If your son does not have the correct kit on any particular day please email the group leader as we may well be able to source temporary kit from lost property. We anticipate the boys will be working extremely hard to improve their skills, so all the boys must bring a water bottle to Games Lessons. Ideally, they would buy a named Wetherby water bottle from here:

<https://activebottle.co.uk/collections/wetherby>

Boot bags are also a very useful item to have as they help keep the boys' equipment organised and are very easy to carry. These can be ordered from the Perry Uniform website.

Boys in Year 3, 4 and 5 have a weekly swimming lesson where they will require goggles and black 'jammer' swimming shorts.



Drama

Long Term Plan

Year	Autumn	Spring	Summer
3	Introduction to Drama Mime Performance	Storytelling Page to stage: Fairy Tales	Midsummer Night's Dream Project
4	Rocking Romans Play	Melodrama <i>Page to Stage: Roald Dahl</i>	The Iron Man Project
5	Introduction to dramatic techniques and skills Performance unit: Characterisation in Oliver	Manor House: Script work, staging, using vocal and physical skills, physical theatre Detectives: Characterisation, explorative theatre	SUMMER PLAY

In the Lower School we introduce the boys to basic dramatic form and essential theatre practices, working towards creating their own performances based on the area of study. We will look at: developing as performers, working as a theatre company, developing characters, building stories and learning the skills required to make our very own theatre using a variety of stimuli. We will also integrate key social skills as well as topics from other subjects across the year reinforcing learning through play, practice and performance.

Drama is a wonderful way for children to express themselves creatively through a fun, interactive and educational medium. It provides an opportunity for every boy to use their imagination and

their own ideas to create stories, characters and other worlds through devising and performing. They will have a chance to perform different types of theatre in front of their peers in a fun, dynamic, creative environment which will develop skills that help build confidence, humility, team work and leadership.



PSHE – Personal, Social, Health and Economic Education, including Relationship and Sex Education (RSE)

Long Term Plan

Year	Autumn: Being Me In My World & Celebrating Difference	Spring: Dreams and Goals & Healthy Me	Summer: Relationships & Changing Me
3	<p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p> <p>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p>	<p>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting</p> <p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices</p>	<p>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p> <p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>

4	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour</p> <p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p> <p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p> <p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p>
5	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, Having a voice, Participating</p> <p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules</p> <p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p>

Each boy in the lower school has one 30 minute lesson of PSHE per week. During these lessons, boys will have the opportunity to discuss a wide variety of different topic areas which impacts upon them personally, socially and economically. We will also explore different ways to stay healthy and boys will learn about basic British politics. During PSHE lessons, the Core British Values (democracy, rule of law, individual liberty and mutual respect for others) will be promoted and boys will acquire deeper understanding of the world in which we live. We subscribe to an online resource, called **Jigsaw**, which covers all of the above areas, linking them to relevant and current affairs happening in the world around us. A wide variety of different resources will also be used throughout the year to support the learning of the boys such as The Day, Picture News and Newsround. PSHE teachers can also be flexible to look at a theme that may be of 'immediate concern' to their class i.e. an issue that have arisen naturally and needs to be addressed that week, such as behaviour or stress management.

There are six Puzzles in **Jigsaw** that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The Garden of Dreams and Goals.

Each piece has two Learning Intentions: one is based on specific PSHE learning; and the other is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that **Jigsaw** is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying and internet safety. Every piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

PSHE is fundamental to the educational entitlement of all pupils at Wetherby Preparatory School and as a cross-curricular element, permeates all aspects of life at school. Although it is taught within its own right, it is also included in the teaching and learning of many other subjects.