

## Curriculum Coverage 2022-2023

Year Group: Year 6 - Classes 6H and 6K

| Curriculum Subject                               | AUTUMN<br>(1 <sup>st</sup> half term)<br><i>I'm a survivor!</i>                                                                                                                                                                                                                                                                                                                                                                                                                 | AUTUMN<br>(2 <sup>nd</sup> half term)<br><i>I have a dream!</i>                                                                                                                                                                                                                                                                                                                                                             | SPRING<br>(1 <sup>st</sup> half term)<br><i>I'm a hero!</i>                                                                                                                                                                                                                                                                                                                                       | SPRING<br>(2 <sup>nd</sup> half term)<br><i>I'm a detective!</i>                                                                                                                                                                                                                                                      | SUMMER<br>(1 <sup>st</sup> / 2nd half term)<br><i>I'm a wonder!</i>                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                         |
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| Focused Texts:                                   | <i>Kensuke's Kingdom</i><br>by Michael Morpurgo<br><br>Guided Text: <i>Running Wild</i> Michael Morpurgo.                                                                                                                                                                                                                                                                                                                                                                       | <i>The Wizard of Oz</i><br>by Frank. L. Baum<br><br>Guided Text: Comprehension activities - <i>The Railway Children</i> , <i>Oliver Twist</i>                                                                                                                                                                                                                                                                               | Older Literature:<br><i>Romeo and Juliet</i> /<br><br>Guided Text: <i>Macbeth</i> - <i>Shakespeare Stories</i>                                                                                                                                                                                                                                                                                    | <i>The Nowhere Emporium</i><br>by Ross Mackenzie<br>Guided Text: 1000 year old boy.                                                                                                                                                                                                                                   | <i>Wonder</i><br>by R. J. Palacio                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                         |
| <b>LITERACY</b><br>Lancashire Planning Materials | <b>Novel as a theme</b><br><b>-Narrative Writing (3/4 weeks)</b><br><b>*Poetry opportunity (Haiku)</b><br>~ To debate an issue related to the text.<br>~ To write a survival / adventure story.<br>~ To write descriptively about the environment.<br><i>Kensuke's Kingdom</i><br><b>*Poetry opportunity (Acrostic - figurative language)</b><br><i>Kensuke's Kingdom</i><br><b>Explanation Text - Tsunamis</b><br>~ Features of explanation texts - language and organisation. | <b>Biographical Writing</b><br>Walt Disney / William Shakespeare / Steven Spielberg / Charles Darwin (Cross Curricular)<br><b>(3 weeks)</b><br>~ To carry out research, write and present a biography.<br><b>Classic Fiction (2 weeks)</b><br>~ Create a new story or chapter using characters and or plot structures from a classic novel.<br>~ Reading Comprehension work<br><b>Explanation Text - Tornadoes (1 week)</b> | <b>Older Literature (2 weeks)</b><br><b>Hybrid: Biography/poetry/ instruction/formal announcement/ persuasive poster</b><br><i>Romeo &amp; Juliet</i> / <i>Macbeth</i><br>~ To create an information text containing a mixture of text types and forms<br><b>Explanation Text: PSHE / Science (2 weeks)</b><br>~ Link to science work and visit to caravan.<br>~ create a leaflet detailing about | <b>Detective/Crime Fiction:</b><br><b>Super Sleuth Story</b><br><i>The Nowhere Emporium</i><br><b>(3-4 weeks)</b><br>~ To write their own Super Sleuth Story.<br>~ to read, analyse and respond to the text.<br><b>*Poetry opportunity (Magic Box Poem)</b><br><b>Information Text</b><br><br><b>SATS Preparation</b> | <b>Poetry/Text Messages/Emails/ Formal Letters/Quotes/Informal note/ Letter of remorse</b><br>~ To write in response to the text using a variety of text types and forms.<br><b>Persuasive / Information Writing ~ PGL (1 week)</b><br>~ modal verbs<br>~ persuasive language<br>~ rhetorical questions<br>~ power of 3<br>~ descriptive | <b>Narrative Poetry (1-2 weeks)</b><br><b>Speaking &amp; Listening / Drama</b><br>~ To write in response to the poem using a variety of text types and forms.<br><br><b>~ Transition to Secondary School</b><br><b>~ School Production</b><br><b>~ Leavers Assembly</b> |

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|                                              | Use of sub-headings, bullet points, tables, images and captions<br>Q to ask the reader<br>Technical vocabulary<br>Modal verbs<br>Use of statistics<br>Past tense for real examples<br>Conjunctions<br>Fronted adverbials<br>Proof-read, edit and improve work       | <b>Poetry – Songs and Lyrics ( 1-2 weeks)</b><br>~ Oral presentation of a poem / song<br>~ Reading journal entries detailing personal reflections and responses to songs and poems<br>Imagine ~ John Lennon<br>Wonderful World ~ Bob Thiele and George David Weiss ( Louis Armstrong) | effects of drugs and alcohol on the body and how to stay healthy.                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                     |                                                                                                                                                                            |
| <b>NUMERACY</b><br>Lancashire Maths Planning | ~Place Value incl decimals<br>~ Mental and Written addition<br>~ Mental and written multiplication (time)<br>~ 2D and 3D shape<br>~ Mental and written subtraction<br>~ Mental and written division                                                                 | ~ Fractions<br>~ Fractions, percentages, ratio & proportion<br>~ Geometry - angles<br>~ Statistics - pie charts<br>~ Measurement - length, including perimeter and mass<br>~ Measurement - area and volume<br>~ Assess and review                                                     | ~ Areas of trapeziums, parallelograms<br>~ Properties of circles<br>~ Place value, sequences.<br>~ 2D shape, co-ordinates, rotation, translation and reflection<br>~ Calculating with fractions, decimals and percentages<br>~ Mental and written division.<br>~ Mental and written multiplication. | ~ Algebra<br>~ Probability and mathematical averages - mean, mode, median and range,<br>~ Time.<br>~ Measurement - converting units.<br>~ Assess and review                                                                                                                                     | ~ Ratio and Proportion<br>~ Statistics - graphs / pie charts<br>~ Money<br>~ Revision                                                                                                                                                               | ~ Measurement - mass and volume / capacity.<br>~ Mental and written calculations<br>~ Fractions<br>~ Place value and decimals<br>~ 2d and 3D shape<br>~ Assess and review. |
| <b>SCIENCE</b><br>Focus Materials            | <b>Evolution &amp; Inheritance – Have we always looked like this?</b><br><u>Biology</u><br>~ Recognise living things have changed over time<br>~ Living things produce offspring<br>~ How plants and animals have adapted to their environments in order to survive | <b>Classification of species – How can we classify all the world's species?</b><br><u>Biology</u><br>~ Describe how living things are classified into groups according to characteristics.<br>~ Give reasons for classifying plants and animals                                       | <b>The Heart and the Circulatory System – Is the heart our most valuable pump?</b><br><u>Biology</u><br>~ Main parts of the circulatory system and describe the function of the heart, blood vessels and blood.<br>Impact of diet, exercise, drugs and lifestyle on the body.                       | <b>Light – How can you light up your life?</b><br><u>Physics</u><br>~ Light appears to travel in straight lines.<br>~ Objects are seen only because they give out or reflect light into our eyes.<br>~ Light travels from a source to our eyes to enable us to see.<br>~ How shadows are formed | <b>Electricity – How can we increase electrical power?</b><br><u>Physics</u><br>~What is electricity and where does it come from?<br>~ Electrical components<br>~ Drawing circuits<br>~ Complete / incomplete circuits<br>~ Conductors / insulators |                                                                                                                                                                            |

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|                                                 | <p>~ What do plants need in order to grow well?<br/> ~ Lifecycle of Green Plants<br/> ~ Food Chains.</p> <p><b>Famous Scientist Study:</b><br/> Charles Darwin</p>                                                                                                                                                                                                                                                                                                                                                      | <p>~ Grouping living things into micro-organisms, plants and animals.<br/> ~ Vertebrates can be grouped into fish, amphibians, reptiles, birds and mammals<br/> ~ Invertebrates can be grouped as snails, slugs, worms, spiders and insects.<br/> ~ Plants can be grouped as flowering and non-flowering.</p> <p><b>Famous Scientist Study:</b><br/> Carl Linnaeus</p> | <p>~ Ways in which nutrients and water are transported within animals and humans<br/> ~ The Heart<br/> ~ Balanced diet<br/> ~ Alcohol, tobacco and drugs</p> <p><b>Famous Scientist Study:</b><br/> William Harvey</p> | <p><b>Famous Scientist Study:</b><br/> Thomas Edison</p> | <p><b>Famous Scientist Study:</b><br/> Michael Faraday</p>            |
| <p><b>COMPUTING</b><br/> iCompute Materials</p> | <p>iCompute Unit of Work: iProgram Unit 1.<br/> iCompute Unit of Work: iSafe<br/> <b>In addition:</b><br/> <b>To design, create and produce a multimedia report about Charles Darwin</b><br/> <b>Research project:</b><br/> <b>Charles Darwin</b><br/> ~ Use the Internet to gather text, images, video<br/> ~ Create and use folders within lists of book-marks or favourites<br/> ~ Safety on the Internet - what to do.<br/> ~ Accuracy and reliability of information, distinguishing between fact and fiction.</p> | <p>iCompute Unit of Work: iProgram unit2<br/> iCompute Unit of Work: iSafe</p>                                                                                                                                                                                                                                                                                         | <p>iCompute Unit of Work: iNetwork<br/> iCompute Unit of Work: iSafe</p>                                                                                                                                               | <p>iCompute Unit of Work: iSafe</p>                      | <p>iCompute Unit of Work: iData<br/> iCompute Unit of Work: iSafe</p> |

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| <p><b>GEOG</b><br/>Focus Materials</p>                                        | <p><b>Where is North America and what are its geographical features?</b><br/>(Adapted Focus Curriculum)<br/><b>Locational Knowledge:</b><br/><b>World Geography:</b><br/><b>Physical:</b><br/>~ Continents of the World<br/>~ Revise significant lines of latitude and longitude<br/>~ Climate zones around the World.<br/><b>Locational Knowledge: North America</b><br/>~ Locate countries of N. America: Environmental regions, key physical features - rivers and mountains, landmarks and major cities.<br/><b>Place Knowledge:</b><br/>Identify and compare geographical similarities and differences in N America to a region in UK<br/><b>Links with English work:</b><br/>Specific Focus on Tornado Alley:<br/>What is a Tornado?<br/>-Where do they occur? How do they occur?<br/>Destruction. Impact on human life. What to do?<br/>Surviving a Tornado?</p> |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | <p><b>Map Reading Skills - I'm a Y6 pupil, how can I get out of here?</b><br/>(Focus Curriculum)<br/><b>Geographical skills:</b><br/>~ Use maps, atlases, globes and digital / computer mapping<br/>~ Use the eight points of a compass, four and six figure grid references, symbols and keys<br/>~ Use of Digimap, Google Earth<br/>~ Know ordinance survey symbols<br/><b>Map Reading Skills: Locality Study: Helmshore - Human and Physical Geog:</b><br/>The Tor - physical features / climate. Walk up the Tor, identify features<br/>Human geog- types of settlement and land use, economic activity / trade links, natural resources etc<br/><b>Fieldwork:</b><br/>To observe, measure and record the human and physical features of Helmshore / Haslingden using a range of methods using sketch maps, plans and graphs and digital technology.</p> |
| <p><b>HISTORY</b><br/>(Lancashire Curriculum Materials / Focus Materials)</p> | <p><b>Who was Charles Darwin?</b><br/>(Links with Science)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Black History &amp; Local Study:</b><br/><b>The Slave Trade &amp; Lancashire Cotton Mills</b><br/>(Lancs Planning Materials)<br/><br/><b>Who was Carl Linnaeus?</b><br/>(Links with Science)</p> | <p><b>What was the battle like between the Anglo-Saxons and the Vikings for the Kingdom of England?</b><br/>(Focus Materials)<br/><b>British History from the fifth century until 1066</b><br/>(Focus Materials)<br/>(Invasion / Tribes / settlements, Britishness: Our Island nation / immigration / Treaties / Changes to Democracy / Migration)<br/>~ Brian's Settlement by Anglo-Saxons and Scots<br/>~ Anglo Saxons, Vikings and Normans<br/><br/><b>Who was William Harvey?</b><br/>(Links with Science) <b>Who was Thomas Edison?</b><br/>(Links with Science)</p> |  | <p><b>How has crime and punishment changed through the ages?</b><br/>(Focus Materials)<br/>( Chronology / Interpreting evidence/ Cause and Consequence / Similarities &amp; Differences)<br/>(Focus Materials)<br/>~ How has crime and punishment changed through the ages - an aspect beyond 1066.<br/><br/><b>Who was Michael Farraday?</b><br/>(Links with Science)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| ART | <p><b>Camouflage in the natural world (Lancashire Curriculum Materials)</b></p> <p>~ To use sketchbooks to experiment with a range of media - pencil, water colour paints, pastel to record preferences for different materials.</p> <p>~ Investigate line making , shading techniques, blending to create observational drawings</p> <p>~ To select media according to the effect they want to produce.</p> <p>~ To use viewfinders to isolate specific details</p> <p>~ Develop a painting from a drawing</p> <p>~ Use of a graphics program to create a digital image - to resize, rotate and repeat.</p> <p>~ Printing opportunities using tiles to investigate animal patterns.</p> <p><b>Artist Study: Liu Bolin (The Invisible Man)</b></p> |                                                                                                                                                                                                                                                                                  |  | <p><b>Light and Dark / Shadows</b><br/> <b>(Ideas based upon Access Art)</b><br/> <b>IMAGES OF Doves from Nowhere</b><br/> <b>Emporium - against dark sky, stained glass windows</b></p> <p>~ Shading smoothly from light to dark</p> <p>~ Investigating qualities of tone, shades and hues,</p> <p>~ Consider colour for purpose, composition and mood.</p> <p>~ Accurate tonal matching of warm / cool colours</p> <p>~ Use knowledge of form and proportion</p> <p><b>Artist Study: Liz West</b></p> <p><b>Bayeux Tapestry Study - How the main events were depicted and recreating scenes on textiles.</b></p> | <p><b>WONDER ART WORK</b></p> <p>~ Experimenting with colour, composition, line and tone to create artwork which expresses their individuality and celebrates uniqueness. Use of a variety of media in both 2D and 3D form.</p> <p>~ Word Art</p> <p>~ Mood Boards / Explore emotions and feelings - colours</p> <p>/Collage work</p> <p>~ Mask Masking - use of papier mache</p> <p>~ Graffiti style artwork</p> <p>~Clay tile work- use of tools to express and illustrate unique qualities.</p> |
| DT  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Design and make a Carousel / Fair-ground ride / Playground Ride.</b><br/> <b>(Focus Links with Walt Disney Study (ENGLISH):</b></p> <p>To make a 'theme park ride' - carousel using both cams and pulley systems.</p> <p>~ To join materials using appropriate methods</p> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|                         |  | ~ To build frameworks to support mechanisms<br>~ To stiffen and reinforce complex structures.<br>~ To use mechanical systems such as cams, pulleys and gears<br>~ To use electrical systems such as motors.<br><br><b>Make Children In Need Games (HW Task)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |
| DT: COOKING & NUTRITION |  |                                                                                                                                                                                                                                                                 | <b>Chefs as food heroes: Jamie Oliver</b><br><b>Designing a healthy menu; the Eatwell Plate</b><br><b>(Lancashire Curriculum Materials)</b><br>~ To devise step by step plans which can be read / followed by someone else<br>~ To use researched information to inform decisions.<br>~ To produce detailed lists of ingredients, tools and utensils.<br>~ To research and evaluate existing products.<br>~ To weigh and measure using scales.<br>~ To select and prepare foods for a particular purpose.<br>~ To work safely and hygienically using a range of cooking techniques |  |  |

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| <b>MUSIC</b><br>Kapow Scheme          | <b>ADVANCED RHYTHMS</b><br>Explore rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.                                                                                                                                                                       | <b>FILM MUSIC</b><br>Exploring and identifying the characteristics of Film Music. Create a composition and graphic score to perform alongside a film.<br><br>*(Links with English)<br>Listen to and interpret the lyrics of <b>Wonderful World - Louis Armstrong</b> .<br>Listen to and interpret the lyrics of <b>Imagine by John Lennon</b> . | <b>THEMES AND VARIATIONS</b><br><b>THEME: POP ART</b><br>Explore the musical concept of theme and variations and discover how rhythms can translate onto different instruments                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                       | <b>COMPOSING &amp; PERFORMING A LEAVERS' SONG</b><br>Create our own Leaver' song personal to their experiences as a class.                                                                                                                                                                                                                                                                                       | <b>YEAR 6 PRODUCTION / LEAVERS ASSEMBLY</b>                                                                                                                                                                                                                                                               |
| <b>PE</b>                             | <b>Lancs Scheme of Work</b><br><b>Netball / Basketball</b><br><b>Gymnastics</b><br>Learn how to create and perform step and action patterns and short dances from a range of dance crazes                                                                                                                           | <b>Lancs Scheme of Work</b><br><b>Tag Rugby</b><br><b>Dance (Linked to Wizard of Oz events and characters)</b><br>To create and perform a collaborative or individual dance piece                                                                                                                                                               | <b>Lancs Scheme of Work</b><br><b>Net and Wall Games</b><br><b>~ Tennis</b><br><b>Dance (Heroes and Villains)</b>                                                                                                                                                                                                                                 | <b>Lancs Scheme of Work</b><br><b>Fielding Games</b><br><b>Cricket</b><br><b>Gymnastics</b>                                                                                                                                                                                                                                                                           | <b>Lancs Scheme of Work</b><br><b>Fielding Games Rounders</b><br><br><b>Outdoor &amp; Adventure - PGL</b>                                                                                                                                                                                                                                                                                                        | <b>Lancs Scheme of Work</b><br><b>Work</b><br><b>Athletics</b><br><br><b>Dance ~ Leavers Assembly</b>                                                                                                                                                                                                     |
| <b>PSHE</b><br><b>"Jigsaw Scheme"</b> | <b>Being Me in My World</b><br>Identify goals for the year.<br>Understand my fears and worries about the future.<br>To feel welcomed and valued and know how to make others feel the same.<br>Universal rights for all children.<br>Understand my own wants and needs and compare to others from other communities. | <b>Celebrating Difference</b><br>Understand what normal means.<br>To empathise with people with disabilities.<br>To understand how a disability can affect someone's life.<br>How can a person or a group have power over others?<br>Why do some people use bullying behaviours?<br>Appreciate people for who they are.                         | <b>Dreams and Goals</b><br>Know my strengths and set challenging and realistic targets for myself.<br>What do I need to do to reach my goals?<br>Identify problems in the world that concern me and talk to others about them.<br>Describe ways in which we can work with other people to make the world a better place.<br><b>CLIMATE CHANGE</b> | <b>Healthy Me</b><br>Know the impact of food on the body.<br>Different types of drugs and their uses and effects on the body.<br>Evaluate when alcohol is being used responsibly, anti-socially or being misused.<br>How to get help in an emergency.<br>Learn basic procedures - recovery position.<br>Explore people's attitudes towards mental health and illness. | <b>Relationships</b><br>Recognise significant people in my life so far.<br>Know some of the feelings we can have when someone dies or leaves.<br>Stages of grief and that loss can cause people to grieve.<br>Recognise when people are trying to gain power or control.<br>How technology can be used to gain power or control.<br>Use technology positively and safely to communicate with family and friends. | <b>Change in Me (Including SRE)</b><br>Be aware of my own self-image.<br>Changes during puberty.<br>Looking after myself emotionally and physically.<br>Ask questions about puberty.<br>Describe how a baby develops from conception through to delivery.<br>Understand how being physically attracted to |

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|                   | Understand that my actions affect others globally.<br>Make choices about my own behaviour and understand that actions have a consequence.<br>Pupil Council – how having a voice can benefit the school community.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | How difference can be a source for conflict or cause for celebration                                                                                                                                                         | Know why some people like me and accept praise.                                                                                                 | Recognise stress triggers and how this can result in alcohol misuse.                                                                                      |                                                                                                                                                                                    | someone can change the relationship.<br>Transition to Secondary – what am I looking forward to / worried about?                               |
| MFL               | The alphabet – being able to understand words being spelt aloud.<br>Meeting people – Using pronouns je and tu.<br>Talking about school items – using the indefinite article.<br>Revision of numbers – using avoir to say your age<br>Revision of months of the year, giving the date.<br>Talking about the classroom using the definite article.<br>Revision of colours – look at adjectival agreement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Talking about brothers and sisters – using the verb avoir<br>Talking about your family.<br>Using possessive adjectives mon, ma, mes<br>Talking about pets<br>Describing yourself and others.<br>Talking about hair and eyes. | Talking about where you live<br>Describing your home<br>Describing your bedroom<br>Talking about what you do in the evening<br>Telling the time | Asking about places in town<br>Asking for directions<br>Saying where you are and where you are going<br>Expressing opinions<br>Ordering drinks and snacks | Talking about what you do in the morning<br>Talking about school subjects<br>Giving opinions and reasons<br>Talking about your timetable<br>Talking about what you do after school | Talking about sport and games<br>Talking about musical instruments<br>Saying what you like to do<br>At the leisure centre<br>Going on holiday |
| RE<br>Lancs Sacre | <b>Christianity: Church</b><br>How do Christians mark the turning points on the journey of life?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Hindhu Dharma</b><br>Is there one journey or many?                                                                                                                                                                        | <b>Islam</b><br>What is Hajj and why is it important to Muslims?                                                                                | <b>Christianity: Jesus</b><br>Why do Christians believe Good Friday is good?                                                                              | <b>Buddhism</b><br>What do we mean by a good life?                                                                                                                                 | <b>Christianity: God</b><br>If life is like a journey, what is the destination?                                                               |
| British Values    | <p>Promoting British Values</p> <p>The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”</p> <p>The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014. At Helmshore Primary School these values are reinforced regularly and in the following ways. Helmshore Primary School Statement of Values We are Britain! Equality for all is central to our ethos of mutual respect and encouragement of everyone in our inclusive school community, whilst celebrating our similarities and achievements.</p> <p>• We value and respect the process of democracy:</p> |                                                                                                                                                                                                                              |                                                                                                                                                 |                                                                                                                                                           |                                                                                                                                                                                    |                                                                                                                                               |

### Democracy

Children have many opportunities for their voices to be heard. We have a pupil council which meets weekly to discuss issues raised in class meetings. Each class has a Pupil Council representative who is elected on a termly basis. ( Class Charters, Pupil Council, Peer Assessment)

- **We value and respect the rule of law:**

#### The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.( Pupil Council, Class Charters, Visits from Police / Fire, Rules in other subjects - PE, Rules in different religions)

- **We value and respect the freedom of every individual:**

#### Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of learning challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices. (Anti-Bullying Week, Safety, PGL, Expressing own views, Visit from Life Education, NSPCC visit, Freedom of Choice, First Aid Training, Bikeability)

- **We are respectful of ourselves and others:**

#### Mutual Respect

At Helmshore Primary School, mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. (Buddies, Tolerance, Jeans for Genes, Children In Need, Rossendale Hospice - Penny Pinching, Anti-Bullying work, Remembrance,

- **We value and respect different cultures, faiths and beliefs:**

#### Tolerance of those of Different Faiths and Beliefs

Helmshore Primary School is situated in an area which is not greatly culturally diverse, therefore we place a great emphasis on promoting diversity with the children. Assemblies are planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE and PSHE teaching reinforces this.