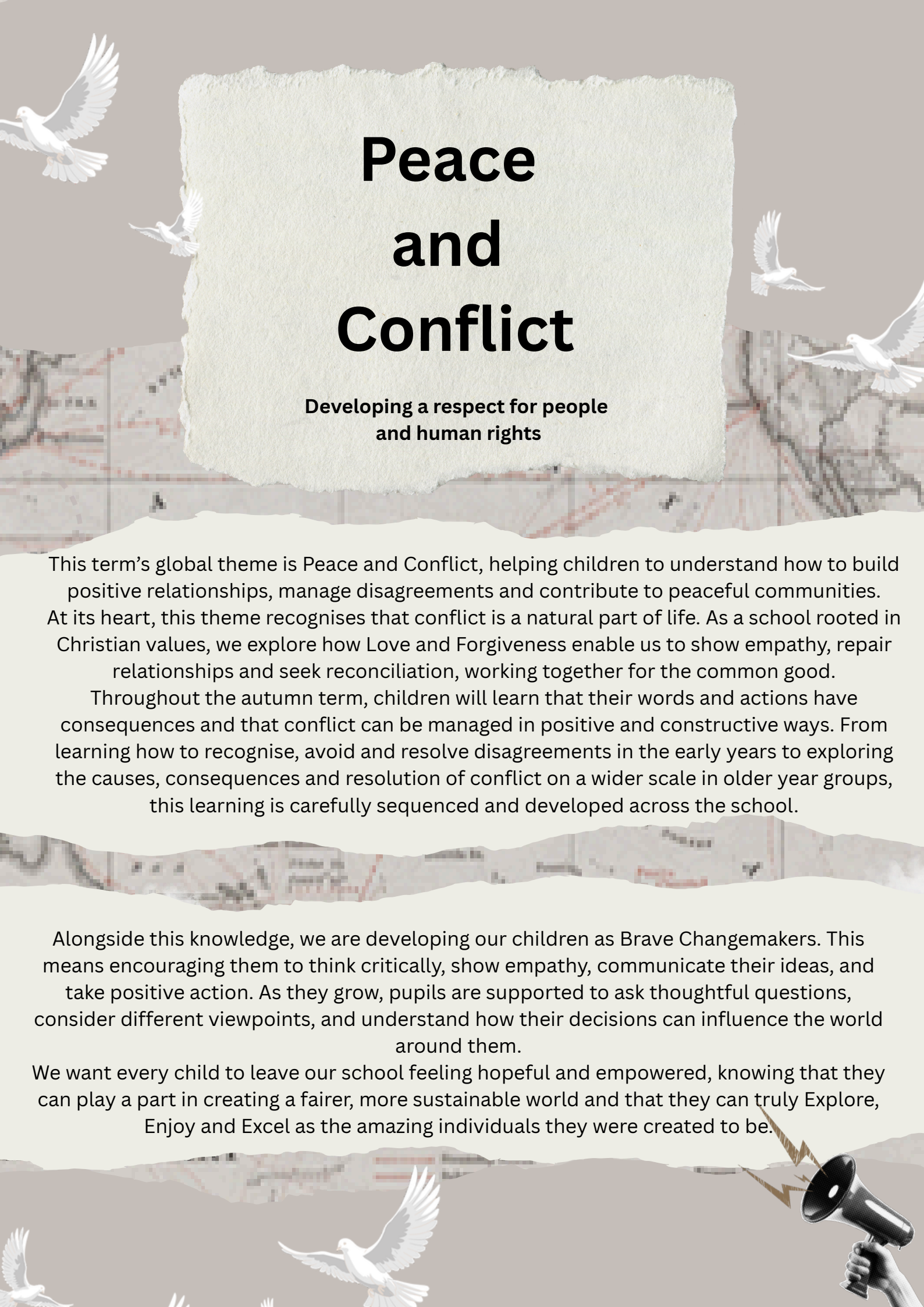




Peace and Conflict

**Developing a respect for people
and human rights**

This term's global theme is Peace and Conflict, helping children to understand how to build positive relationships, manage disagreements and contribute to peaceful communities. At its heart, this theme recognises that conflict is a natural part of life. As a school rooted in Christian values, we explore how Love and Forgiveness enable us to show empathy, repair relationships and seek reconciliation, working together for the common good.

Throughout the autumn term, children will learn that their words and actions have consequences and that conflict can be managed in positive and constructive ways. From learning how to recognise, avoid and resolve disagreements in the early years to exploring the causes, consequences and resolution of conflict on a wider scale in older year groups, this learning is carefully sequenced and developed across the school.

Alongside this knowledge, we are developing our children as Brave Changemakers. This means encouraging them to think critically, show empathy, communicate their ideas, and take positive action. As they grow, pupils are supported to ask thoughtful questions, consider different viewpoints, and understand how their decisions can influence the world around them.

We want every child to leave our school feeling hopeful and empowered, knowing that they can play a part in creating a fairer, more sustainable world and that they can truly Explore, Enjoy and Excel as the amazing individuals they were created to be.



Peace and Conflict

Developing a respect for people
and human rights



Children will learn:

EYFS

Their own actions have consequences.
Some basic ways to avoid, manage and resolve conflict

KS1

Causes of disagreement and conflict at personal, classroom and household levels.
Some ways of avoiding, managing and resolving conflict

LKS2

Some causes and effects of conflict at all levels from personal to global.
Know some strategies for managing, resolving and preventing conflict, including 'win-win' solutions

UKS2

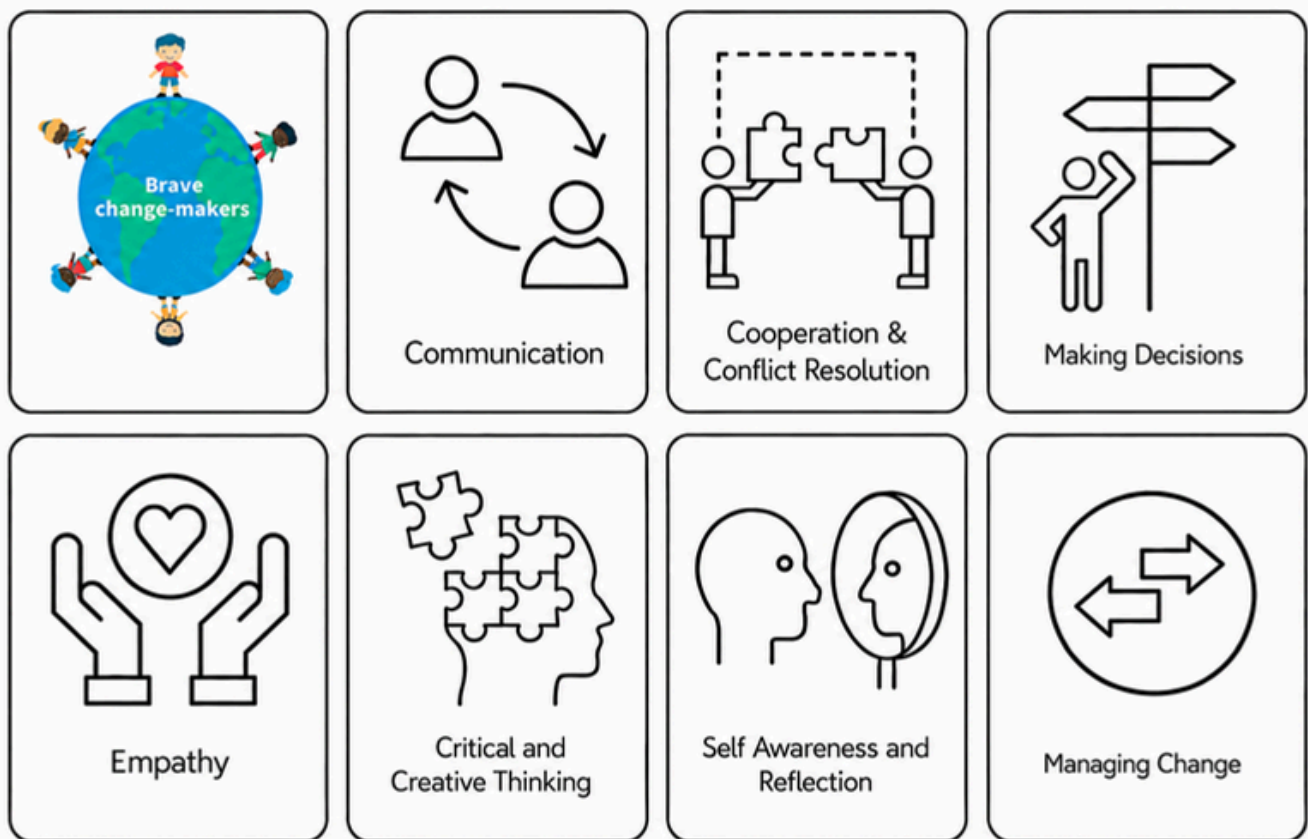
Know examples of conflicts, past and present, in our own community and beyond.
Importance of resolving conflict fairly and the role of non-violent protests for social and political change.

Learning is carefully sequenced across the school—from recognising feelings and resolving everyday disagreements to understanding wider conflict, fairness and peaceful action.



Developing as Brave Changemakers

Central to our curriculum is equipping children with the skills and knowledge they need through topics that encourage them to question, probe, think deeply and challenge perceptions, enabling them to make a positive mark in their communities. At St Mary's, we call this developing as a Brave Changemaker.



‘Don’t let anyone look down on you because you are young’, Saint Paul

Early Years Foundation Stage

Reception

Reception follows a one-year curriculum rather than a two-year rolling programme. During the autumn term, children explore Peace and Conflict in Term 1 and Identity and Diversity in Term 2.

Term 1

Peace and Conflict

How can we all get along?

Developing a sense of belonging within a family, class and school community.

As a Brave Changemaker in EYFS, I show sensitivity to people's feelings and needs



Term 2

Being Brave Changemakers

Classes will create an 'everyone is welcome' display that celebrates the class community.

Identity and Diversity

What makes us special?

People have different beliefs, traditions and customs, but everyone deserves kindness, respect and a sense of belonging.

Being Brave Changemakers

Perform the Christmas Showcase to families.

As a Brave Changemaker in EYFS, I ask for help if unsure what to do.



Key Stage One

Years 1 and 2

How can I show empathy and support others?



As a Brave Changemaker in KS1, I play and work cooperatively.



At Home You Could:

* Look at maps together & identify continents and oceans.

* Visit the FREE Bristol Museum & Art Gallery on Park Street to learn about animals from different continents.

History

Mary Seacole and Florence Nightingale

What was it like for soldiers during the Crimean War?

Who was Florence Nightingale?

How did Florence Nightingale improve hospitals?

Who was Mary Seacole and why is she remembered?

How did Florence Nightingale and Mary Seacole make a difference?

As a Brave Changemaker in KS1, I show awareness of, and concern for, people's feelings



Geography

What is a continent and which continent do we live in?

What is a continent and which continent do we live in?

What are the seven continents and five oceans?

What are the four compass points?

How can we use compass points and coordinates to give directions?

How did Florence Nightingale and Mary Seacole travel to help others?

Being Brave Changemakers

Raising funds to support Bristol Children's Hospital through the Christmas production and pupil-led fundraising.



Lower Key Stage Two

Years 3 and 4

Can conflict ever be good?

History

The Viking and Anglo-Saxon struggle for the kingdom of Britain.

Why did the Vikings invade Britain?

How did Alfred the Great defend Britain?

What was the Danelaw?

How did Vikings and Anglo-Saxons change Britain?

How did the Viking Age end?

As a Brave Changemaker in LKS2, I recognise when there may be no single right or wrong answer.

As a Brave Changemaker in LKS2, I use knowledge of others' viewpoints to resolve problems and compromise

At Home You Could:

* Visit Yate Heritage Centre and find out about the history of our area

* Visit the Corinium Museum, Cirencester.

Geography

Where do our town names come from?

How did the Anglo-Saxons and Vikings create town foundations?

How did the Anglo-Saxons and Vikings influence place names in Britain?

What impact did the Anglo-Saxons and Vikings have on trade routes in Britain?

How did the Anglo-Saxons and Vikings influence agricultural development?

What defensive structures did the Anglo-Saxons and Vikings build?

Being Brave Changemakers

Create and perform a presentation for other children at St Mary's exploring the question 'Can conflict ever be good?' and sharing what we have learnt from the Anglo-Saxons and Vikings.



Upper Key Stage Two

Years 5 and 6

How can we understand others and bring about peace?



As a Brave Changemaker in UKS2, I evaluate media and a range of voices. I identify opinion and bias.



History

What was the impact of war on children?

Why did WW2 begin and who was involved?

What was the impact of evacuation on children?

How did children stay safe during the Blitz?

How did World War Two change everyday life for children?

What can the Kindertransport teach us about empathy and courage?



Being Brave Changemakers

Create an exhibition of Nobel Peace Prize winners for St Mary's pupils and families to visit.

Through the exhibition, children will share what they have learnt about peaceful action and encourage visitors to consider how they can contribute to a more peaceful community.

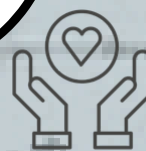
At Home You Could:

* Visit Yate Heritage Centre and learn about Yate in the 1940s

* Visit Aerospace Bristol and the Filton Blitz Experience

* Visit the M Shed and Bristol Harbourside (FREE)

As a Brave Changemaker in UKS2, I recognise how different backgrounds, beliefs and personalities affect behaviour and world views.



Geography

The Geography of Britain During and After World War Two

How did the geography of the United Kingdom influence life during WW2?

Why were some places safer than others during WW2?

Why were some UK cities more heavily bombed during WW2?

How did bombing change the geography of British cities?

How did post-war rebuilding reshape Britain's towns and cities?



Key Stage One

Years 1 and 2

The wider curriculum

	Term 1	Term 2
Science	Properties of materials	Everyday use of materials
RE	Who is Muslim and what do they believe?	How and why do we celebrate special and sacred times? (Islam and Judaism)
Computing	Data and Information - Grouping Data	Data and information - Pictograms
PE	Multi-Skills	Dance
Music	Dynamics - Seaside	Sound Patterns - Fairytale
Art	Self Portraits: Drawing - Da Vinci, Van Gogh, Picasso	
DT		Structures - Baby Bear's Chair
PSHE	Being Me in My World	Celebrating Difference



History



Geography



Science



Music



Computing



RE



Reading



English



Art and Design



PE



Design and Technology



Languages



PSHE



Maths



Follow our learning on Class Dojo



Lower Key Satge Two

Years 3 and 4

The wider curriculum



	Term 1	Term 2
Science	Light	Sound
RE	What is the Trinity? (Christianity)	How do family life and festivals show what matters to Jewish people?
Computing	Data and Information - Branching Databases	Data Logging
PE	Gymnastics and Netball	Hockey and Basketball
Music	Instramental Lessons - South Africa	Developing Singing - Vikings
Art	Painting - Abstract Layering	
DT		Food and Nutrition - Eating Seasonally
PSHE	Being Me	Celebrating Difference
French	I am learning French	Les Instruments (Instruments)



History



Geography



Science



Music



Computing



RE



Reading



English



Art and
Design



PE



Design and
Technology



Languages



PSHE



Maths



Follow our learning on Class Dojo



Upper Key Stage Two

Years 5 and 6

The wider curriculum

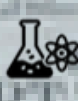
	Term 1	Term 2
Science	Materials - Properties and Changes	
RE	What does it mean to be a Muslim in Britain today?	Was Jesus the Messiah?
Computing	Data and Information - Flat File Databases	Spreadsheets
PE	Netball/Coach session and Gymnastics	Hockey/Coach session and Basketball
Music	Songs from WW2	Film Music
Art	Painting - Propaganda Posters	
DT		Food and Nutrition - Design a recipe
PSHE	Being Me	Celebrating Difference
French	As-tu un animal ? (Do You Have a Pet?)	En classe (In the Classroom)



History



Geography



Science



Music



Computing



RE



Reading



English



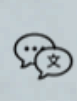
Art and Design



PE



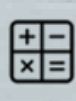
Design and Technology



Languages



PSHE



Maths

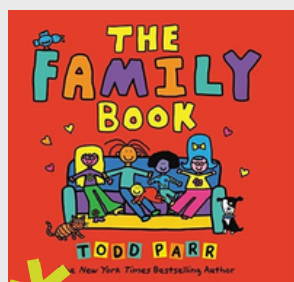
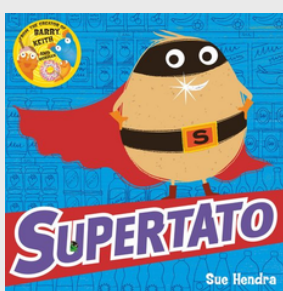
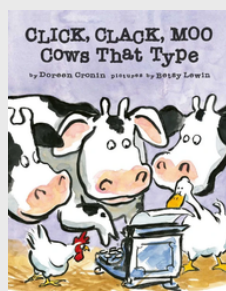
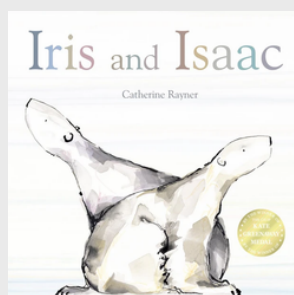


Follow our learning on Class Dojo

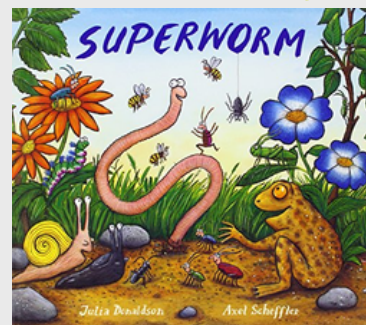
Texts that promote the global theme

We carefully choose our core English texts to link with our theme, helping children make meaningful connections between their reading, writing and wider learning. This approach supports deeper understanding and vocabulary development, while keeping learning engaging, purposeful and inspiring.

Reception



KS1



UKS2



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