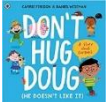





AUT	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Circle Time (with class teacher)	<p>SUPER ME!</p> <p>PSED Develop their sense of responsibility and membership of a community Find solutions to conflicts & rivalries Increasingly follow rules, understanding why they are important Understand gradually how others may be feeling</p> <p>SELF REGULATION Identify and moderate their own feelings socially and emotionally. Class rules Community</p> <p>BUILDING RELATIONSHIPS Express their feelings and consider the feelings of others.</p> <p>MANAGING SELF See themselves as a valuable individual. Healthy Eating</p> <p>Fire safety – link to fire brigade</p> <p>Stranger danger – link to Halloween</p>  <p>A story about consent</p> <p>UNDERSTANDING THE WORLD Recognising similarities & differences celebrations</p> <p>Black History Month Heroes Princess K Martin Luther King Nelson Mandela Katherine Johnson Stormzy</p>	<p>KEEPING SAFE how rules can help to keep us safe •about examples of rules in different situations, e.g. class rules, rules at home, rules outside •why some things have age restrictions, e.g. TV and film, games, toys or play areas</p> <p>RESPECTING OURSELVES & OTHERS •what kind and unkind behaviour mean in and out school •how kind and unkind behaviour can make people feel •about class rules, being polite to others, sharing and taking turns</p>	<p>SAFE RELATIONSHIPS Managing secrets; resisting pressure and getting help & recognising hurtful behaviour •how to recognise hurtful behaviour, including online •what to do and whom to tell if they see or experience hurtful behaviour, including online •about what bullying is and different types of bullying</p>	<p>SAFE RELATIONSHIPS Personal boundaries; safely responding to others & the impact of hurtful behaviour •that bullying and hurtful behaviour is unacceptable in any situation •about the effects and consequences of bullying for the people involved •about bullying online, and the similarities and differences to face-to-face bullying •what to do and whom to tell if they see or experience bullying or hurtful behaviour</p> <p>Growing & Changing Personal strengths and achievements; managing and reframing setbacks •that everyone is an individual and has unique and valuable contributions to make •to recognise how strengths and interests form part of a person's identity</p>	<p>SAFE RELATIONSHIPS Responding to hurtful behaviour & managing confidentiality •to differentiate between playful teasing, hurtful behaviour and bullying, including online •how to respond if they witness or experience hurtful behaviour or bullying, including online</p>	<p>SAFE RELATIONSHIPS Physical contact and feeling safe •to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations •how to ask for, give and not give permission for physical contact</p>	<p>SAFE RELATIONSHIPS Recognising and managing pressure & consent in different situations •to compare the features of a healthy and unhealthy friendship •about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</p> <p>Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues •about the link between values and behaviour and how to be a positive role model •how to discuss issues respectfully •how to listen to and respect other points of view •how to constructively challenge points of view they disagree with</p> <p>Physical health and Mental wellbeing What affects mental health and ways to take care of it •that mental health is just as important as physical health and that both need looking after •to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support •how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</p>
	 <p>PANTS campaign – NSPCC Talk and stay safe</p>		<p>Resources NSPCC Pants - https://www.nspcc.org.uk/keeping-children-safe</p>	<p>Resources CEOP - https://www.thinkuknow.co.uk</p>	<p>Resources CEOP - https://www.thinkuknow.co.uk</p>	<p>Resources CEOP - https://www.thinkuknow.co.uk/</p>	<p>Resources CEOP - https://www.thinkuknow.co.uk/</p>



PSHE linked class texts (Burwell Bookshelf)							
Theme – identified links	History Link – significant figures Malala Yousafzai, Wilma Rudolph, Michelle & Barak Obama, Marcus Rashford, Tom Moore, Mary Seacole & Florence Nightingale	History Link - Roles of different people & families •about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers •the role these different people play in children’s lives and how they care for them			Protecting the environment; compassion towards others Wangari Maathai		
DT		PHYSICAL HEALTH and MENTAL WELLBEING Keeping Healthy, Hygiene Routines •what it means to be healthy and why it is important •ways to take care of themselves on a daily basis •about basic hygiene routines, e.g. hand washing •about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors					
		LOOKING AFTER THE COMMUNITY looking after the environment •that different people have different needs •how we care for people, animals and other living things in different ways •how they can look after the environment, e.g. recycling					
ICT		Using the internet and digital devices & Communicating online •the ways in which people can access the internet e.g. phones, tablets, computers •to recognise the purpose and value of the internet in everyday life •to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos •that information online might not always be true	Recognising risks online •how to recognise hurtful behaviour, including online The internet in everyday life; online content and information •the ways in which people can access the internet e.g. phones, tablets, computers •to recognise the purpose and value of the internet in everyday life •to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos •that information online might not always be true	Recognising risks online •What is appropriate to share with friends, classmates, family and wider social groups online •about what privacy and personal boundaries are online •basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision How the internet is used & assessing information online •how the internet can be used positively for leisure, for school and for work •to recognise that images and information online can be altered or adapted and the reasons for why this happens •strategies to recognise whether something they see online is true or accurate	Recognising risks online •to differentiate between playful teasing, hurtful behaviour and bullying online •how to respond if they witness or experience hurtful behaviour or bullying online How data is shared and used •that everything shared online has a digital footprint •that organisations can use personal information to encourage people to buy things •to recognise what online adverts look like •to compare content shared for factual purposes and for advertising •why people might choose to buy or not buy something online e.g. from seeing an advert •that search results are ordered based on the popularity of the website and that this can affect what information people access	Recognising risks online •how to respond if they witness or experience hurtful behaviour or bullying online How information online is targeted; different media types, their role and impact •to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise •basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased •that some media and online content promote stereotypes •how to assess which search results are more reliable than others •to recognise unsafe or suspicious content online •how devices store and share information	Recognising risks online •strategies to respond to pressure from friends including online •how to assess the risk of different online ‘challenges’ and ‘dares’ •how to get advice and report concerns about personal safety, including online Evaluating media sources; sharing things online •to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise •basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased •that some media and online content promote stereotypes •how to assess which search results are more reliable than others •to recognise unsafe or suspicious content online •how devices store and share information



				<ul style="list-style-type: none"> •to evaluate whether a game is suitable to play or a website is appropriate for their age-group •to make safe, reliable choices from search results •how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication. 			
RE – identified links				Recognising respectful behaviour The importance of self-respect, courtesy and being polite <ul style="list-style-type: none"> •to recognise respectful behaviours e.g. helping or including others, being responsible •how to model respectful behaviour in different situations e.g. at home, at school, online •the importance of self-respect and their right to be treated respectfully by others •what it means to treat others, and be treated, politely •the ways in which people show respect and courtesy in different cultures and in wider society 	What makes a community; shared responsibilities <ul style="list-style-type: none"> •the meaning and benefits of living in a community •to recognise that they belong to different communities as well as the school community •about the different groups that make up and contribute to a community •about the individuals and groups that help the local community, including through volunteering and work •how to show compassion towards others in need and the shared responsibilities of caring for them 		
SCIENCE – identified links	Significant figures – Marie Curie	Physical health and Mental wellbeing Food & Exercise <ul style="list-style-type: none"> •about healthy and unhealthy foods, including sugar intake •about physical activity and how it keeps people healthy •about different types of play, including balancing indoor, outdoor and screen-based play 					
CULTURAL CAPITAL (CYCLE A) Community & Enterprise		Year 1 & 2		Year 3 & 4		Year 5 & 6	
		PSHE objectives *To know about different jobs and the work people do. (Focusing on locality - store assistants, cleaners, butchers, bakers, post office staff, carers, printers, pharmacy staff) *To know that people are paid for the job they do. To be able to recognise needs and wants. *To understand how people make choices about spending money including thinking about needs and wants		PSHE objectives Making decisions about money; using and keeping money safe *To know how to keep track of money and why it is important to know how much is being spent. *To understand how people spending money can have a positive or negative effect on others e.g. charities, single use plastic – environmental *To know how people make different spending decisions based on their budget, values and needs. *To understand the different ways to pay for things such as case, cards, e-payment and reasons for using them.		PSHE objectives Influences and attitudes towards money; money and financial risk *To know about the role that money plays in people's lives, attitudes towards it and what influences decisions about money. *To be able to interpret simple maps. Little Bugs/Litter Pickers Money Matters - Contributing to the Community Compassionate Citizens *To understand how companies encourage customers to buy things and why it is important to be a critical consumer. (Deals: 3 for the price of 2, buy one get one free) *To understand value for money and how to judge if something is value for money.	



			*To understand how money can be gained or lost e.g. through business, theft.
	Enterprise – The World of Work To know that an employer is a company or person who hires someone to work for them To know that an employee is the name for the person who works for someone else or a company. To know a service involves completing some work for someone in exchange for money. To understand that money can be spent to purchase goods/products/services. To understand the meaning and purpose of saving.	Community - Money Matters: Contributing to the community To understand the purpose of a food bank and the service which they provide To understand why people, carry out volunteer work. To know that an income is total money received, including from earnings, benefits and pensions. To be able to identify some examples of household incomes and expenditures To be able to budget (e.g. food shopping)	Enterprise – Fiver Challenge To know that a company/business' primary goal is to earn a profit To know that an investor is a person or company that gives businesses money to help their business grow. If the business grows, it will give the investor back their money. (BVC to invest £5.00 per pair - see Lisa.) To understand the importance of consistency of goods or service. To know that profit is the extra money you have left over from selling your product or service once you have taken away the money spent to make your product or deliver your service Understand the target markets' wants/needs and create goods, products or services based on this information. To be able to create a business plan. be able to create concise, persuasive advertising. To be able to work efficiently in order to provide good customer service
	Final Outcome Throughout the unit, children make choices about purchases. Children reflect on their purchases and/or savings remaining.	Final Outcome The group should collect donations, which are to be given to Burwell Distribution Centre (located at Burwell Day Centre)	Final Outcome Sales events and comparison of profits/loss. Who achieved the greatest profit? Profits to be donated to Burwell and District Day Centre
CULTURAL CAPITAL (CYCLE A) Global Issues & Impacts	Year 1 & 2	Year 3 & 4	Year 5 & 6
	PSHE objectives Looking after the community; looking after the environment *To know how we can for people, animals and other living things in different ways. *To know how they can look after the environment e.g. recycling	PSHE objectives Recognising Respectful Behaviour: The importance of self-respect, courtesy and being polite *To be able to recognise respectful behaviours e.g. helping and including others, being responsible. *To know how to model respectful behaviour in different situations e.g. at home, at school, online	PSHE objectives Respecting Ourselves and Others: Expressing opinions and respecting other points of view, including discussing topical issues *To know about the link between values and behaviour and how to be a positive role model. *To understand how to discuss issues respectfully. *To be able to listen to and respect other points of view. *To be able to constructively challenge points of view they disagree with.
	Global Issues - Plastic and Pollution To know why plastic became so popular as a material To be able to identify uses for plastics based on their properties To know there are alternatives to plastics To understand why plastics can be harmful to the environment	Global Issues - Habitat destruction To be able to identify different habitats around the world To be able to recognise the changing impact of humans on different habitats To be able to recognise the impact of human activity on specific environments To understand the journey of different products from source to use To understand the types of habitat destruction	Global Issues – Global Warming & Climate Change To understand the difference between climate and weather To be able to identify patterns in weather To understand the effect of carbon on the atmosphere To be able to identify changes in climate over time To use different sources to establish facts To be able to evaluate information for factual accuracy To understand bias and how this affects information



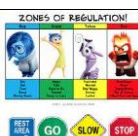







	To be able to identify types of pollution and their impacts; sewage from water treatment plants, pesticides from farming, car emissions, holiday travel, litter	To know what bio-diversity is and how this is impacted by habitat destruction To know some practical ways to stop or decrease habitat destruction To be able to use sources to evidence changing habitats	To know some ways that countries and cities are reducing carbon emissions To know some ways in which people can reduce their carbon emissions To be able to apply understanding to suggest changes to cities to reduce carbon emissions
	Final Outcome Create a display to show the best alternatives to common plastic products	Final Outcome Produce a radio or TV news special report about habitat destruction (Newsround style to be recorded either video or microphone recorder). Uploaded to school YouTube channel??	Final Outcome Become a town planner: design a carbon neutral city to include e.g. cycle lanes, solar panels, wind turbines, electric car charging stations etc.
CULTURAL CAPITAL (CYCLE A) Digital Media	Year 1 & 2	Year 3 & 4	Year 5 & 6
	<p>PSHE objectives Using the Internet and Digital Devices Communicating Online</p> <p>*To know the ways in which people can access the internet e.g. phones, tablets, computers *To be able to recognise the purpose and value of the internet in everyday life *To be able to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos *To know that information online might not always be true</p> <p>Respecting Ourselves and Others: Playing and Working Co-operatively & Sharing Opinions *To be able to play and work cooperatively in different groups and situation *To be able to share their ideas and listen to others, take part in discussions, and give reasons for their views</p>	<p>PSHE objectives How the internet is used and assessing information online. How data is stored and used</p> <p>*To know a range of strategies to recognise whether something they see online is true or accurate to make safe, reliable choices from search results *To know that search results are ordered based on the popularity of the website and that this can affect what information people access</p> <p>Growing and Changing; Personal Strength and Achievements; Managing and Re-framing Setbacks *To understand that everyone is an individual and has unique and valuable contributions to make *To know basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</p>	<p>PSHE objectives Media literacy and Digital Resilience: How information online is targeted; different media types, their role and impact</p> <p>*To be able to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise. *To know that some media and online content promote stereotypes. *To know how devices store and share information. *To understand how to assess which search results are more reliable than others. *To be able to use basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased.</p> <p>Respecting Ourselves and Others: Expressing opinions and respecting pther points of view, including discussing topical issues *To be able to listen and respect other points of view. *To be able to constructively challenge points of view they disagree with.</p>



		Digital Media - ICT Foundations 1 - Information Leaflet To be able to open a new presentation in PowerPoint To be able to save a new and existing presentation To be able to locate and open an existing presentation To be able to add text to a presentation To be able to record voice for a given slide in a presentation To be able to add images to a presentation To be able to form text and images in a presentation To be able to add timed transitions to a presentation To be able to talk about what I like and dislike about a range of narrated stories/leaflets (as relevant to the chosen project) To be able to evaluate my finished project To know about a range of different computer programmes and their purposes, including Word, Excell, Publisher and Powerpoint To know there are key differences between the internet, computer software and apps		Digital Media Interactivity 1- Interactive Quiz To be able to decide on a theme and purpose for my quiz To be able to plan for the target audience, thinking about colours, vocabulary, images and target audience knowledge level To be able to plan and write questions and answers for my quiz, including incorrect answers that may or may not increase/decrease the difficulty of identifying the correct answer To be able to create a title page, question pages and answer pages in PowerPoint To be able to plan and sequence pages in PowerPoint for logical flow from questions to feedback and onto the next question, etc. To be able to use hyperlinks and/or buttons to create interactivity in my quiz To be able to test, evaluate and improve my quiz accordingly To be able to add sound-effects and images to a PowerPoint quiz To be able to use the Hide Slide and/or Action Setting features to hide answers To be able to identify and evaluate the features and overall effectiveness of a range of quizzes To know about a range of different question types and their purposes, including multiple choice, true/false and fill-in-the-blank questions To know about the different purposes of quizzes, i.e. to gather information, learning consolidation, diagnostics, fun		Digital Media - Video Editing To be able to decide on the context and purpose for a video project To be able to use the key elements of video editing including, camera, microphone and editing software To be able to plan and write the script for a video To be able to plan the sequencing for a video including location(s) and transition(s) To be able to plan for the target audience, thinking about subject and/or context, images, captions, animations, music, sound effects, etc. To be able to cut and splice video clips to make a full video To be able to add images, captions, music, sound effects, etc. to a video To be able to show consideration of lighting, angle, ambient noise, audibility of voice, presenter body language and positioning, etc. when filming a scene To know about the use of green screen To know about one or more famous directors and/or producers To know about the contexts and purpose of video	
		Final Outcome Narrated information PP		Final Outcome Interactive Quiz		Final Outcome Video Tour of School	
School Visits	Burwell library	Burwell Village Fieldwork	Burwell Windmill & museum	Flag Fen	The British Museum (London) including landmark tour	Cambridge Arts Theatre & Kettles Yard Gallery	STEM trip – Soham Village College
	War memorial in Burwell	St Mary's church	Cambridge City Tour including Cambridge University Botanic Gardens	Virtual lesson on Cresswell Crag	STEM afternoon	Leicester National Space Centre	Devil's Dyke & Burwell Castle– Geography fieldwork
	South Angle Farm	Wicken Fen	Colchester Zoo	Triveni Mandir (virtual tour of the temple)	Trainee Forester (High Lodge)	Ancient Greek Workshop	Virtual lesson on Evolution
		Evacuee theme day		Ely Cathedral & surrounding area – Geography field trip			PGL residential – Caythorpe Court – Lincolnshire
							West Stow Anglo-Saxon Village
							Cambridge Central Mosque followed by end-of-year celebration (i.e cinema, bowling etc.)

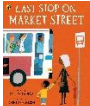







SPRING	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Circle Time (with class teacher)	<p>DREAM BIG! & Great Growing</p> <p>SELF REGULATION Identify and moderate their own feelings socially and emotionally.</p> <p>BUILDING RELATIONSHIPS Think about the perspectives of others.</p> <p>MANAGING SELF Manage their own needs. Show resilience and perseverance in the face of challenge.</p> <p>AESOPS FABLES Tom Percival books</p>	<p>SAFE RELATIONSHIPS Recognising Privacy, Staying Safe & Seeking Permission</p> <ul style="list-style-type: none"> • about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private <p>What makes them unique and special; feelings; managing when things go wrong</p>	<p>SAFE RELATIONSHIPS Managing secrets; resisting pressure and getting help & recognising hurtful behaviour</p> <ul style="list-style-type: none"> • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use 	<p>SAFE RELATIONSHIPS Personal boundaries; safely responding to others & the impact of hurtful behaviour</p> <ul style="list-style-type: none"> • What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour <p>Growing & Changing Personal strengths and achievements; managing and reframing setbacks</p> <ul style="list-style-type: none"> • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) 	<p>SAFE RELATIONSHIPS Responding to hurtful behaviour & managing confidentiality</p> <ul style="list-style-type: none"> • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret 	<p>SAFE RELATIONSHIPS Physical contact and feeling safe</p> <ul style="list-style-type: none"> • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact 	<p>SAFE RELATIONSHIPS Recognising and managing pressure & consent in different situations</p> <ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship • strategies to respond to pressure from friends including online • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong <p>Belonging to a community Valuing diversity; challenging discrimination and stereotypes</p> <ul style="list-style-type: none"> • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this
	 <p>A story about consent Always remember your body belongs to you</p>	<p>Resources NSPCC Pants - https://www.nspcc.org.uk/keeping-children-safe</p>	<p>Resources NSPCC Pants - https://www.nspcc.org.uk/keeping-children-safe</p>	<p>Resources CEOP - https://www.thinkuknow.co.uk</p>	<p>Resources CEOP - https://www.thinkuknow.co.uk</p>	<p>Resources CEOP - https://www.thinkuknow.co.uk/</p>	<p>Resources CEOP - https://www.thinkuknow.co.uk/</p>
Zones of Regulation							
THEME – identified links		<p>GEOGRAPHY link - about how different strengths and interests are needed to do different jobs</p> <ul style="list-style-type: none"> • about people whose job it is to help us in the community • about different jobs and the work people do 				<p>History Link - Responding respectfully to a wide range of people; recognising prejudice and discrimination Katherine Johnson</p> <ul style="list-style-type: none"> • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements 	
ICT		<p>Using the internet and digital devices & Communicating online</p> <ul style="list-style-type: none"> • the ways in which people can access the internet e.g. phones, tablets, computers 	<p>Recognising risks online</p> <ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online <p>The internet in everyday life; online content and information</p>	<p>Recognising risks online</p> <ul style="list-style-type: none"> • What is appropriate to share with friends, classmates, family and wider social groups online 	<p>Recognising risks online</p> <ul style="list-style-type: none"> • to differentiate between playful teasing, hurtful behaviour and bullying online 	<p>Recognising risks online</p> <ul style="list-style-type: none"> • how to respond if they witness or experience hurtful behaviour or bullying online 	<p>Recognising risks online</p> <ul style="list-style-type: none"> • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares'



		<ul style="list-style-type: none">•to recognise the purpose and value of the internet in everyday life•to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos•that information online might not always be true	<ul style="list-style-type: none">•the ways in which people can access the internet e.g. phones, tablets, computers•to recognise the purpose and value of the internet in everyday life•to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos•that information online might not always be true	<ul style="list-style-type: none">•about what privacy and personal boundaries are online•basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision <p>How the internet is used & assessing information online</p> <ul style="list-style-type: none">•how the internet can be used positively for leisure, for school and for work•to recognise that images and information online can be altered or adapted and the reasons for why this happens•strategies to recognise whether something they see online is true or accurate•to evaluate whether a game is suitable to play or a website is appropriate for their age-group•to make safe, reliable choices from search results•how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication	<ul style="list-style-type: none">•how to respond if they witness or experience hurtful behaviour or bullying online <p>How data is shared and used</p> <ul style="list-style-type: none">•that everything shared online has a digital footprint•that organisations can use personal information to encourage people to buy things•to recognise what online adverts look like•to compare content shared for factual purposes and for advertising•why people might choose to buy or not buy something online e.g. from seeing an advert•that search results are ordered based on the popularity of the website and that this can affect what information people access		<ul style="list-style-type: none">•how to get advice and report concerns about personal safety, including online <p>Evaluating media sources; sharing things online</p> <ul style="list-style-type: none">•to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise•basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased•that some media and online content promote stereotypes•how to assess which search results are more reliable than others•about sharing things online, including rules and laws relating to this•how to recognise what is appropriate to share online•how to report inappropriate online content or contact•to recognise unsafe or suspicious content online•how devices store and share information
RE – identified links				<p>What makes a family; features of family life</p> <ul style="list-style-type: none">•to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents•that being part of a family provides support, stability and love•about the positive aspects of being part of a family, such as spending time together and caring for each other•about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty•to identify if/when something in a family might make someone upset or worried•what to do and whom to tell if family relationships are making them feel unhappy or unsafe			
SCIENCE – identified links	Healthy Eating Sleep routines Tooth brushing Screen time	<p>Physical health and Mental wellbeing</p> <p>Food & Exercise</p> <ul style="list-style-type: none">•about healthy and unhealthy foods, including sugar intake•about physical activity and how it keeps people healthy•about different types of play, including balancing indoor, outdoor and screen-based play					



SUMMER	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Circle Time (with class teacher)	<p>OUR WONDERFUL WORLD ELG – SELF REGULATION Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/her behaviour accordingly</p> <p>Can set and work towards simple goals, is able to wait for what he/she wants and control his/her immediate impulses when appropriate</p> <p>ELG – BUILDING RELATIONSHIPS Shows sensitivity to his/her own and to others' needs</p> <p>Show sensitivity to their own and to others' needs.</p> <p>ELG – MANAGING SELF Can explain the reasons for rules, knows tries to behave accordingly Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge</p> <p>Staying safe over the summer</p> <p> Show sensitivity to their own and to others' needs</p> <p> Work and play cooperatively and take turns with others (turn taking)</p> <p>PRIDE MONTH</p> <p></p>	<p>SAFE RELATIONSHIPS Recognising Privacy, Staying Safe & Seeking Permission •to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) •how to respond if being touched makes them feel uncomfortable or unsafe •when it is important to ask for permission to touch others •how to ask for and give/not give permission</p> <p>Sun Safety •how to keep safe in the sun</p>	<p>SAFE RELATIONSHIPS Managing secrets; resisting pressure and getting help & recognising hurtful behaviour •how to resist pressure to do something that feels uncomfortable or unsafe •how to ask for help if they feel unsafe or worried and what vocabulary to use</p>	<p>SAFE RELATIONSHIPS Personal boundaries; safely responding to others & the impact of hurtful behaviour •about bullying online, and the similarities and differences to face-to-face bullying •what to do and whom to tell if they see or experience bullying or hurtful behaviour</p> <p>Growing & Changing Personal strengths and achievements; managing and reframing setbacks •to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues •basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</p> <p>Personal boundaries; safely responding to others</p>	<p>SAFE RELATIONSHIPS Responding to hurtful behaviour & managing confidentiality •how to recognise risks online such as harmful content or contact •how people may behave differently online including pretending to be someone they are not •how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</p>	<p>SAFE RELATIONSHIPS Physical contact and feeling safe •that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about •whom to tell if they are concerned about unwanted physical contact</p>	<p>SAFE RELATIONSHIPS Recognising and managing pressure & consent in different situations •how to get advice and report concerns about personal safety, including online •what consent means and how to seek and give/not give permission in different situations</p> <p>Families and friendships Attraction to others; romantic relationships; civil partnership and marriage •what it means to be attracted to someone and different kinds of loving relationships •that people who love each other can be of any gender, ethnicity or faith •the difference between gender identity and sexual orientation and everyone's right to be loved •about the qualities of healthy relationships that help individuals flourish</p>
	<p> PANTS song – NSPCC Pantasaurus book</p>	<p>Resources NSPCC Pants - https://www.nspcc.org.uk/keeping-children-safe</p>	<p>Resources NSPCC Pants - https://www.nspcc.org.uk/keeping-children-safe</p>	<p>Resources CEOP - https://www.thinkuknow.co.uk</p>	<p>Resources CEOP - https://www.thinkuknow.co.uk</p>	<p>Resources CEOP - https://www.thinkuknow.co.uk/</p>	<p>Resources CEOP - https://www.thinkuknow.co.uk/</p>
THEME – identified links						<p>1950's – 1980's – Women in the work place</p> <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p>	<p>India</p> <p>Valuing diversity; challenging discrimination and stereotypes •what prejudice means •to differentiate between prejudice and discrimination •how to recognise acts of discrimination</p>
DT		<p>PHYSICAL HEALTH and MENTAL WELLBEING Keeping Healthy, Hygiene Routines & Sun Safety</p>					



		<ul style="list-style-type: none">•what it means to be healthy and why it is important•ways to take care of themselves on a daily basis•about basic hygiene routines, e.g. hand washing•about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors•how to keep safe in the sun					
ICT		Using the internet and digital devices & Communicating online <ul style="list-style-type: none">•the ways in which people can access the internet e.g. phones, tablets, computers•to recognise the purpose and value of the internet in everyday life•to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos•that information online might not always be true	Recognising risks online <ul style="list-style-type: none">•how to recognise hurtful behaviour, including online The internet in everyday life; online content and information <ul style="list-style-type: none">•the ways in which people can access the internet e.g. phones, tablets, computers•to recognise the purpose and value of the internet in everyday life•to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos•that information online might not always be true	Recognising risks online <ul style="list-style-type: none">•What is appropriate to share with friends, classmates, family and wider social groups online•about what privacy and personal boundaries are online•basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision How the internet is used & assessing information online <ul style="list-style-type: none">•how the internet can be used positively for leisure, for school and for work•to recognise that images and information online can be altered or adapted and the reasons for why this happens•strategies to recognise whether something they see online is true or accurate•to evaluate whether a game is suitable to play or a website is appropriate for their age-group•to make safe, reliable choices from search results•how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication	Recognising risks online <ul style="list-style-type: none">•to differentiate between playful teasing, hurtful behaviour and bullying online•how to respond if they witness or experience hurtful behaviour or bullying online How data is shared and used <ul style="list-style-type: none">•that everything shared online has a digital footprint•that organisations can use personal information to encourage people to buy things•to recognise what online adverts look like•to compare content shared for factual purposes and for advertising•why people might choose to buy or not buy something online e.g. from seeing an advert•that search results are ordered based on the popularity of the website and that this can affect what information people access	Recognising risks online <ul style="list-style-type: none">•how to respond if they witness or experience hurtful behaviour or bullying online How information online is targeted; different media types, their role and impact <ul style="list-style-type: none">•to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise•basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased•that some media and online content promote stereotypes•how to assess which search results are more reliable than others•to recognise unsafe or suspicious content online•how devices store and share information	Recognising risks online <ul style="list-style-type: none">•strategies to respond to pressure from friends including online•how to assess the risk of different online ‘challenges’ and ‘dares’•how to get advice and report concerns about personal safety, including online Evaluating media sources; sharing things online <ul style="list-style-type: none">•to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise•basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased•that some media and online content promote stereotypes•how to assess which search results are more reliable than others•to recognise unsafe or suspicious content online•how devices store and share information
RE				Does God want Christians to look after the world? What rules are: caring for other’s needs; looking after the environment			
SCIENCE – identified links	SEASONS Global warming – looking after our planet	Physical health and Mental wellbeing Food & Exercise <ul style="list-style-type: none">•about healthy and unhealthy foods, including sugar intake•about physical activity and how it keeps people healthy•about different types of play, including balancing indoor, outdoor and screen-based play					Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media <ul style="list-style-type: none">•about the risks and effects of different drugs•about the laws relating to drugs common to everyday life and illegal drugs•to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs•about the organisations where people can get help and support concerning drug use



							<ul style="list-style-type: none">•how to ask for help if they have concerns about drug use•about mixed messages in the media relating to drug use and how they might influence opinions and decisions
			<p>The national curriculum for science also includes subject content in related areas, such as <i>the main external body parts</i>, the human body as it grows from <i>birth</i> to old age (including <i>puberty</i>) and <i>reproduction</i> in some plants and animals."</p> <p>It supports pupils' ongoing emotional and physical development effectively...It (the sex education programme) should ensure that both boys and girls are prepared for <i>the changes that adolescence brings and</i> – drawing on knowledge of the human life cycle set out in the national curriculum for science .</p> <p>Sex education includes puberty, conception, reproduction and birth. Puberty is already statutory under Health Education and National Curriculum Science (so there is no right to withdraw). Birth and reproduction are also included in Science (again, no right to withdraw) and so this leaves conception. By definition '<i>how a baby is conceived</i>' means what happens during sexual intercourse before an egg and sperm meet (reproduction).</p>				
RSE		<p>Growing and Changing Recognising what makes them unique and special; feelings; managing when things go wrong</p> <ul style="list-style-type: none">•to recognise what makes them special and unique including their likes, dislikes and what they are good athow to manage and whom to tell when finding things difficult, or when things go wrong•how they are the same and different to others•about different kinds of feelings•how to recognise feelings in themselves and others•to identify and name the main parts of the body including penis & vagina•about what it means to keep something private, including parts of the body that are private•to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)•how to respond if being touched makes them feel uncomfortable or unsafe•when it is important to ask for permission to touch others•how to ask for and give/not give permission	<p>Relationships Education and Health Education is statutory (parents cannot opt out) Growing and Changing Growing older; naming body parts & moving class or year</p> <ul style="list-style-type: none">•about the human life cycle and how people grow from young to old•how our needs and bodies change as we grow up•to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)•about change as people grow up, including new opportunities and responsibilities•preparing to move to a new class and setting goals for next year	<p>Relationships Education and Health Education is statutory (parents cannot opt out) Growing and Changing Personal strengths and achievements; managing and re-framing setbacks</p> <ul style="list-style-type: none">•that everyone is an individual and has unique and valuable contributions to make•to recognise how strengths and interests form part of a person's identity•how to identify their own personal strengths and interests and what they're proud of (in school, out of school)•to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues•basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again	<p>Relationships Education and Health Education is statutory (parents cannot opt out) Growing and Changing Personal identity; recognising individuality; different qualities & mental wellbeing</p> <ul style="list-style-type: none">•about personal identity and what contributes to it, including race, sex, genderfamily, faith, culture, hobbies, likes/dislikes•how to recognise, respect and express their individuality and personal qualities•ways to boost their mood and improve emotional wellbeing•about the link between participating in interests, hobbies and community groups and mental wellbeing	<p>Relationships Education and Health Education is statutory (parents cannot opt out) Growing and Changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines & support with puberty</p> <ul style="list-style-type: none">•how to identify external genitalia and reproductive organs•about the physical and emotional changes during puberty•key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams•strategies to manage the changes during puberty including menstruation•the importance of personal hygiene routines during puberty including washing regularly and using deodorant•how to discuss the challenges of puberty with a trusted adulthow to get information, help and advice about puberty	<p>Relationships Education and Health Education is statutory (parents cannot opt out) Growing and Changing Human reproduction and birth; increasing independence & managing transitions</p> <ul style="list-style-type: none">•practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school•identify the links between love, committed relationships and conception•about the responsibilities of being a parent or carer and how having a baby changes someone's life•to recognise some of the changes as they grow up e.g. increasing independence•about what being more independent might be like, including how it may feel•about the transition to secondary school and how this may affect their feelings•about how relationships may change as they grow up or move to secondary school <p>Non-statutory Sex Education – Parents can choose to withdraw their child Conception & Reproduction</p> <ul style="list-style-type: none">•<i>what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</i>•<i>how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</i> <p>Physical health and Mental wellbeing What affects mental health and ways to</p>
		<p>Resources NSPCC Pants - https://www.nspcc.org.uk/keeping-children-safe</p>					



							<p>take care of it; managing change, loss and bereavement; managing time online</p> <ul style="list-style-type: none">•positive strategies for managing feelings•that there are situations when someone may experience mixed or conflicting feelings•how feelings can often be helpful, whilst recognising that they sometimes need to be overcome•to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available•identify where they and others can ask for help and support with mental wellbeing in and outside school•the importance of asking for support from a trusted adult•about the changes that may occur in life including death, and how these can cause conflicting feelings•that changes can mean people experience feelings of loss or grief•about the process of grieving and how grief can be expressed•about strategies that can help someone cope with the feelings associated with change or loss•to identify how to ask for help and support with loss, grief or other aspects of change•how balancing time online with other activities helps to maintain their health and wellbeing•strategies to manage time spent online and foster positive habits e.g. switching phone off at night•what to do and whom to tell if they are frightened or worried about something they have seen online <p>Families and friendships</p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <ul style="list-style-type: none">•ways in which couples show their love and commitment to one another, including those who are not married or who live apart•what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults•that people have the right to choose whom they marry or whether to get married•that to force anyone into marriage is illegal
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							<ul style="list-style-type: none">•how and where to report forced marriage or ask for help if they are worried
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