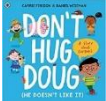





AUT	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Circle Time (with class teacher)	<p><b>SUPER ME!</b></p> <p><b>PSED</b> Develop their sense of responsibility and membership of a community Find solutions to conflicts &amp; rivalries Increasingly follow rules, understanding why they are important Understand gradually how others may be feeling</p> <p><b>SELF REGULATION</b> Identify and moderate their own feelings socially and emotionally. Class rules Community</p> <p><b>BUILDING RELATIONSHIPS</b> Express their feelings and consider the feelings of others.</p> <p><b>MANAGING SELF</b> See themselves as a valuable individual. Healthy Eating</p> <p><b>Fire safety</b> – link to fire brigade</p> <p><b>Stranger danger</b> – link to Halloween</p>  <p>A story about consent</p> <p><b>UNDERSTANDING THE WORLD</b> Recognising similarities &amp; differences celebrations</p> <p><b>Black History Month Heroes</b> Princess K Martin Luther King Nelson Mandela Katherine Johnson Stormzy</p>	<p><b>KEEPING SAFE</b> 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><b>RESPECTING OURSELVES &amp; OTHERS</b> •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><b>SAFE RELATIONSHIPS</b> <b>Managing secrets; resisting pressure and getting help &amp; recognising hurtful behaviour</b> •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><b>SAFE RELATIONSHIPS</b> <b>Personal boundaries; safely responding to others &amp; the impact of hurtful behaviour</b> •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><b>Growing &amp; Changing</b> <b>Personal strengths and achievements; managing and reframing setbacks</b> •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><b>SAFE RELATIONSHIPS</b> <b>Responding to hurtful behaviour &amp; managing confidentiality</b> •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><b>SAFE RELATIONSHIPS</b> <b>Physical contact and feeling safe</b> •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><b>SAFE RELATIONSHIPS</b> <b>Recognising and managing pressure &amp; consent in different situations</b> •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><b>Respecting ourselves and others</b> <b>Expressing opinions and respecting other points of view, including discussing topical issues</b> •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><b>Physical health and Mental wellbeing</b> <b>What affects mental health and ways to take care of it</b> •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><b>Resources</b> <b>NSPCC Pants</b> - <a href="https://www.nspcc.org.uk/keeping-children-safe">https://www.nspcc.org.uk/keeping-children-safe</a></p>	<p><b>Resources</b> <b>CEOP</b> - <a href="https://www.thinkuknow.co.uk">https://www.thinkuknow.co.uk</a></p>	<p><b>Resources</b> <b>CEOP</b> - <a href="https://www.thinkuknow.co.uk">https://www.thinkuknow.co.uk</a></p>	<p><b>Resources</b> <b>CEOP</b> - <a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a></p>	<p><b>Resources</b> <b>CEOP</b> - <a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a></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"> <li>•to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>•to make safe, reliable choices from search results</li> <li>•how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication.</li> </ul>			
<b>RE – identified links</b>				<b>Recognising respectful behaviour</b> <b>The importance of self-respect, courtesy and being polite</b> <ul style="list-style-type: none"> <li>•to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>•how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>•the importance of self-respect and their right to be treated respectfully by others</li> <li>•what it means to treat others, and be treated, politely</li> <li>•the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>	<b>What makes a community; shared responsibilities</b> <ul style="list-style-type: none"> <li>•the meaning and benefits of living in a community</li> <li>•to recognise that they belong to different communities as well as the school community</li> <li>•about the different groups that make up and contribute to a community</li> <li>•about the individuals and groups that help the local community, including through volunteering and work</li> <li>•how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>		
<b>SCIENCE – identified links</b>	Significant figures – Marie Curie	<b>Physical health and Mental wellbeing</b> <b>Food &amp; Exercise</b> <ul style="list-style-type: none"> <li>•about healthy and unhealthy foods, including sugar intake</li> <li>•about physical activity and how it keeps people healthy</li> <li>•about different types of play, including balancing indoor, outdoor and screen-based play</li> </ul>					
<b>CULTURAL CAPITAL (CYCLE B)</b> <b>Community &amp; Enterprise</b>		<b>Year 1 &amp; 2</b>		<b>Year 3 &amp; 4</b>		<b>Year 5 &amp; 6</b>	
		<b>PSHE objectives</b> <b>Looking after the community; looking after the environment</b> <ul style="list-style-type: none"> <li>*To understand that they are part of the school community</li> <li>*To know about people whose job it is to help us in the community. (Focusing on BVC community - teachers, support staff, cleaners, kitchen staff, first aiders,</li> <li>*To understand how we care for people, animals and other living things in different ways.</li> <li>*To know how they can look after the environment e.g. reduce, reuse and recycle</li> </ul>		<b>PSHE objectives</b> <b>What makes a community; shared responsibilities</b> <ul style="list-style-type: none"> <li>*To be able to identify other communities, as well as the school community, that they belong to. (For example: Cubs, Guides, Equestrian, Dance, Football etc.)</li> <li>*To understand the meaning and the benefits of living in a community.</li> <li>*To know about the different groups that make up and contribute to a community.</li> <li>*To understand how small actions can positively impact on others.</li> </ul>		<b>PSHE objectives</b> <b>What makes a community; shared responsibilities;</b> <ul style="list-style-type: none"> <li>*To know about the individuals and groups that help the local community, including through volunteering and work.</li> <li>*To understand how to show compassion towards others in need and the shared responsibly for caring for them.</li> <li>*To understand the difference between needs and rights.</li> <li>*To be able to recognise different communities beyond their personal experience and locality. (For example: Armed Forces, religious communities, ethnic minority communities, LGBT etc.)</li> <li>*To know that human rights are based on a number of core values: fairness, respect, equality, dignity and autonomy.</li> </ul>	



	<p><b>Community – Litter Detectives</b></p> <p>To understand the impact of littering on the community, including the natural environment.</p> <p>To know that a volunteer is someone who works for an organisation without being paid.</p> <p>To be able to collect and analyse data based on littering.</p> <p>To be able to interpret simple maps.</p> <p>To be able to sort materials.</p>	<p><b>Enterprise – Brighten up Burwell</b></p> <p>To know that an organisation works for the greater good and has a shared common purpose</p> <p>To know a sponsor is a person or organisation that pays or contributes to the costs involved in completing an event in exchange for advertising. (The Friends, local garden centre.)</p> <p>To know a good or product is an object made by an organisation or business.</p> <p>To know that costs are anything a business or organisation spends to make the goods or products.</p> <p>To know which plants are suitable, and therefore available, depending on the season.</p> <p>To be able to create an organisation logo.</p> <p>To be able to create concise publicity. E.g. group dojo message, BVC newsletter, Burwell parish magazine (see Karen), display in local businesses</p>	<p><b>Community - Compassionate Citizens</b></p> <p>To understand the purpose of a care setting/respite and the service which they provide. (Human Rights)</p> <p>To understand how volunteering can support future employment prospects.</p> <p>To be able to collect, represent and analyse data based on participants' interests.</p> <p>To be able to provide a service (entertainment) based on the participants' interests.</p>
	<p><b>Final Outcome</b></p> <p>Support the local community and environment by collecting litter in and around the school grounds.</p>	<p><b>Final Outcome</b></p> <p>Planting to take place within the village, planters to be distributed in the community or given to identified people (nursery, library etc.)</p>	<p><b>Final Outcome</b></p> <p>Visit Burwell &amp; District Day Centre or invite a group from the centre into school.</p>
<p><b>CULTURAL CAPITAL (CYCLE B)</b></p> <p><b>Global Issues &amp; Cultural Understanding</b></p>	<p><b>Year 1 &amp; 2</b></p>	<p><b>Year 3 &amp; 4</b></p>	<p><b>Year 5 &amp; 6</b></p>
	<p><b>PSHE objectives</b></p> <p><b>Keeping Safe: safety in different environments; risk and safety at home and emergencies</b></p> <p><b>*To be able to recognise risk in everyday situation e.g. road, water and rail safety, medicines</b></p> <p><b>*To know how to help keep themselves in familiar and unfamiliar environments, such as school, online and 'out and about.'</b></p> <p><b>*To be able to identify potential unsafe situations, who is responsible for keeping them safe in these situations and steps they can take to avoid or remove themselves from danger.</b></p>	<p><b>PSHE objectives</b></p> <p><b>Respecting Ourselves and Others: Respecting difference and similarities; discussing difference sensitively</b></p> <p><b>*To be able to recognise difference between people such as gender, race, faith</b></p> <p><b>*To be able to recognise that they have in common with others e.g. shared values, like and dislikes, aspirations</b></p> <p><b>*To know about the importance of respecting the differences and similarities between people.</b></p> <p><b>*To understand how to use vocabulary to sensitively discuss difference and include everyone.</b></p>	<p><b>PSHE objectives</b></p> <p><b>Belonging to a Community: Valuing diversity; challenging discriminations and stereotypes</b></p> <p><b>*To know strategies to safely respond to and challenge discrimination.</b></p> <p><b>*To know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups.</b></p> <p><b>*To know how stereotypes are perpetuated and how to challenge this.</b></p>







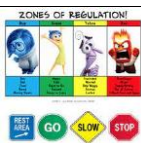
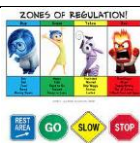




	<p><b>Cultural Understanding – Keeping ourselves Safe</b></p> <p>To be able to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</p> <p>To know how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’</p> <p>To be able to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</p> <p>To know about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</p> <p>To know how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</p> <p>To know how to respond if there is an accident and someone is hurt</p> <p>To understand whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</p>	<p><b>Cultural Understanding – Changing Societies &amp; British Values</b></p> <p>To understand how Britain has changed over time</p> <p>To be able to identify and explain British values</p> <p>To know why Britain is a democracy and what this means (rights and responsibilities as a British citizen)</p> <p>To understand the history of Britain as a democracy</p> <p>To understand how laws are created and changed over time. (Mobile phone use in cars, seatbelts, discrimination laws and the right for women to vote in 1918 &amp; 1928)</p> <p>To be able to recognise similarities and differences in each other and wider society (respect for others beliefs and tolerance of different views)</p>	<p><b>Cultural Understanding – Britain as a multi-cultural nation</b></p> <p>To be able to compare and contrast Britain to other countries around the world</p> <p>To understand the history of Britain as a multicultural society including key people and events (revisit Windrush, Enoch Powell's speech, The Smethwick election, 1965 race relations act).</p> <p>To be able to recognise the impact of multiculturalism on British popular culture; music, art, drama, fashion, TV &amp; film</p> <p>To know about key figures in today's Britain and how they reflect a multicultural state; Rishi Sunak, Humza Yusef, Sadiq Khan, Naomi Campbell, Marcus Rashford, Alex Scotts, Sir Trevor MacDonald, Amy Winehouse, Sir Alan Sugar, Sir Richard Branson, James, Dyson, Baroness Warsi, Baroness Brady, Jessica Ennis-Hill, Nadiya Hussain, Mishal Husain</p> <p>To be able to recognise the dangers of monoculturalism</p> <p>To know key events that developed Britain as a multicultural society in particular the Windrush, Queen Victoria as Empress of India and the impact of Abdul Karim and Duleep Singh, impact of migration following WWII,</p> <p>To understand the effects of the British Empire.</p>
	<p><b>Final Outcome</b></p> <p>Set up scenarios for children to make the right choices. Interview someone who keeps them safe.</p>	<p><b>Final Outcome</b></p> <p>Hold a debate over a controversial new law (demonstrating how to respect opinions, respect for the final verdict on the law, include a final vote on the new law)</p>	<p><b>Final Outcome</b></p> <p>Write a biography about a famous Briton focussing on how their Britishness and their ethnicity shaped their influence.</p>
<p><b>CULTURAL CAPITAL (CYCLE B) Digital Media</b></p>	<p><b>Year 1 &amp; 2</b></p>	<p><b>Year 3 &amp; 4</b></p>	<p><b>Year 5 &amp; 6</b></p>
	<p><b>PSHE objectives</b></p> <p><b>Respecting Ourselves and Others: Playing and Working Co-operatively &amp; Sharing Opinions</b></p> <p><b>*To be able to play and work cooperatively in different groups and situation</b></p> <p><b>*To be able to share their ideas and listen to others, take part in discussions, and give reasons for their views</b></p> <p><b>Using the Internet and Digital Devices</b></p> <p><b>Communicating Online</b></p> <p><b>*To know the ways in which people can access the internet e.g. phones, tablets, computers</b></p>	<p><b>PSHE objectives</b></p> <p><b>Growing and Changing; Personal Strength and Achievements; Managing and Re-framing Setbacks</b></p> <p><b>*To understand that everyone is an individual and has unique and valuable contributions to make</b></p> <p><b>*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</b></p>	<p><b>PSHE objectives</b></p> <p><b>Respecting Ourselves and Others: Expressing opinions and respecting other points of view, including discussing topical issues</b></p> <p><b>*To be able to listen and respect other points of view.</b></p> <p><b>*To be able to constructively challenge points of view they disagree with.</b></p>



		<b>*To be able to recognise the purpose and value of the internet in everyday life</b> <b>*To know that information online might not always be true</b>		<b>How the internet is used and assessing information online.</b> <b>How data is stored and used</b> <b>*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</b> <b>*To know that search results are ordered based on the popularity of the website and that this can affect what information people access</b>		<b>Media literacy and Digital Resilience: How information online is targeted; different media types, their role and impact</b>  <b>*To be able to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise.</b> <b>*To know that some media and online content promote stereotypes.</b> <b>*To know how devices store and share information.</b> <b>*To understand how to assess which search results are more reliable than others.</b> <b>*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.</b>	
		<b>Digital Media - ICT Foundations 2 – Photography</b> To know that there are many devices that can take photographs To be able to take a photograph on an iPad To be able to take a photograph on a digital camera To understand that photographs can be portrait or landscape and make choices about which to use To be able to explain how to take a good photo To be able to retake a photo to improve it To be able to experiment with different light sources and light levels To be able to identify why a photo may be unclear To understand that photos can be edited To be able to use basic editing tools to achieve a desired effect To be able to explain their actions		<b>Digital Media Interactivity 2- Media Interactive e book</b> To be able to decide on a theme and purpose for my eBook 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 information for my eBook To be able to create a title page, contents page and information pages in BookCreator To be able to plan and sequence pages in Book creator to create a logical sequence of information. To be able to use hyperlinks to create interactivity in my ebook To be able to test, evaluate and improve my eBook accordingly To be able to add images and videos to an eBook To know about the different purposes of eBooks To be able to identify and evaluate the features and overall effectiveness of a range of eBooks		<b>Digital Media – Editing 2 – Photo Editing</b> To be able to decide on the context and purpose of a project To be able to plan a series of images for a cartoon To be able to plan for the target audience, thinking about subject and/or context To understand that photographs can be edited in many different ways To be able to use photo editing software to crop and rotate images To be able to alter colour effects in a photograph to be able to combine images using different layers To be able to evaluate my project and suggest personal targets for future skills and knowledge development To understand that you cannot always see when a photograph has been edited. To know about one or more famous photographers To know about the contexts and purpose of images To be able to find and download images from the internet	
		<b>Final Outcome</b> <b>Instructional photo sequence</b>		<b>Final Outcome</b> <b>Interactive eBook linked to a previous topic</b>		<b>Final Outcome</b> <b>Cartoon strip of composite images</b>	
<b>School Visits</b>	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		Virtual lesson on Cresswell Crag	STEM afternoon		Devil’s Dyke & Burwell Castle– Geography fieldwork
	South Angle Farm	Wicken Fen	Cambridge City Tour including Cambridge University Botanic Gardens	Triveni Mandir (virtual tour of the temple)	Trainee Forester (High Lodge)	Leicester National Space Centre	Virtual lesson on Evolution
		Evacuee theme day	Colchester Zoo	Ely Cathedral & surrounding area – Geography field trip		Ancient Greek Workshop	PGL residential – Caythorpe Court – Lincolnshire



							West Stow Anglo-Saxon Village  Cambridge Central Mosque followed by end-of-year celebration (i.e cinema, bowling etc.)
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SPRING	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Circle Time (with class teacher)	<b>DREAM BIG! &amp; Great Growing</b>  <b>SELF REGULATION</b> Identify and moderate their own feelings socially and emotionally.  <b>BUILDING RELATIONSHIPS</b> Think about the perspectives of others.  <b>MANAGING SELF</b> Manage their own needs. Show resilience and perseverance in the face of challenge.   AESOPS FABLES Tom Percival books	<b>SAFE RELATIONSHIPS</b> <b>Recognising Privacy, Staying Safe &amp; Seeking Permission</b> <ul style="list-style-type: none"><li>• about situations when someone's body or feelings might be hurt and whom to go to for help</li><li>• about what it means to keep something private, including parts of the body that are private</li></ul> <b>What makes them unique and special; feelings; managing when things go wrong</b>	<b>SAFE RELATIONSHIPS</b> <b>Managing secrets; resisting pressure and getting help &amp; recognising hurtful behaviour</b> <ul style="list-style-type: none"><li>• how someone may feel if they are being bullied</li><li>• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li><li>• how to resist pressure to do something that feels uncomfortable or unsafe</li><li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li></ul>	<b>SAFE RELATIONSHIPS</b> <b>Personal boundaries; safely responding to others &amp; the impact of hurtful behaviour</b> <ul style="list-style-type: none"><li>• What is appropriate to share with friends, classmates, family and wider social groups including online</li><li>• about what privacy and personal boundaries are, including online</li><li>• that bullying and hurtful behaviour is unacceptable in any situation</li><li>• about the effects and consequences of bullying for the people involved</li><li>• about bullying online, and the similarities and differences to face-to-face bullying</li><li>• what to do and whom to tell if they see or experience bullying or hurtful behaviour</li></ul> <b>Growing &amp; Changing</b> <b>Personal strengths and achievements; managing and reframing setbacks</b> <ul style="list-style-type: none"><li>• how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li></ul>	<b>SAFE RELATIONSHIPS</b> <b>Responding to hurtful behaviour &amp; managing confidentiality</b> <ul style="list-style-type: none"><li>• recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li><li>• how to manage pressures associated with dares</li><li>• when it is right to keep or break a confidence or share a secret</li></ul>	<b>SAFE RELATIONSHIPS</b> <b>Physical contact and feeling safe</b> <ul style="list-style-type: none"><li>• how it feels in a person's mind and body when they are uncomfortable</li><li>• that it is never someone's fault if they have experienced unacceptable contact</li><li>• how to respond to unwanted or unacceptable physical contact</li><li>• 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</li><li>• whom to tell if they are concerned about unwanted physical contact</li></ul>	<b>SAFE RELATIONSHIPS</b> <b>Recognising and managing pressure &amp; consent in different situations</b> <ul style="list-style-type: none"><li>• to compare the features of a healthy and unhealthy friendship</li><li>• strategies to respond to pressure from friends including online</li><li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li><li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li></ul> <b>Belonging to a community</b> <b>Valuing diversity; challenging discrimination and stereotypes</b> <ul style="list-style-type: none"><li>• strategies to safely respond to and challenge discrimination</li><li>• how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li><li>• how stereotypes are perpetuated and how to challenge this</li></ul>
	 A story about consent Always remember your body belongs to you	<b>Resources</b> <b>NSPCC Pants</b> - <a href="https://www.nspcc.org.uk/keeping-children-safe">https://www.nspcc.org.uk/keeping-children-safe</a>	<b>Resources</b> <b>NSPCC Pants</b> - <a href="https://www.nspcc.org.uk/keeping-children-safe">https://www.nspcc.org.uk/keeping-children-safe</a>	<b>Resources</b> <b>CEOP</b> - <a href="https://www.thinkuknow.co.uk">https://www.thinkuknow.co.uk</a>	<b>Resources</b> <b>CEOP</b> - <a href="https://www.thinkuknow.co.uk">https://www.thinkuknow.co.uk</a>	<b>Resources</b> <b>CEOP</b> - <a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a>	<b>Resources</b> <b>CEOP</b> - <a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a>
<b>Zones of Regulation</b>							
<b>THEME – identified links</b>		<b>GEOGRAPHY link</b> - about how different strengths and interests are needed to do different jobs				<b>History Link</b> - Responding respectfully to a wide range of	

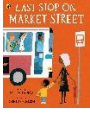






		<ul style="list-style-type: none"><li>•about people whose job it is to help us in the community</li><li>•about different jobs and the work people do</li></ul>				<b>people; recognising prejudice and discrimination</b> Katherine Johnson <ul style="list-style-type: none"><li>•about the link between values and behaviour and how to be a positive role model</li><li>•how to discuss issues respectfully</li><li>•how to listen to and respect other points of view</li><li>•how to constructively challenge points of view they disagree with</li><li>•ways to participate effectively in discussions online and manage conflict or disagreements</li></ul>	
ICT		<b>Using the internet and digital devices &amp; Communicating online</b> <ul style="list-style-type: none"><li>•the ways in which people can access the internet e.g. phones, tablets, computers</li><li>•to recognise the purpose and value of the internet in everyday life</li><li>•to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li><li>•that information online might not always be true</li></ul>	<b>Recognising risks online</b> <ul style="list-style-type: none"><li>•how to recognise hurtful behaviour, including online</li></ul> <b>The internet in everyday life; online content and information</b> <ul style="list-style-type: none"><li>•the ways in which people can access the internet e.g. phones, tablets, computers</li><li>•to recognise the purpose and value of the internet in everyday life</li><li>•to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li><li>•that information online might not always be true</li></ul>	<b>Recognising risks online</b> <ul style="list-style-type: none"><li>•What is appropriate to share with friends, classmates, family and wider social groups online</li><li>•about what privacy and personal boundaries are online</li><li>•basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li></ul> <b>How the internet is used &amp; assessing information online</b> <ul style="list-style-type: none"><li>•how the internet can be used positively for leisure, for school and for work</li><li>•to recognise that images and information online can be altered or adapted and the reasons for why this happens</li><li>•strategies to recognise whether something they see online is true or accurate</li><li>•to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li><li>•to make safe, reliable choices from search results</li><li>•how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li></ul>	<b>Recognising risks online</b> <ul style="list-style-type: none"><li>•to differentiate between playful teasing, hurtful behaviour and bullying online</li><li>•how to respond if they witness or experience hurtful behaviour or bullying online</li></ul> <b>How data is shared and used</b> <ul style="list-style-type: none"><li>•that everything shared online has a digital footprint</li><li>•that organisations can use personal information to encourage people to buy things</li><li>•to recognise what online adverts look like</li><li>•to compare content shared for factual purposes and for advertising</li><li>•why people might choose to buy or not buy something online e.g. from seeing an advert</li><li>•that search results are ordered based on the popularity of the website and that this can affect what information people access</li></ul>	<b>Recognising risks online</b> <ul style="list-style-type: none"><li>•how to respond if they witness or experience hurtful behaviour or bullying online</li></ul>	<b>Recognising risks online</b> <ul style="list-style-type: none"><li>•strategies to respond to pressure from friends including online</li><li>•how to assess the risk of different online ‘challenges’ and ‘dares’</li><li>•how to get advice and report concerns about personal safety, including online</li></ul> <b>Evaluating media sources; sharing things online</b> <ul style="list-style-type: none"><li>•to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li><li>•basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li><li>•that some media and online content promote stereotypes</li><li>•how to assess which search results are more reliable than others</li><li>•about sharing things online, including rules and laws relating to this</li><li>•how to recognise what is appropriate to share online</li><li>•how to report inappropriate online content or contact</li><li>•to recognise unsafe or suspicious content online</li><li>•how devices store and share information</li></ul>
RE – identified links				<b>What makes a family; features of family life</b> <ul style="list-style-type: none"><li>•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</li><li>•that being part of a family provides support, stability and love</li><li>•about the positive aspects of being part of a family, such as spending time together and caring for each other</li><li>•about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li><li>•to identify if/when something in a family might make someone upset or worried</li></ul>			






				•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	Physical health and Mental wellbeing Food & Exercise <ul style="list-style-type: none"><li>•about healthy and unhealthy foods, including sugar intake</li><li>•about physical activity and how it keeps people healthy</li><li>•about different types of play, including balancing indoor, outdoor and screen-based play</li></ul>					

SUMMER	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Circle Time (with class teacher)	<p><b>OUR WONDERFUL WORLD</b> <b>ELG – SELF REGULATION</b> 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><b>ELG – BUILDING RELATIONSHIPS</b> Shows sensitivity to his/her own and to others' needs</p> <p>Show sensitivity to their own and to others' needs.</p> <p><b>ELG – MANAGING SELF</b> 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><b>Staying safe over the summer</b></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><b>SAFE RELATIONSHIPS</b> <b>Recognising Privacy, Staying Safe &amp; Seeking Permission</b> •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><b>Sun Safety</b> •how to keep safe in the sun</p>	<p><b>SAFE RELATIONSHIPS</b> <b>Managing secrets; resisting pressure and getting help &amp; recognising hurtful behaviour</b> •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><b>SAFE RELATIONSHIPS</b> <b>Personal boundaries; safely responding to others &amp; the impact of hurtful behaviour</b> •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><b>Growing &amp; Changing</b> <b>Personal strengths and achievements; managing and reframing setbacks</b> •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><b>Personal boundaries; safely responding to others</b></p>	<p><b>SAFE RELATIONSHIPS</b> <b>Responding to hurtful behaviour &amp; managing confidentiality</b> •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><b>SAFE RELATIONSHIPS</b> <b>Physical contact and feeling safe</b> •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><b>SAFE RELATIONSHIPS</b> <b>Recognising and managing pressure &amp; consent in different situations</b> •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><b>Families and friendships</b> <b>Attraction to others; romantic relationships; civil partnership and marriage</b> •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>



	 PANTS song – NSPCC Pantasaurus book	Resources <b>NSPCC Pants</b> - <a href="https://www.nspcc.org.uk/keeping-children-safe">https://www.nspcc.org.uk/keeping-children-safe</a>	Resources <b>NSPCC Pants</b> - <a href="https://www.nspcc.org.uk/keeping-children-safe">https://www.nspcc.org.uk/keeping-children-safe</a>	Resources <b>CEOP</b> - <a href="https://www.thinkuknow.co.uk">https://www.thinkuknow.co.uk</a>	Resources <b>CEOP</b> - <a href="https://www.thinkuknow.co.uk">https://www.thinkuknow.co.uk</a>	Resources <b>CEOP</b> - <a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a>	Resources <b>CEOP</b> - <a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a>
THEME – identified links						1950's – 1980's – Women in the work place  Identifying job interests and aspirations; what influences career choices; workplace stereotypes	India  Valuing diversity; challenging discrimination and stereotypes <ul style="list-style-type: none"><li>•what prejudice means</li><li>•to differentiate between prejudice and discrimination</li><li>•how to recognise acts of discrimination</li></ul>
DT		<b>PHYSICAL HEALTH and MENTAL WELLBEING</b> <b>Keeping Healthy, Hygiene Routines &amp; Sun Safety</b> <ul style="list-style-type: none"><li>•what it means to be healthy and why it is important</li><li>•ways to take care of themselves on a daily basis</li><li>•about basic hygiene routines, e.g. hand washing</li><li>•about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li><li>•how to keep safe in the sun</li></ul>					
ICT		<b>Using the internet and digital devices &amp; Communicating online</b> <ul style="list-style-type: none"><li>•the ways in which people can access the internet e.g. phones, tablets, computers</li><li>•to recognise the purpose and value of the internet in everyday life</li><li>•to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li><li>•that information online might not always be true</li></ul>	<b>Recognising risks online</b> <ul style="list-style-type: none"><li>•how to recognise hurtful behaviour, including online</li></ul> <b>The internet in everyday life; online content and information</b> <ul style="list-style-type: none"><li>•the ways in which people can access the internet e.g. phones, tablets, computers</li><li>•to recognise the purpose and value of the internet in everyday life</li><li>•to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li><li>•that information online might not always be true</li></ul>	<b>Recognising risks online</b> <ul style="list-style-type: none"><li>•What is appropriate to share with friends, classmates, family and wider social groups online</li><li>•about what privacy and personal boundaries are online</li><li>•basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li></ul> <b>How the internet is used &amp; assessing information online</b> <ul style="list-style-type: none"><li>•how the internet can be used positively for leisure, for school and for work</li><li>•to recognise that images and information online can be altered or adapted and the reasons for why this happens</li><li>•strategies to recognise whether something they see online is true or accurate</li><li>•to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li><li>•to make safe, reliable choices from search results</li><li>•how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li></ul>	<b>Recognising risks online</b> <ul style="list-style-type: none"><li>•to differentiate between playful teasing, hurtful behaviour and bullying online</li><li>•how to respond if they witness or experience hurtful behaviour or bullying online</li></ul> <b>How data is shared and used</b> <ul style="list-style-type: none"><li>•that everything shared online has a digital footprint</li><li>•that organisations can use personal information to encourage people to buy things</li><li>•to recognise what online adverts look like</li><li>•to compare content shared for factual purposes and for advertising</li><li>•why people might choose to buy or not buy something online e.g. from seeing an advert</li><li>•that search results are ordered based on the popularity of the website and that this can affect what information people access</li></ul>	<b>Recognising risks online</b> <ul style="list-style-type: none"><li>•how to respond if they witness or experience hurtful behaviour or bullying online</li></ul> <b>How information online is targeted; different media types, their role and impact</b> <ul style="list-style-type: none"><li>•to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li><li>•basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li><li>•that some media and online content promote stereotypes</li><li>•how to assess which search results are more reliable than others</li><li>•to recognise unsafe or suspicious content online</li><li>•how devices store and share information</li></ul>	<b>Recognising risks online</b> <ul style="list-style-type: none"><li>•strategies to respond to pressure from friends including online</li><li>•how to assess the risk of different online 'challenges' and 'dares'</li><li>•how to get advice and report concerns about personal safety, including online</li></ul> <b>Evaluating media sources; sharing things online</b> <ul style="list-style-type: none"><li>•to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li><li>•basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li><li>•that some media and online content promote stereotypes</li><li>•how to assess which search results are more reliable than others</li><li>•to recognise unsafe or suspicious content online</li><li>•how devices store and share information</li></ul>
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"><li>•about healthy and unhealthy foods, including sugar intake</li><li>•about physical activity and how it keeps people healthy</li><li>•about different types of play, including balancing indoor, outdoor and screen-based play</li></ul>					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"><li>•about the risks and effects of different drugs</li><li>•about the laws relating to drugs common to everyday life and illegal drugs</li><li>•to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li><li>•about the organisations where people can get help and support concerning drug use</li><li>•how to ask for help if they have concerns about drug use</li><li>•about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li></ul>
			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." 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 . Sex education includes <b>puberty</b> , <b>conception</b> , <b>reproduction</b> and birth. <b>Puberty</b> is already statutory under Health Education and National Curriculum Science (so there is no right to withdraw). <b>Birth and reproduction</b> are also included in Science (again, no right to withdraw) and so this leaves <b>conception</b> . By definition 'how a baby is <b>conceived</b> ' means what happens during sexual intercourse before an egg and sperm meet ( <b>reproduction</b> ).				
RSE		Growing and Changing Recognising what makes them unique and special; feelings; managing when things go wrong <ul style="list-style-type: none"><li>•to recognise what makes them special and unique including their likes, dislikes and what they are good at</li><li>•how to manage and whom to tell when finding things difficult, or when things go wrong</li><li>•how they are the same and different to others</li><li>•about different kinds of feelings</li><li>•how to recognise feelings in themselves and others</li><li>•to identify and name the main parts of the body including penis &amp; vagina</li><li>•about what it means to keep something private, including parts of the body that are private</li><li>•to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li><li>•how to respond if being touched makes them feel uncomfortable or unsafe</li><li>•when it is important to ask for permission to touch others</li><li>•how to ask for and give/not give permission</li></ul>	Relationships Education and Health Education is statutory (parents cannot opt out) Growing and Changing Growing older; naming body parts & moving class or year <ul style="list-style-type: none"><li>•about the human life cycle and how people grow from young to old</li><li>•how our needs and bodies change as we grow up</li><li>•to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li><li>•about change as people grow up, including new opportunities and responsibilities</li><li>•preparing to move to a new class and setting goals for next year</li></ul>	Relationships Education and Health Education is statutory (parents cannot opt out) Growing and Changing Personal strengths and achievements; managing and re-framing setbacks <ul style="list-style-type: none"><li>•that everyone is an individual and has unique and valuable contributions to make</li><li>•to recognise how strengths and interests form part of a person's identity</li><li>•how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li><li>•to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li><li>•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</li></ul>	Relationships Education and Health Education is statutory (parents cannot opt out) Growing and Changing Personal identity; recognising individuality; different qualities & mental wellbeing <ul style="list-style-type: none"><li>•about personal identity and what contributes to it, including race, sex, gender</li><li>•family, faith, culture, hobbies, likes/dislikes</li><li>•how to recognise, respect and express their individuality and personal qualities</li><li>•ways to boost their mood and improve emotional wellbeing</li><li>•about the link between participating in interests, hobbies and community groups and mental wellbeing</li></ul>	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 <ul style="list-style-type: none"><li>•how to identify external genitalia and reproductive organs</li><li>•about the physical and emotional changes during puberty</li><li>•key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li><li>•strategies to manage the changes during puberty including menstruation</li><li>•the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li><li>•how to discuss the challenges of puberty with a trusted adult</li><li>•how to get information, help and advice about puberty</li></ul>	Relationships Education and Health Education is statutory (parents cannot opt out) Growing and Changing Human reproduction and birth; increasing independence & managing transitions <ul style="list-style-type: none"><li>•practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li><li>•identify the links between love, committed relationships and conception</li><li>•about the responsibilities of being a parent or carer and how having a baby changes someone's life</li><li>•to recognise some of the changes as they grow up e.g. increasing independence</li><li>•about what being more independent might be like, including how it may feel</li><li>•about the transition to secondary school and how this may affect their feelings</li><li>•about how relationships may change as they grow up or move to secondary school</li></ul>



		<p><b>Resources</b></p> <p>NSPCC Pants - <a href="https://www.nspcc.org.uk/keeping-children-safe">https://www.nspcc.org.uk/keeping-children-safe</a></p>					<p><b>Non-statutory Sex Education – Parents can choose to withdraw their child</b></p> <p><b>Conception &amp; Reproduction</b></p> <ul style="list-style-type: none"><li>•what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li><li>•how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li></ul> <p><b>Physical health and Mental wellbeing</b></p> <p><b>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</b></p> <ul style="list-style-type: none"><li>•positive strategies for managing feelings</li><li>•that there are situations when someone may experience mixed or conflicting feelings</li><li>•how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li><li>•to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li><li>•identify where they and others can ask for help and support with mental wellbeing in and outside school</li><li>•the importance of asking for support from a trusted adult</li><li>•about the changes that may occur in life including death, and how these can cause conflicting feelings</li><li>•that changes can mean people experience feelings of loss or grief</li><li>•about the process of grieving and how grief can be expressed</li><li>•about strategies that can help someone cope with the feelings associated with change or loss</li><li>•to identify how to ask for help and support with loss, grief or other aspects of change</li><li>•how balancing time online with other activities helps to maintain their health and wellbeing</li><li>•strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li><li>•what to do and whom to tell if they are frightened or worried</li></ul>
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							<p>about something they have seen online</p> <p><b>Families and friendships</b> <b>Attraction to others; romantic relationships; civil partnership and marriage</b></p> <ul style="list-style-type: none"><li>•ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li><li>•what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li><li>•that people have the right to choose whom they marry or whether to get married</li><li>•that to force anyone into marriage is illegal</li><li>•how and where to report forced marriage or ask for help if they are worried</li></ul>
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