



Ditchling St Margaret's Primary and Nursery School



'Living life in all its fullness' John 10:10

Preventative Curriculum





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Preventative Curriculum

Aims of our Preventative Curriculum

At Ditchling Primary School, we want our children to flourish and become responsible, caring and excellent members of society. Our leaders ensure safeguarding is incredibly effective which is realised through strong, shared values, policies and practices. We go beyond the expected to ensure that our students are provided with high quality pastoral support. Through our preventative approach, our pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age –appropriate understanding of healthy relationships and of the protected characteristics. We have a rich ethos and learning culture which is underpinned by: inclusive classrooms where our children and young people feel safe and supported; and a well-planned curriculum for personal development (PD), including Relationship, Sex and Health Education (RSHE) delivered through high quality learning experiences, equipping our students with skills that could enable them to self-regulate, articulate their feelings, and cope better with challenges to safeguard themselves and others.

We adapt our PSHE Curriculum using the My Health, My School survey results from our students to contextualise our preventative curriculum

Teaching The Curriculum	We use the term 'preventative curriculum' to encompass safeguarding practices as well as further curriculum opportunities that help to support children to regulate, cope well in the face of challenge and become far more informed about the world around them. With the growing use of social media and the implications for pupils' online safety represent a significant challenge for our young people and is our duty to ensure they are equipped to flourish in this ever-changing world.	Teaching the Preventative Curriculum
		IDENTIFY proactive measures we can take MODEL the behaviour and language we expect and demonstrate the British Values PRACTISE respectful thoughts and demonstrate the British Values NOTICE examples of excellence within this curriculum CREATE conditions for understanding safeguarding themes
		This is a dynamic curriculum approach, which allows for focus sessions to be delivered following analysis of concerns from MyConcern reports. To better inform our research, as a team we: • Consulted as subject leaders and alongside the Senior Leadership Team • Analysed our Safeguarding logs • Used information from the My Health, My School survey • Spoke to pupils and adults across the school • Reviewed this document with the East Sussex Safeguarding Team.



SEND: While this curriculum is for all pupils, it will be applied differently in different year groups depending on pupils' ages, and may be applied differently depending on individual pupils' SEND needs. Sensitivity must be applied at all times when teaching the curriculum. The following programmes are also used to provide additional support when necessary.

<u>Nurture</u>	<u>Mental Health</u>	<u>ELSA (Emotional Literacy Support Assistant)</u>
We work effectively to support the emotional health and wellbeing of pupils using a range of approaches, including tailored nurturing approaches. Mrs Sarah Buckman is our trained Nurture lead. Nurture groups are assessed on the Boxall profiles and based on the social and emotional needs of the students. Help is then given to remove the barriers to learning. The relationship between the staff and children is always nurturing and supportive, providing a role model for children. Nurture support is not limited to the nurture group, as all staff will embed the nurturing principles and practice at a whole school level, providing appropriate support for all pupils attending the school.	Our children with Mental Health needs can access support with attendance and mental health needs via our Wellbeing Breakfast Clubs. We also have Mental Health Collective Worships, which discuss the Five Ways to Wellbeing, as well as curriculum time devoted to wellbeing within the curriculum including Life Skills lessons. During Forest School sessions, our children are able to take part in dedicated mental health and wellbeing curriculum activities led by a trained wellbeing practitioner. We have a trained Mental Health Lead and a Mental Health First Aider. Both adults support not only the children and staff but our families in need too.	An ELSA is a specialist teaching assistant with a wealth of experience of working with children. ELSAs are trained and regularly supervised by the Educational Psychologists in East Sussex. An ELSA is a warm and caring person who wants to help your child feel happy in school and to reach their potential educationally. Their aim is to remove the barriers to learning and to have happy children in school and at home.
These approaches are linked to the Life Skills curriculum with regards to pupil wellbeing and mental health		

Whole School Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour Expectations and Routines	Reinforce Behaviour Curriculum – Routines and expectations Playground and lunchtime routines and expected behaviours Introduce weekly behaviour sessions that discuss the school values and expectations. Select pupil leadership roles.	Revisit learning behaviours and expectations –Announce termly House Point winners	Revisit learning behaviours and expectations -	Revisit learning behaviours and expectations – Weekly Sprints Announce termly House Point winners	Revisit learning behaviours and expectations -	Revisit learning behaviours and expectations – Weekly Sprints Announce termly House Point winners. Transition behaviour expectations.
Collective Worship	Democracy and Mutual Respect (International Day of Democracy), Peace (International Day of Peace), Black History Month, World Mental Health Day, European day of languages	Remembrance, Individual liberty, Guy Fawkes, UK Parliament week, Diwali, International day of disabled persons, Human Rights Day, St Nicholas, Christmas	World Religion Day, Children’s mental health week	Holi, Woman’s History month, International Women’s Day, Neurodiversity week, World Book Day, Ramadan, Easter	Ramadan & Eid-al-fitr, World Environment Day, VE Day	Happiness World Refugee Day, International Day of Friendship, LGBTQ+ month, Roma/traveler month, South Asian heritage month, Eid-al-adha
School Value	 Perseverance	 Respect	 Kindness	 Perseverance	 Respect	 Kindness
SMSC	British Value – Democracy and Mutual Respect	British Value – Individual Liberty	British Value – Equality	British Value – Mutual Respect	British Value – Tolerance of religions and cultures	British Value – Rule of Law

EYFS

Highlighted events are contextual issues

Online Safety	Bullying	Sex and Relationships	Mental and Physical Health	Discrimination /tolerance	Being Safe from dangers (including abuse and grooming)	Child on Child abuse	Drugs, alcohol and tobacco	Extremism and Radicalisation	Money Mgmt
Computing I know that work I create belongs to me. Copyright and Ownership I can identify simple examples of my personal information (e.g. name, address, birthday, age). I can follow the rules that to keep safe and healthy when using devices at home or in school (screen time etc.) We talk about ways in which the internet can be	PSED I understand why it is good to be kind and use gentle hands I am starting to understand children's rights and this means we should all be allowed to learn and play I am learning what being responsible means I enjoy working with others to make school a good place to be. I can tell you how to be a kind friend I know which words to use to	PSED I can name parts of the body I understand that we all grow from babies to adults	PSED I understand that if I persevere I can tackle challenges I can tell you about a time I didn't give up until I achieved my goal I can set a goal and work towards it I can start to recognise and manage my feelings I understand that I need to exercise to keep my body healthy I understand how moving and resting are good for my body I know which foods are healthy and not so healthy and can make healthy eating choices I know how to help myself go to sleep and understand why sleep is good for me I can wash my hands thoroughly and understand why this is important	PSED I understand how it feels to belong and that we are similar and different I can identify something I am good at and understand everyone is good at different things I understand that being different makes us all special I know we are all different but the same in some ways I can tell you why I think my home is special to me	PSED I know who my safe adults are and how to stay safe if they are not close by me Computing I know, that I can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. NSPCC Pants Rules	PSED NSPCC Pants Rules	PSED I can tell you some things I can do and foods I can eat to be healthy I know which foods are healthy and not so healthy and can make healthy eating choices	PSED	PSED I understand the link between what I learn now and the job I might like to do when I'm older



used to communicate. We talk about how I (might) use technology to communicate with people I know	stand up for myself when someone says or does something unkind I know how to make friends to stop myself from feeling lonely I can think of ways to solve problems and stay friends I am starting to understand the impact of unkind words I can use Calm Me time to manage my feelings I know how to be a good friend	especially before I eat and after I go to the toilet I can tell you some things I can do and foods I can eat to be healthy I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 I can talk about how I feel moving to School from Nursery I can share my memories of the best bits of this year in Reception <u>Understanding the World</u> Oral Health visit – Dental Nurse Cooking – food hygiene rules and balanced diet.	I can use kind words to encourage people						
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Year 1

Highlighted events are contextual issues

Online Safety	Bullying	Sex and Relationships	Mental and Physical Health	Discrimination /tolerance	Being Safe from dangers (including abuse and grooming)	Child on Child abuse	Drugs, alcohol and tobacco	Extremism and Radicalisation	Money Mgmt
Computing I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something makes me feel sad, worried or uncomfortable I can say when and how to speak to an adult I can trust to get help. I can explain that passwords are used to protect information and accounts. I can give examples of when I should ask permission to	Life Skills I know some people who I could talk to if I was feeling unhappy or being bullied I can be kind to children who are bullied I know how to make new friends I know how it feels to make a new friend I can tell you what bullying is	Life Skills I understand how to work well with a partner I can celebrate achievement with my partner I am starting to understand the life cycles of animals and humans I understand that changes happen as we grow and that this is OK I can tell you some things about me that have changed and some things about me that have	Life Skills I feel special and safe in my class I know that I belong to my class I know how to make my class a safe place for everybody to learn I know my views are valued and can contribute to the Learning Charter I recognise how it feels to be proud of an achievement I can recognise the choices I make and understand the consequences I recognise the range of feelings when I face certain consequences I can tell you how I feel when I am faced with a new challenge I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them I can explain how I feel when I face obstacles and how I feel when I overcome them	Life Skills I can tell you some ways I am different from my friends I understand these differences make us all special and unique I can identify similarities between people in my class Computing I can explain why it is important to be considerate and kind to people online and to respect their choices. RE	Life Skills I know how to keep safe when crossing the road, and about people who can help me to stay safe Computing I know more detailed examples of information that is personal to someone. I can explain why it is important to ask an adult before sharing any personal information online. I can explain rules to keep myself safe	Life Skills I am starting to understand the life cycles of animals and humans I understand that changes happen as we grow and that this is OK I can tell you some things about me that have changed and some things about me that have stayed the same I know that changes are	Life Skills I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly I am special so I keep myself safe I understand that medicines can help me if I feel poorly and I know how to	Science Caring for our planet	Life Savers – Maths Where does money come from? How do my parents/carers get their money? How do other cultures communicate? What affect does plastic have on our oceans? How does money make you feel? What are different global challenges we face today?



do something online and explain why this is important. <u>Specialist Days or Events</u> Safer Internet Day	I understand how being bullied might feel <u>Computing</u> I can describe how to behave online in ways that do not upset others and can give examples. <u>Specialist Days or events</u> Anti-Bullying Week	stayed the same I know that changes are OK and that sometimes they will happen whether I want them to or not I can tell you how my body has changed since I was a baby I understand that growing up is natural and that everybody grows at different rates <u>Science</u> Understanding the human body	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy I feel good about myself when I make healthy choices I know how to make healthy lifestyle choices I can tell you about changes that have happened in my life I know some ways to cope with changes <u>Computing</u> I can explain rules to keep myself safe when using technology both in and beyond the home. <u>Science</u> Growing and cooking – where does my food come from? <u>DT</u> Cooking – food hygiene rules and balanced diet. <u>PE</u> <u>Specialist Days or events</u> Chartwells Healthy Eating Workshops Dentist Visit Beach Visit (wellbeing)	What do Christians believe God is like? Why is Christmas an important time for Christians? Who made the world? Why does Easter matter to Christians? Who is Jewish and what do they believe? How and why do Jewish people celebrate Sabbath? <u>Specialist Days or events</u> Children in the Community Morning. Care Home Visits Theatre Black History Month Paralympic Day Synagogue Visit	when using technology both in and beyond the home. I can explain what is meant by 'private' and 'keeping things private'. I can describe what information I should not put online without asking a trusted adult first. I know that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first. <u>Specialist Days or events</u> Trusted Adults RNLI	OK and that sometimes they will happen whether I want them to or not I can tell you how my body has changed since I was a baby I understand that growing up is natural and that everybody grows at different rates	use them safely I know some ways to help myself when I feel poorly		
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Year 2

Highlighted events are contextual issues

Online Safety	Bullying	Sex and Relationships	Mental and Physical Health	Discrimination /tolerance	Being Safe from dangers (including abuse and grooming)	Child on Child abuse	Drugs, alcohol and tobacco	Extremism and Radicalisation	Money Mgmt
Computing <u>Self Image & Identity:</u> I can explain how other people may look and act differently online and offline. <u>Managing Online Information:</u> I can use simple keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). <u>Privacy & Security:</u>	Computing <u>Online bullying:</u> I can explain what bullying is, how people may bully others and how bullying can make someone feel. Specialist Days or events Anti-Bullying Week	Life Skills I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private Science Life Cycle of humans – understanding where on the continuum of young to old.	Life Skills I know what I need to keep my body healthy I am motivated to make healthy lifestyle choices I can show or tell you what relaxed means and I know some things that make me feel relaxed and some I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends I understand which foods to eat to give my body energy. I have a healthy relationship with food and I know which foods are most nutritious for my body Computing <u>Health, Well-being & Lifestyle:</u> I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.	Life Skills I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) I can tell you some ways I am different from my friends I understand these differences make us all special and unique RE Christianity Judaism	Life Skills I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret I am confident to say what I like and don't like and can ask for help Computing I can explain what is meant by 'private' and 'keeping things private'. Specialist Days or events Trusted Adults	Life Skills I can recognise when I feel worried and know who to ask for help I understand there are different types of touch and can tell you which ones I like and don't like	Life Skills I understand how medicines work in my body and how important it is to use them safely.	Computing I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened	Life Savers – Maths Money – where it comes from and how it can be earned.



I can explain how passwords can be used to protect information, accounts and devices. <u>Online Reputation:</u> I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. <u>Specialist Days or Events</u> Safer Internet Day			<u>Science</u> Healthy Diet. /Hygiene & dental health. -describe the importance for humans of exercise, eating the right amounts of different foods, and hygiene. <u>DT</u> Cooking – food hygiene rules and balanced diet. <u>PE</u> Yoga, Mighty Movers, Multi-skills, Groovy Gymnastics, Boot Camp, Skip to the Beat Brilliant ball skills, Gym skills, Throwing and catching, Yoga, Active Athletics, Fitness Frenzy <u>Specialist Days or events</u> Chartwells Healthy Eating Workshops Dentist Visit Beach Visit (wellbeing)	<u>Specialist Days or events</u> Children in the Community Morning. Care Home Visits Black History Month Paralympic Day Synagogue Visit						
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Year 3

Highlighted events are contextual issues

Online Safety	Bullying	Sex and Relationships	Mental and Physical Health	Discrimination /tolerance	Being Safe from dangers (including abuse and grooming)	Child on Child abuse	Drugs, alcohol and tobacco	Extremism and Radicalisation	Money Mgmt
Life Skills I know and can use some strategies for keeping myself safe online. I know who to ask for help if I am worried or concerned about anything online Computing I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause. I can explain what is meant by the term 'identity'.	Life Skills Respect for similarity and difference. Anti-bullying and being unique. I know what it means to be a witness to bullying. I know some ways of helping to make someone who is bullied feel better. I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener. I know how to negotiate in conflict	Life Skills I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby. I can express how I feel when I see babies or baby animals I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to live and grow. I can express how I might feel if I had a new baby in my family. I understand that boys' and girls'	Life Skills I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals. I can imagine how I will feel when I achieve my dream/ambition. I enjoy facing new learning challenges and working out the best ways for me to achieve them. I can break down a goal into a number of steps and know how others could help me to achieve it. I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions. I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge. I can recognise obstacles which might hinder my	Life Skills I value myself and know how to make someone else feel welcome and valued. I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g., through disability). I know how to make others feel valued I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for	Life Skills I can make responsible choices and take action. I can identify things, people and places that I need to keep safe from I can identify when something feels safe or unsafe. I can take responsibility for keeping myself and others safe. I know some strategies for keeping myself safe, who to go to for help and how to call emergency services. Computing I can explain what it means to 'know someone' online and why this might	Life Skills I can express how being anxious or scared feels. I respect my body and appreciate what it does for me.	Life Skills I know that the amount of calories, fat and sugar I put into my body will affect my health. I know what it feels like to make a healthy choice. I can tell you my knowledge and attitude towards drugs. I can identify how I feel towards drugs.	Computing I can explain the difference between 'belief', 'opinion' and 'fact' online and how and where they might be shared.	Life Savers – Maths Why do we work? What we can do with our money? How do we spend our money? How can we help others? Keeping track of our money

I can explain how people can represent themselves in different ways online. I can explain the importance of giving and gaining permission before sharing things online I can explain how to search for information about others online. I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. I can explain who someone can ask if they are unsure about putting something online.	situations to try to find a win-win solution. I can empathise with children whose lives are different to mine and appreciate what I may learn from them. I know how to express my appreciation to my friends and family. I know that witnesses can make the situation better or worse by what they do. I can problem-solve a bullying situation with others. I understand why rules are needed and how they relate to rights and responsibilities. Computing I can describe appropriate ways to behave towards other people online	bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process. I recognise how I feel about these changes happening to me and know how to cope with those feelings. I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and know how to cope with these feelings. I can start to recognise	achievement and take steps to overcome them. I know how to calm myself down and can use the 'Solve it together' technique. I know how to manage the feelings of frustration that may arise when obstacles occur. I can evaluate my own learning process and identify how it can be better next time. I can be confident in sharing my success with others and can store my feelings in my internal treasure chest. I understand how exercise affects my body and know why my heart and lungs are such important organs. I can set myself a fitness challenge. I understand how complex my body is and how important it is to take care of it. Computing I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged. Science	males and females. I can explain how some of the actions and work of people around the world help and influence my life. I can show an awareness of how this could affect my choices I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. RE Christianity What do Christians learn from the Creation story? What is it like to follow God? Why do Christians call the day Jesus	be different from knowing someone offline. I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with				
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I can demonstrate how to use key phrases in search engines to gather accurate information online. <u>Specialist Days or Events</u> Safer Internet Day	and why this is important. I can explain how someone's feelings can be hurt by what is said or written online. I can give examples of how bullying behaviour could appear online and how someone can get support. <u>Specialist Days or events</u> Anti-Bullying Week	stereotypical ideas I might have about parenting and family roles. I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes. Computing I can describe ways people who have similar likes and interests can get together online.	<u>DT</u> Cooking – food hygiene rules and balanced diet. Roman burgers (food groups/ hygiene/safety/converting measures & proportions/home-made vs shop-bought) <u>PE</u> Multi Skills, Netball, swimming, Yoga, Dance, gymnastics, athletics, rounders. <u>Science</u> Skeletons and movement Nutrition and diet <u>Specialist Days or events</u> Chartwells Healthy Eating Workshops Dentist Visit Beach Visit (wellbeing)	died 'Good Friday'? <u>Buddhism</u> What does it mean to be happy? <u>Hinduism</u> What do Hindus believe God is like? <u>Hinduism</u> What does it mean to be a Hindu in Britain today? <u>Specialist Days or events</u> Children in the Community Morning. Black History Month Paralympic Day Synagogue Visit	people they choose to and can trust. I can describe how connected devices can collect and share anyone's information with others. I can explain ways in which someone might change their identity depending on what they are doing online. <u>Specialist Days or events</u> Trusted Adults					
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Year 4

Highlighted events are contextual issues

Online Safety	Bullying	Sex and Relationships	Mental and Physical Health	Discrimination /tolerance	Being Safe from dangers (including abuse and grooming)	Child on Child abuse	Drugs, alcohol and tobacco	Extremism and Radicalisation	Money Mgmt
Computing To explain how an online identity can be different to an offline identity. To explain and consider who owns the internet and whether everyone has the right to reuse it. To describe how to find out information about others by searching online. To explain ways that some of the information about anyone	Life Skills I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure I know how it might feel to be a witness to and a target of bullying I can tell you why witnesses sometimes join in with bullying and sometimes don't tell	Life Skills I can recognise situations which can cause jealousy in relationships and recognise the feelings associated with it I can identify someone I love and can express why they are special to me I know how most people feel when they lose someone or something they love I can tell you about someone I know that I no longer see I understand that we can remember people even if we no longer see them I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends I know how to stand up for myself and how to negotiate and compromise I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to	Life Skills I like and respect the unique features of my physical appearance I understand that sometimes hopes and dreams do not come true and that this can hurt I know that reflecting on positive and happy experiences can help me to counteract disappointment I know how to cope with disappointment and how to help others cope with theirs I recognise how different friendship groups are formed, how I fit into them	Life Skills I know my attitudes and actions make a difference to the class team I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued I understand who is in my school community, the roles they play and how I fit in I understand how democracy works through the School Council I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	Life Skills I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others I can recognise when people are putting me under pressure and can explain ways to resist this when I want I know myself well enough to have a clear	Life Skills Computing To describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)	Life Skills I understand the facts about smoking and its effects on health, and also some of the reasons some people I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some	Computing To explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. To analyse information to judge the accuracy and understand why it is important to make decisions regarding content and that decisions are respected by others.	Life Savers – Maths



online could have been created, copied or shared by others. <u>Specialist Days or Events</u> Safer Internet Day	I can problem-solve a bullying situation with others I can identify what is special about me and value the ways in which I am unique <u>Computing</u> To recognise when someone is upset, hurt or angry online. To describe ways people can be bullied through a range of media (e.g. image, video, text, chat). To give examples of how to be respectful	feel pressurised into having a boyfriend/ girlfriend I know how to show love and appreciation to the people and animals who are special to me I can love and be loved I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult I understand what responsibilities there are in parenthood and the joy it can bring I can consider what has influenced my life and what might influence the lives of other people I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation	and the friends I value the most I can identify the feelings I have about my friends and my different friendship groups I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations I can identify feelings of anxiety and fear associated with peer pressure <u>Computing</u> To explain how using technology can be a distraction from other things, in both a positive and negative way. To identify times or situations when someone may need to limit the amount of time they use technology e.g. suggest strategies to help with limiting this time. <u>Science</u>	I understand how groups come together to make decisions I understand how democracy and having a voice benefits the school community I understand that, sometimes, we make assumptions based on what people look like I try to accept people for who they are I understand what influences me to make assumptions based on how people look I can tell you a time when my first impression of someone changed when I got to know them <u>RE</u> Christianity Judaism <u>Specialist Days or events</u> Children in the Community Morning. Care Home Visits Black History Month Paralympic Day Synagogue Visit	picture of what I believe is right and wrong <u>Computing</u> To explain that others online can pretend to be someone else, including friends, and can suggest reasons why they might do this. To give some simple examples of content which must not be used without permission from the owner, e.g. videos, music, images. <u>Specialist Days or events</u> Trusted Adults	people drink alcohol start to smoke			
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	to others online and describe how to recognise healthy and unhealthy online behaviours. <u>Specialist Days or events</u> Anti-Bullying Week	(having periods) is a natural part of this I have strategies to help me cope with the physical and emotional changes I will experience during puberty I know how the circle of change works and can apply it to changes I want to make in my life I can identify changes that have been and may continue to be outside of my control that I learnt to accept and I can express feelings about this <u>Science</u>	Grouping and Classifying Living Things The digestive System <u>DT</u> <u>PE</u> Boot camp – fitness, Basketball, Dance, Multiskills, Yoga, Gymnastics, Tennis, Gymnastics, Swimming, Athletics, Yoga, Cricket <u>Specialist Days or events</u> Chartwells Healthy Eating Workshops Dentist Visit Beach Visit (wellbeing)						
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Year 5

Highlighted events are contextual issues

Online Safety	Bullying	Sex and Relationships	Mental and Physical Health	Discrimination /tolerance	Being Safe from dangers (including abuse and grooming)	Child on Child abuse	Drugs, alcohol and tobacco	Extremism and Radicalisation	Money Mgmt
Life Skills I can use technology positively and safely to communicate with my friends and family I can take responsibility for my own safety and well-being I can use technology positively and safely to communicate with my friends and family have strategies for keeping them safe online I know that personal information including images of	Life Skills I understand there are different perceptions about what normal means I can empathise with people who are different I understand how being different could affect someone's life I am aware of my attitude towards people who are different to me I can explain some of the ways in which one person or a group can have power over another I know how it can feel to be	Life Skills I can identify, manage and maintain healthy relationships and recognise the skills to manage and maintain these I can explain how girls' and boys' bodies change during puberty and understand the	Life Skills I understand why it is important to stretch the boundaries of my current learning I can take responsibility for my health and make choices that benefit my health and well-being I am motivated to care for my physical and emotional health I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness I know how to help myself feel emotionally healthy and can recognise when I need help with this I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse I can use different strategies to manage stress and pressure I know that it is important to take care of my mental health	Life Skills I understand that my actions affect other people locally and globally I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities I understand how an individual's	Life Skills I know that there are universal rights for all children but for many children these rights are not met I can suggest strategies someone could use to avoid being pressurised I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control	Life Skills I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to I know myself well enough to maintain positive relationships with others whilst still keeping my own identity I can be assertive when appropriate	Life Skills I know about different types of drugs and their uses and their effects on the body particularly the liver and heart I am motivated to find ways to be happy and cope with life's situations without using drugs	Life Skills I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations I can work with other people to help make the world a better place I understand that some people can be exploited and made to do things that are against the law I can suggest ways that someone who is being exploited	Life Savers – Maths Computing I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by

myself and others can be shared without my permission Computing I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context. I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or	excluded or treated badly by being different in some way I know some of the reasons why people use bullying behaviours I can tell you a range of strategies for managing my feelings in bullying Computing I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. I can explain how anyone can get help if they are being bullied	importance of looking after yourself physically and emotionally I can express how I feel about the changes that will happen to me during puberty I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I know that sometimes people need IVF to help	I understand that people can get problems with their mental health and that it is nothing to be ashamed of I know how to take care of my mental health I can help myself and others when worried about a mental health problem I understand that there are different stages of grief and that there are different types of loss that cause people to grieve I can recognise when I am feeling those emotions and have strategies to manage them I am aware of the importance of a positive self-image and self-esteem and what I can do to develop it I can express how I feel about my self-image and know how to challenge negative 'body-talk' I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. I know how to prepare myself emotionally for the changes next year. Computing I can describe ways technology can affect health and well-being both positively (e.g.	behaviour can impact on a group I understand how democracy and having a voice benefits the school community I know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying I know how to respond to identity bullying Computing I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified	I can judge whether something online is safe and helpful for me I can resist pressure to do something online that might hurt myself or others I can consider how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen I can take responsibility for my own safety and well-being Computing I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can			can help themselves I know why some people join gangs and the risks this involves Computing I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.	commercial companies or by vloggers, content creators, influencers). I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.
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social media groups). I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with. I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. <u>Specialist Days or Events</u> Safer Internet Day	online and identify when to tell a trusted adult. I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain how to block abusive users. I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix). <u>Specialist Days or events</u> John Khan Anti-Bullying Week	them have a baby. I can recognise how I feel when I reflect on the development and birth of a baby. I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend <u>Science</u>	mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology. I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. <u>Science</u> <u>DT</u> Health and hygiene: Greek kebabs or Greek salad Nutrition and processes: Food for survival (dehydrated food) – Compare fresh veg soup with packet soup Techniques: combining and seasoning - Stir fry veg <u>PE</u> <u>Specialist Days or events</u> Chef on the Farm trip Royal Culinary Arts Chef: Knife skills	and reinforced online, and why accepting 'stereotypes' may influence how people think about others. <u>RE</u> Christianity Judaism <u>Specialist Days or events</u> Children in the Community Morning, Black History Month Paralympic Day Synagogue Visit	recognise that this is not my / our fault. I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect <u>Specialist Days or events</u> Residential – high risk activities and personal safety Trusted Adults			Rampion Wind Farm Climate Change	
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Year 6

Highlighted events are contextual issues

Online Safety	Bullying	Sex and Relationships	Mental and Physical Health	Discrimination /tolerance	Being Safe from dangers (including abuse and grooming)	Child on Child abuse	Drugs, alcohol and tobacco	Extremism and Radicalisation	Money Mgmt
Life Skills I can use technology positively and safely to communicate with my friends and family Computing I can explain how my online identity can be different to my offline identity. I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)	Life Skills Different types of bullying Computing I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	Life Skills I am aware of my own self-image and how my body image fits into that. I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I understand how being	Life Skills I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. I know my learning strengths and can set challenging but realistic goals for myself. I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. I can identify problems in the world that concern me and talk to other people about them. I can work with other people to help make the world a better place. I can describe some ways in which I can work with other people to help make the world a better place. I know what some people in my class like or admire about me and can accept their praise. I can take responsibility for my health and make choices that benefit my health and well-being. I know that it is important to take care of my mental health.	Life Skills Different perceptions of what people think being 'normal' means What it might be like to be different People with disabilities The universal rights which are made to protect all children How everyone has the right to learn How my choices can affect other people How to work well with others	Life Skills Power and controlling behaviour Computing I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others I can explain that others	Life Skills I can recognise when people are trying to gain power or control. Computing I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy	Life Skills I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.	Life Skills I understand that some people can be exploited and made to do things that are against the law. I know why some people join gangs and the risks this involves. RE Can religion change the world? (Christianity, Judaism, Islam) Computing I can explain why lots of	Life Savers – Maths Where does our money come from? (work and pay) What can we use our money for? (making choices) How does our money help other people? (What are taxes and why do we have to pay them? (2x sequence)



I can describe strategies for keeping personal information private, depending on context. I can describe how some online services may seek consent to store information about me. When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images. Specialist Days or Events Safer Internet Day David Law Online Safety	Specialist Days or events Anti-Bullying Week	physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. I know myself well enough to maintain positive relationships with others whilst still keeping my own identity. I am aware of the importance of a positive self-esteem and what I can do to develop it. I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.	I know how to take care of my mental health. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. Computing I can judge whether something online is safe and helpful for me. Science Light Pollution, Renewable energy DT Understand the source, seasonality and characteristics of a broad range of ingredients. Understand the principles of cleaning to prevent cross-contamination, chilling foods thoroughly and reheating food until steaming hot. Understand and apply the principles of nutrition and health including the implications of excess and deficiency. PE Yoga, Tag Rugby, Dynamic Dance Mighty Movers, Swimming Gym Sequences, Striking and fielding, Gymfit Circuits, Nimble Nets, Cool Core Pilates, Young Olympians, Fitness Frenzy Specialist Days or events Chartwells Healthy Eating Workshops Dentist Visit Beach Visit (wellbeing)	The positive benefits to democracy and having a voice RE Was Jesus the Messiah? What kind of King was Jesus? What difference does the Resurrection make to Christians? What matters most to Humanists and Christians? Why do some people think that life is a journey? Specialist Days or events Children in the Community Morning. Village Hall Coffee Mornings Black History Month Paralympic Day Synagogue Visit	online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. I can explain that internet use is never fully private and is monitored, e.g. adult supervision. Specialist Days or events Trusted Adults Residential Safety In Action	online behaviours.	Science Diet, Drugs and Lifestyle	people sharing the same opinions or beliefs online do not make those opinions or beliefs true. I can analyse information to judge the accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.	What is borrowing? (Saving and borrowing) The cost of borrowing? (Saving and borrowing)
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