Y2	Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PHSE – SCARF *Safeguarding themes to be explicitly covered*	**Me and My Relationships** Mental wellbeing Conflict resolution Unhealthy relationships Being assertive Recognising emotional needs Non-verbal & verbal communications online	**Valuing Differences** Friendships/kindness Understanding gender differences Mutual Respect Discrimination-Injustice and empathy Online bias	**Keeping Myself Safe** Mental wellbeing Habits (inc. smoking) Positive & negative risks Bullying (inc. online) Responsibility for actions Drug Awareness Alcohol Awareness	**Rights and Responsibilities** Fact and opinion Responsibilities, rights and duties Making a difference (action groups) Concept of money/spending Local councils (rules)	**Being My Best** Mental wellbeing Healthy choices (smoking & alcohol) Emotional well-being Improving own community British Red Cross	**Growing and Changing** Good and not so good feelings People of trust Acceptable & unacceptable touch Puberty - changes Resilient behaviour Stereotypes
	RSE - SCARF	**Families and people who care for me**	**Caring Friendships**	**Online Relationships**		**Respectful Relationships**	**Being Safe**

Online safety Education for a Connected World.	NC Objectives	EFACW Objectives	Skills		
	• Co2/1.5 Recognise common uses of information technology beyond school. • Co2/1.6 Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other	Self-Image and Identity	• I can explain how other people may look and act differently online and offline. • I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.		
		Online Relationships	• I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). • I can explain who I should ask before sharing things about myself or others online. • I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. • I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. • I can identify who can help me if something happens online without my consent. • I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. • I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.		
		Online Reputation	• 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. • I know who to talk to if something has been put online without consent or if it is incorrect.		
		Online Bullying	• I can explain what bullying is, how people may bully others and how bullying can make someone feel.		

		online technologies.		
				• I can explain why anyone who experiences bullying is not to blame.
				• I can talk about how anyone experiencing bullying can get help.
			Managing Online Information	• 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).
				• I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).
				• I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.
				• I can explain why some information I find online may not be real or true.
			Health, Well-being and Lifestyle	• I can explain simple guidance for using technologies in different environments and settings e.g. accessing online technologies in public places and the home environment.
				• I can say how those rules/guides can help anyone accessing online technologies.
			Privacy and Security	• I can explain how passwords can be used to protect information, accounts and devices.
				• I can explain and give examples of what is meant by 'private' and 'keeping things private'.
				• I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords)
				• I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).
			Copyright and Ownership	• I can recognise that content on the internet may belong to other people.
				• I can describe why other people's work belongs to them.

| British Values, Prevent and Pupil Voice | At Sycamore Academy we use an online platform called Votes for Schools to deliver our SMSC (including British Values), Prevent and Pupil voice. It also supports our PSHE and Citizenship Curriculum.

Each weekly topic has an attached curriculum map which clearly evidences which criteria are being met.

Examples of the types of topics covered every year:

Do stories teach us how to stay safe?
Should we give money to charity?
Can music teach us about black history?
Should pets ever be kept in classrooms?
Would you break a rule if you knew you wouldn't get caught?
If you could live anywhere, would you choose Britain?
Do you know what makes a happy family?
Should young people earn pocket money?
Do you know your history?
Is it important to fit in at school? |

		Do you know how to stay safe outside school?
		Do you get enough sleep?
		Running alongside this we have the following ongoing structures in place to allow children to demonstrate British Values and Pupil Voice in day-to-day situations.
	Democracy	• School council – pupil voice, voting • Votes for School • Eco council • Sport/Team Captains • Investors in Pupils – choosing class rewards
	The Rule of Law	• Classroom rules, regulations and rewards. • Expected behaviours for learning – Trackit! • Investors in Pupils – Children's Rights
	Individual Liberty	• Ongoing encouragement to be independent and to make independent choices • Anti-bullying culture promoted • Investors in Pupils – Children's Rights • Oracy Project – confidence to speak up and have own informed opinions
	Mutual Respect	• Oracy Project – listening to the views of others and respectfully agreeing or disagreeing • Behaviours for learning • Community and Citizenship Projects • Investors in Pupils – class charter, working as a class team
	Tolerance of those of different faiths and beliefs	• Taught through the RE curriculum • Assemblies to learn about and celebrate festivals (eg. Harvest, Eid, Diwali, Christmas, Chinese New Year, Hanukkah) • Visitors in school from a range of cultures and backgrounds • Visits to places of worship • Wide range of texts reflecting different cultures and backgrounds

Wider Curriculum	Swimming water confidence and safety **Christianity –** being kind	**Christianity –** giving gifts	**Islam** - prayer	**Animals including humans –** keeping fit and healthy **Monarch and castles** rule of law democracy	**Islam** community and belonging	**Great fire of London** fire safety **Judaism –** rites of passage, good deeds
Links in texts/films/art	**Lost and Found** loneliness, friendship	**The Great Explorer –** family, danger	**Rapunzel –** love, jealousy, freedom	**Dragon Machine –** self acceptance, feeling left out **The Tin Forest –** loneliness, empathy	**Vlad and the Great Fire of London –** fire safety	
Assemblies, trips, visitors etc.	**Keeping Safe in School Assembly** **Black History Month** **St. Ann's Community Orchard**	**Speak Out Stay Safe NSPCC Assembly** **Anti-Bullying week** **Children in Need –** being charitable, vulnerable people **Yorkshire Wildlife Park**	**Online Safety Assembly** **Nottingham Castle**	**Acts of Kindness Assembly** **Comic Relief –** being charitable, vulnerable people **Warwick Castle**	**Mental Health Awareness Week** **Water and Sun Safety Assemblies** **Greens Windmill**	**Human Rights Assembly** **Y2 Residential –** caring for the environment, teamwork, self-care and independence