

| Y3 | Curriculum | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | PHSE – SCARF <i>Safeguarding themes to be explicitly covered</i> | Me and My Relationships Mental wellbeing Why we need rules Dealing with loss Conflict resolution Dares Different opinions - right and wrong Qualities of a good friend | Valuing Differences Types of families – adoption, fostering, same sex Defining community Respect and challenge Bullying - prejudice | Keeping Myself Safe Mental wellbeing Safe or unsafe Danger and risks Risks of alcohol and smoking Drugs/medicine Online safety – facts or fiction Online behaviours | Rights and Responsibilities 5 ways of well-being People that help us Opinion and fact Looking after environment Different jobs/income | Being My Best Mental wellbeing Balanced diet Illness, spread of germs Healthy lifestyles Talents/skills - resilience Aspirations | Growing and Changing Positive relationships Personal space PANTS rule Secret or surprise Help save lives – British red Cross |
| | 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 <ul style="list-style-type: none"> Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | EFACW Objectives Self-Image and Identity | Skills | | | |
| | | | Online Relationships | <ul style="list-style-type: none"> I can explain what is meant by the term ‘identity’. I can explain how people can represent themselves in different ways online. I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why. | | | |
| | | | Online Reputation | <ul style="list-style-type: none"> I can describe ways people who have similar likes and interests can get together online. I can explain what it means to ‘know someone’ online and why this might 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 explain how someone’s feelings can be hurt by what is said or written online. I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos. | | | |
| | | | Online Bullying | <ul style="list-style-type: none"> 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. I can describe appropriate ways to behave towards other people online and why this is important. | | | |

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| | | | <ul style="list-style-type: none"> • I can give examples of how bullying behaviour could appear online and how someone can get support. |
| | | Managing Online Information | <ul style="list-style-type: none"> • I can demonstrate how to use key phrases in search engines to gather accurate information online. • I can explain what autocomplete is and how to choose the best suggestion. • I can explain how the internet can be used to sell and buy things. • I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. • I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). • I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. |
| | | Health, Well-being and Lifestyle | <ul style="list-style-type: none"> • I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos). • I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites). |
| | | Privacy and Security | <ul style="list-style-type: none"> • I can describe simple strategies for creating and keeping passwords private. • I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. • I can describe how connected devices can collect and share anyone's information with others. |
| | | Copyright and Ownership | <ul style="list-style-type: none"> • 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. |
| <p>British Values, Prevent and Pupil Voice</p> | <p>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.</p> <p>Each weekly topic has an attached curriculum map which clearly evidences which criteria are being met.</p> <p>Examples of the types of topics covered every year:</p> <p>Can sharing stories prevent extremism? Will increased awareness help end modern slavery? Can music teach us about black history? Is gaming good for you? Do you know what makes a happy family? Is the UK a tolerant place to live? Do communities become stronger during a crisis?</p> | | |

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| | <p>Should young people earn pocket money? Does the curriculum represent you? Is it important to fit in at school? Do you know how to stay safe outside school? Should under-13s have Instagram?</p> <p>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.</p> |
| <i>Democracy</i> | <ul style="list-style-type: none"> • School council – pupil voice, voting • Votes for School • Eco council • Sport/Team Captains • Investors in Pupils – choosing class rewards |
| <i>The Rule of Law</i> | <ul style="list-style-type: none"> • Classroom rules, regulations and rewards. • Expected behaviours for learning – Trackit! • Investors in Pupils – Children’s Rights |
| <i>Individual Liberty</i> | <ul style="list-style-type: none"> • 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 |
| <i>Mutual Respect</i> | <ul style="list-style-type: none"> • 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 |
| <i>Tolerance of those of different faiths and beliefs</i> | <ul style="list-style-type: none"> • 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 |

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| | Wider Curriculum | <p>PE – Swimming water confidence and safety</p> <p>Hinduism - Diwali, good vs evil, welcoming home, belonging</p> | <p>Christianity – meaning of Christmas, giving to others</p> | <p>Nottingham – understanding local community</p> <p>Christianity – miracles, helping others</p> | <p>Animals, including humans – looking after our bodies</p> <p>Christianity – Easter, forgiveness</p> | <p>Extreme Earth – coping with disasters</p> <p>Hinduism - beliefs</p> | <p>Sikhism – prayer, commitment</p> |
| | Links in texts/films/art | <p>Stone Age Boy – learning about different lifestyles</p> | <p>The Tunnel sibling rivalry</p> | | <p>Charlie & the Chocolate Factory family, poverty, greed</p> | <p>Coming to England – achieving dreams, racism, migration</p> | <p>Voices in the Park – prejudice, stereotypes, friendship</p> |
| | Assemblies, trips, visitors etc. | <p>Keeping Safe in School Assembly</p> <p>Black History Month</p> <p>St. Ann’s Community Orchard</p> | <p>Speak Out Stay Safe NSPCC Assembly</p> <p>Anti-Bullying week</p> <p>Children in Need – being charitable, vulnerable people</p> | <p>Online Safety Assembly</p> <p>Road Safety Quiz</p> <p>Cadbury’s World</p> | <p>Acts of Kindness Assembly</p> <p>Comic Relief – being charitable, vulnerable people</p> | <p>Mental Health Awareness Week</p> <p>Water and Sun Safety Assemblies</p> <p>Place of Worship Visit</p> | <p>Human Rights Assembly</p> <p>Greek Dayay</p> |