

Y5	Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PHSE – SCARF <i>Safeguarding themes to be explicitly covered</i>	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 <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 <ul style="list-style-type: none"> 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. 			
Online Relationships		<ul style="list-style-type: none"> I can give examples of technology specific forms of communication (e.g. emojis, memes and GIFs). I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. 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 social media groups). I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. I can demonstrate how to support others (including those who are having difficulties) online 					
Online Reputation		<ul style="list-style-type: none"> I can search for information about an individual online and summarise the information found. 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. 					
Online Bullying		<ul style="list-style-type: none"> 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. 					

				<ul style="list-style-type: none"> • I can explain how anyone can get help if they are being bullied 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).
			Managing Online Information	<ul style="list-style-type: none"> • 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 aim presented with e.g. voice-activated searching giving one result. • 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. • I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. • 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 commercial companies or by vloggers, content creators, influencers). • I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. • 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.
			Health, Well-being and Lifestyle	<ul style="list-style-type: none"> • I can describe ways technology can affect health and well-being both positively (e.g. 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. • 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.
			Privacy and Security	<ul style="list-style-type: none"> • I can explain what a strong password is and demonstrate how to create one. • I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.

		Copyright and Ownership	<ul style="list-style-type: none"> • I can explain what app permissions are and can give some examples. • I can assess and justify when it is acceptable to use the work of others. • I can give examples of content that is permitted to be reused and know how this content can be found online.
British Values, Prevent and Pupil Voice	<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? Would the suffragettes be happy with today's Parliament? Should under-18s be given criminal records? Is the UK a tolerant place to live? Do communities become stronger during a crisis? 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 • Elections held for Head Boy and Girl • 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 					
<p>Votes for Schools – additional units for KS2</p> <p><i>At Sycamore Academy we follow the Votes for Schools calendar but also deliver the weekly topics which reflect current news and topics and teach them to fit in with the wider curriculum being taught.</i></p>	<p>My Body/My Choice – Healthy Relationships</p> <p>Pupils will look at different types of relationships and what a healthy relationship looks like.</p>	<p>My World/My Choice – Online Identity</p> <p>Pupils discuss a world of being famous and sharing information online.</p>	<p>My World/My Choice –Criminal Records</p> <p>Pupils will look into the consequences of mistakes you can make when you are young.</p>	<p>My World/My Choice – Rules and Regulations</p> <p>Pupils explore the need for rules and regulations in life.</p>	<p>My World/My Choice – Gambling</p> <p>Pupils identify what gambling is and how it can impact health and well-being.</p>	<p>My Body/My Choice - FGM</p> <p>Pupils will use the discussion of culture to learn more about FGM and how to seek help.</p>
<p>My World/My Choice – Loss and Death (to be taught if necessary at an appropriate time)</p> <p>Pupils investigate times they have felt grief and why it is important to talk about it.</p>						
Wider Curriculum	Britain Since WW2 – effects of war, loss, separation	Christianity – is the Christmas story true?, critical thinking	Hinduism - beliefs	Christianity – the meaning of Easter	Animals, including humans –	The Vikings – invasion, settlers, conflict

		Sikhism – prayer, worship, commitment				how our lifestyle can affect our bodies – being healthy Hinduism – prayer, worship, commitment	Christianity – prayer, worship, commitment
	Links in texts/films/art	Goodnight Mr Tom – loss, grief, family, friendship, love	The Lion, The Witch and The Wardrobe – good vs evil, courage, forgiveness, honesty	Holes – consequence of choices, friendship	The Journey – loneliness, confidence, friendship	Wonder – empathy, celebrating differences, friendship, acceptance	Beowulf - courage
	Assemblies, trips, visitors etc.	Keeping Safe in School Assembly Black History Month Holocaust Centre and Museum - survivor talk, religious tolerance	Speak Out Stay Safe NSPCC Assembly Anti-Bullying week Children in Need – being charitable, vulnerable people	Online Safety Assembly Road Safety Quiz St. Ann’s Community Orchard	Acts of Kindness Assembly Comic Relief – being charitable, vulnerable people	Mental Health Awareness Week Water and Sun Safety Assemblies	Human Rights Assembly Jorvik Centre – different customs and traditions St. Ann’s Community Orchard