

Y6	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 Forced marriage Domestic Abuse Inappropriate touch Respectful behaviours online	Valuing Differences Bullying Challenging gender stereotypes/LGTB Homophobia Peer on peer abuse Discrimination - Racism	Keeping Myself Safe Mental wellbeing Online behaviours – sharing info & photos Grooming Sexting/Upiskirting Gang and Knife Crime prevention Drug Awareness Alcohol Awareness	Rights and Responsibilities Rule of law – criminal behaviours Human/Children’s Rights Coercive control	Being My Best Mental wellbeing Healthy lifestyles Emotional well-being Identifying and reducing risk Basic First Aid	Growing and Changing Body Image Peer pressure Puberty – FGM Sex Education - consent
	RSE - SCARF	Families and people who care for me Characteristics of healthy family life Protection and care for children and other family members Respect differences in families Different types of stable, caring relationships Marriage is a formal commitment Seeking help and advice if needed	Caring Friendships Importance of friendships Characteristics of friendships Healthy friendships are positive and don’t make others feel excluded Ups and downs of friendships Resorting to violence is never right Recognising who to trust and who not to trust Managing conflict Seeking help and advice if needed	Online Relationships People sometimes behave differently online, sometimes pretending to be someone they are not Same principles to online relationships as to face-to-face relationships Keeping safe online Recognising risks, harmful content & contact and how to report them Critical thinking around online friendships & sources of information Risks associated with people they have never met		Respectful Relationships Respecting others, even when they are very different in appearance, character, beliefs, life choices Practical steps to improve or support respectful relationships Conventions of courtesy & manners Importance of self-respect and how this links to their own happiness Expect to be treated with respect by others in school and wider society Show due respect to others, including	Being Safe (including online) Appropriate boundaries in friendships Concept of privacy It’s not always right to keep secrets if they relate to being safe Each person's body belongs to them Differences between appropriate and inappropriate contact Responding safely and appropriately to adults they may encounter in all contexts Recognise and report feelings of being unsafe or feeling bad about any adult Ask for advice or help for themselves or

				How information and data is shared and used online		those in positions of authority	others – ensuring you are heard Reporting concerns or abuse, and the vocabulary and confidence needed Where to get advice e.g. family, school and/or other sources.
Online safety Education for a Connected World.	NC Objectives	EFACW Objectives	Skills				
	<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. 	Self-Image and Identity	<ul style="list-style-type: none"> I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. I can explain the importance of asking until I get the help needed. 				
		Online Relationships	<ul style="list-style-type: none"> I can explain how sharing something online may have an impact either positively or negatively. I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. 				
		Online Reputation	<ul style="list-style-type: none"> I can explain the ways in which anyone can develop a positive online reputation. I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. 				
		Online Bullying	<ul style="list-style-type: none"> I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. I can explain how someone would report online bullying in different contexts 				
		Managing Online Information	<ul style="list-style-type: none"> I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively. I can describe how some online information can be opinion and can offer examples. I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. 				

			<ul style="list-style-type: none"> • I can define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how someone might encounter these online (e.g. advertising and ‘ad targeting’ and targeting for fake news). • I understand the concept of persuasive design and how it can be used to influences peoples’ choices. • I can demonstrate how to analyse and evaluate the validity of ‘facts’ and information and I can explain why using these strategies are important. • I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. • I can describe the difference between online misinformation and dis-information. • I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation). • I can identify, flag and report inappropriate content. 	
			<p>Health, Well-being and Lifestyle</p> <ul style="list-style-type: none"> • I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. • I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. • I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). • I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise). 	
			<p>Privacy and Security</p> <ul style="list-style-type: none"> • I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). • I can explain what to do if a password is shared, lost or stolen. • I can describe how and why people should keep their software and apps up to date, e.g. auto updates. • I can describe simple ways to increase privacy on apps and services that provide privacy settings. • I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). • I know that online services have terms and conditions that govern their use. 	
			<p>Copyright and Ownership</p> <ul style="list-style-type: none"> • I can demonstrate the use of search tools to find and access online content which can be reused by others. • I can demonstrate how to make references to acknowledge sources I have used from the internet. 	
	<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? 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 • Sport/Team Captains • Investors in Pupils – choosing class rewards and class ambassadors
<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

Mutual Respect	<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 					
Tolerance of those of different faiths and beliefs	<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 					
Votes for Schools – additional units for KS2 <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>	My Body/My Choice – Healthy Relationships Pupils will look at different types of relationships and what a healthy relationship looks like.	My World/My Choice – Online Identity Pupils discuss a world of being famous and sharing information online.	My World/My Choice –Criminal Records Pupils will look into the consequences of mistakes you can make when you are young.	My World/My Choice – Rules and Regulations Pupils explore the need for rules and regulations in life.	My World/My Choice – Gambling Pupils identify what gambling is and how it can impact health and well-being.	My Body/My Choice - FGM Pupils will use the discussion of culture to learn more about FGM and how to seek help.
My World/My Choice – Loss and Death (<i>to be taught if necessary at an appropriate time</i>) Pupils investigate times they have felt grief and why it is important to talk about it.						
Wider Curriculum	Tudors: rich and poor, family, religion Islam: exploring beliefs and practices	Animals, including humans: how our lifestyle can affect our bodies – being healthy Christianity: Mary as a mother	Passport to the World: human diversity, immigration Christianity: beliefs and meaning	Electricity: safety around electricity Christianity: Easter	Evolution and Inheritance: Families, nature vs nurture Islam: exploring beliefs and moral values	Victorians: workhouses, forced child labour Islam: exploring beliefs and moral values
Links in texts/films/art	Macbeth – death, guilt, loyalty	Kensuke’s Kingdom – resilience, survival, friendship and loss	The Nowhere Emporium – orphans, bullying, courage, friendship	Clockwork – feelings and fear	Dream Giver – orphans and dreams	Street Child – poverty, child labour, cruelty, loneliness, resilience

	Assemblies, trips, visitors etc.	Keeping Safe in School Assembly Black History Month Into University – aspirations linked to further education St. Ann’s Community Orchard	Speak Out Stay Safe NSPCC Assembly Anti-Bullying week Children in Need – being charitable, vulnerable people	Online Safety Assembly Road Safety Quiz Place of Worship Visit	Acts of Kindness Assembly Comic Relief – being charitable, vulnerable people	Mental Health Awareness Week DARE Project St. Ann’s Community Orchard Y6 Residential – independence, teamwork, self confidence	Human Rights Assembly Galleries of Justice – Knife Awareness Workshop Transition - visits to secondary school- supporting emotional wellbeing and change