

Y1	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 Classroom jobs and rules Good and bad feelings Good and bad touches Good friends Being a good listener Special people - families	Valuing Differences Similarities and differences Difference between teasing and bullying What makes us special Being treated fairly	Keeping Myself Safe Mental wellbeing Being healthy Good sleep Who can help us Loss Medicine Safety NSPCC Underwear Rule	Rights and Responsibilities Daily routines – personal hygiene Looking after school environment Taking care of something else (plant or pet) Look after money Basic First Aid	Being My Best Mental wellbeing Healthy eating Washing hands – germs New skills – resilience Supporting others – praise and encouragement How our behaviours affect others	Growing and Changing Naming body parts What babies need & don't need Changes from being a baby Bullying – who can help Secrets and surprises Keeping private parts private
	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"> Co2/1.5 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 	EFACW Objectives Self-Image and Identity	Skills			
				<ul style="list-style-type: none"> I can recognise that there may be people online who could make me feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help. 			
			Online Relationships	<ul style="list-style-type: none"> I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others 			
			Online Reputation	<ul style="list-style-type: none"> I can recognise 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. 			
			Online Bullying	<ul style="list-style-type: none"> I can describe how to behave online in ways that do not upset others and can give examples. 			
			Managing Online Information	<ul style="list-style-type: none"> I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching). I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. 			

		online technologies.		<ul style="list-style-type: none"> I know how to 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 rules to keep myself safe when using technology both in and beyond the home.
			Privacy and Security	<ul style="list-style-type: none"> I can explain that passwords are used to protect information, accounts and devices I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.
			Copyright and Ownership	<ul style="list-style-type: none"> I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content). I understand that work created by others does not belong to me even if I save a copy.
		<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>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?</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 					
	Wider Curriculum	Animals-Humans – importance of our senses, awareness of blind/deaf people Amelia Earhart – equal rights	St. Ann’s Study – local community Christianity – Christmas, sharing, giving	Seasonal changes changing moods, Christianity - friendship	History – Changes in living memory how we adapt and change Christianity – why Jesus was celebrated	Geography - diversity, similarities and differences Judaism – Shabbat, creation, celebration	Then and Now - awareness of change Judaism – Rosh Hashanah, repentance

	Links in texts/films/art	The Gingerbread Man – running away from home, trusting strangers, bragging and teasing Jack and the Beanstalk – poverty, overcoming challenges	Not Now Bernard family, not being listened to	Little Red Riding Hood – following rules, trusting strangers Hansel and Gretel – family, danger, greed	Where the Wild Things Are - managing emotions, consequences	Dear Greenpeace taking care of the environment	Sally and the Limpet – respecting nature and the environment
	Assemblies, trips, visitors etc.	Keeping Safe in School Assembly Black History Month Newark Air Museum	Speak Out Stay Safe NSPCC Assembly Anti-Bullying week Children in Need – being charitable, vulnerable people	Online Safety Assembly Stonebridge City Farm St. Ann's Community Orchard	Acts of Kindness Assembly Comic Relief – being charitable, vulnerable people	Mental Health Awareness Week Water and Sun Safety Assemblies Visit to Skegness water & sun safety	Human Rights Assembly St. Ann's Community Orchard