

Y2	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	EFACW Objectives	Skills			
		<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 	Self-Image and Identity	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> I can explain what bullying is, how people may bully others and how bullying can make someone feel. 			

		online technologies.		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<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?</p>		

		<p>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	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