

Y4	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			
			Online Relationships	<ul style="list-style-type: none"> I can explain how my online identity can be different to my offline identity I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this 			
			Online Reputation	<ul style="list-style-type: none"> I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. 			
			Online Bullying	<ul style="list-style-type: none"> I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others. 			
				<ul style="list-style-type: none"> I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). 			

			Managing Online Information	<ul style="list-style-type: none"> • I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. • I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). • I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. • I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. • I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. • I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.
			Health, Well-being and Lifestyle	<ul style="list-style-type: none"> • I can explain how using technology can be a distraction from other things, in both a positive and negative way. • I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.
			Privacy and Security	<ul style="list-style-type: none"> • I can describe strategies for keeping personal information private, depending on context. • I can explain that internet use is never fully private and is monitored, e.g. adult supervision. • I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. • I know what the digital age of consent is and the impact this has on online services asking for consent.
			Copyright and Ownership	<ul style="list-style-type: none"> • When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. • I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.
	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?</p>		

		<p>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
	<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 					
	Votes for Schools – additional units for KS2	<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 – Rules and Regulations</p> <p>Pupils explore the need for rules and regulations in life.</p>		<p>My World/My Choice – Loss and Death</p> <p>Pupils investigate times they have felt grief and why it is important to talk about it.</p>
	Wider Curriculum	<p>Egyptians – slavery/modern day slavery</p> <p>Buddhism – is it possible for everyone to be happy?</p>	<p>Electricity – Safety</p> <p>Christianity – significance of Christmas</p>	<p>Judaism – Passover, family, freedom</p>	<p>Animals, including humans: how our lifestyle can affect our bodies – being healthy/hygiene</p> <p>Christianity – forgiveness</p>	<p>Buddhism – leading a good life</p>	<p>Romans – conflict, democracy, tolerance</p> <p>Christianity – living out values</p>
	Links in texts/films/art	<p>An Egyptian Cinderella challenging stereotypes</p>	<p>Iron Man – bravery, prejudice, fear</p>	<p>Leon and the Place Between – feelings, imagination</p>	<p>Balaclava Boy – being different, tolerance, gangs & bullying, friendship</p>	<p>Mufaro’s Beautiful Daughter – kindness, selfishness, honesty, love</p>	<p>Boudica – justice, freedom, resilience</p>
	Assemblies, trips, visitors etc.	<p>Keeping Safe in School Assembly</p> <p>Black History Month</p> <p>Egyptian Museum</p>	<p>Speak Out Stay Safe NSPCC Assembly</p> <p>Anti-Bullying week</p> <p>Children in Need – being charitable, vulnerable people</p> <p>Place of Worship Visit</p>	<p>Online Safety Assembly</p> <p>Road Safety Quiz</p> <p>St. Ann’s Community Orchard</p>	<p>Acts of Kindness Assembly</p> <p>Comic Relief – being charitable, vulnerable people</p> <p>Y4 Residential – independence, teamwork, self confidence</p>	<p>Mental Health Awareness Week</p> <p>Water and Sun Safety Assemblies</p>	<p>Human Rights Assembly</p> <p>Roman Day</p>

