

Woodlands Academy of Learning



**Relationships Education, Relationships and Sex
Education (RSE) and Health Education
at Woodlands Academy of Learning**

(Spring 2025)

Relationships Education, Relationships and Sex Education (RSE) and Health Education at Woodlands Academy of Learning

Government Guidance was published 2019, updated 2020, and is statutory for all schools.

This curriculum should be taught in schools from Summer 2021

“Our children are growing up in an increasingly complex world and living their lives seemingly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Content must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents with the aim of providing pupils with the knowledge they need of the law

Parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role.”

Secretary of State

Aims of the policy

Overall, the aim of this policy is to foster pupil wellbeing and develop resilience and character that are fundamental to pupils being happy, successful and productive members of society. To set goals and work towards achieving them, and to recover from knocks and challenging periods in their lives

Statement of intent

At Woodlands Academy of Learning, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

What is Relationships Education?

Relationships Education in primary schools should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

What is Health Education?

Health education covers both physical fitness and emotional wellbeing. Providing children with knowledge that they need in order to make good decisions about their own health and wellbeing.

What is Sex Education?

Sex education should be tailored to the age and the physical and emotional maturity of the children. At Primary level it should include subject knowledge of external body parts, understanding of the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It should ensure that children are prepared for the changes that adolescence brings and – drawing on the knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born

Legal framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- Keeping Children Safe in Education
- Promoting Fundamental British Values as part of SMSC

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour and Relationships Policy
- SEND Policy
- Equal Opportunities Policy
- Sexual Violence and Harassment Policy
- Child on child abuse
- Social, Emotional and Mental Health (SEMH) Policy
- E-safety Policy
- Prevent Policy
- Food policy
- Science policy
- Jigsaw policy
- PE policy
- RE policy

Roles and responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

Woodlands will actively aim to foster healthy and respectful peer to peer communication between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic.

Issues such as sexism, misogyny, homophobia and gender stereotypes will not be tolerated and any occurrences will be identified and challenged. Staff will model positive behaviours and support all pupils.

Sexual Violence and harassment is not tolerated and are not an inevitable part of growing up. Any reports will be taken seriously, investigated and action taken.

Woodlands will actively teach and promote healthy relationships, acceptable behaviour and the right of everyone to equal treatment so this will enable our pupils to treat each other well and go on to be respectful and kind adults.

In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

Pupils with special educational needs and disabilities (SEND)

Relationships Education, RSE and Health Education will be accessible for all pupils. Quality First Teaching will be differentiated and personalised for the individual. Woodlands will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice.

Woodlands will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships education can be particularly important for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities.

There may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages.

Woodlands will ensure that all teaching is sensitive, age appropriate, developmentally appropriate and delivered with reference to the law.

Lesbian, Gay, Bisexual and Transgender (LGBT)

When teaching relationships education Woodlands will ensure that all pupils needs are met and that all pupils understand the importance of equality and respect. Woodlands will comply with the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

Woodlands will ensure that all teaching is sensitive and age appropriate in approach and content. This area of the curriculum will not be taught specifically in a stand-alone scheme of work at Woodlands. Although children will be exposed, at timely and relevant points, to high quality and carefully chosen resources within their learning that reflect modern day society. Such as pictures of different family units.

Consultation with parents

Woodlands understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum

- Questionnaires and surveys
- Meetings
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the headteacher.
- Emailing postbox@woodlands.walsall.sch.uk
- Submitting written feedback into the suggestions box

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

School Culture and The Planned Curriculum

Many aspects of this guidance are taught through formal lessons and in different subjects. However, the school vision and school culture prioritises the importance of developing positive personal relationships, exploring personal values and developing character.

This is epitomised in our school vision – The Woodlands Smile Tree. These attributes are directly taught through daily assemblies and referred to in lessons when appropriate.



Woodlands directly teaches the guidance and also promotes the principles of this guidance through all aspects of school life

- Residential visits for Y4 and Y6
- Regular off site visits to enhance the curriculum
- Annual Health and Fitness week

- High emphasis on performance and singing
- Integration of forest school throughout the whole school
- Varied opportunities for school leadership (Head and Deputy Head children, School Council, Learning Ambassadors, Woodland Warriors (E Safety), Buddies, Librarians, Office Support, A Star Sheriffs, Phunky Food Ambassadors)

Restorative Practice and understanding Attachment and Trauma

At Woodlands we implement restorative practice techniques throughout the school. This is a framework that enables the pupils to resolve conflict and engage in something positive. It supports the child's personal development and safety, which will result in a harmonious relationships and a safe school environment. RP develops strong, respectful relationships between adults and children, children and children, and gives them skills for life. Within this, staff are trained on attachment and trauma and are aware how trauma can affect the child's emotional health and neurological development and are equipped to help support our children and families, to ensure the best outcome for their child. Furthermore, all staff are effective in using emotion coaching within school, and this supports children to self-regulate and manage their stress responses. Combining the three approaches will develop a strong sense of community and a sense of belonging at Woodlands.

How is the curriculum organised?

Every primary school is required to deliver statutory relationships education and health education.

For the purpose of this policy, "relationships and sex education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, "health education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The delivery of the relationships education and health education curriculums coincide with one another and will be delivered as part of the school's PSHE curriculum.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The Relationships Education, Relationships and Sex Education (RSE) and Health Education are taught throughout the curriculum at Woodlands, with different aspects taught in different subjects.

However, the majority of this guidance is taught through Personal Social and Health Education. These are weekly lessons following the core scheme of Jigsaw.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs or issues within the community then our curriculum would be tailored to address this issue.

The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

Withdrawal from the subjects

Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.

Every child will need to develop positive relationships throughout the course of their life and so it is imperative that every child receives the full relationships curriculum.

We have carefully considered the children at Woodlands and written the curriculum in order to meet the needs of our children. We recognise that this is a sensitive area of the curriculum and parents may have their own views on what they wish their child to know according to their age.

We ask parents to talk to us if they have concerns. We are more than happy to share the curriculum, the specific lessons and resources that your child would be taught. We will also discuss the adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent.

If you still wish to withdraw your child from the sex education lessons then parents must put their request in writing to the Headteacher.

The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.

The parent will be informed in writing of the headteacher's decision.

Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

Behaviour

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises.

These incidents will be dealt with following the processes in our Behavioural Policy and Anti-Bullying Policy.

The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

Personal Social and Health Education lessons

Relationships and Sex Education is mainly taught through the scheme Jigsaw in weekly Personal Social and Health Education lessons. These lessons are usually led by the class teacher. Our PSHE lead holds responsibility for overseeing the implementation of learning and assessing the impact of outcomes.

Further detail regarding Jigsaw can be found in the Jigsaw policy. Below is an overview of the scheme.

The Jigsaw Structure

Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year.

Every Piece has two Learning Intentions, one specific to PSHE (including Relationships and Health Education) and the other designed to develop emotional literacy and social skills.

Each year group studies the same unit at the same time (at their own level), building sequentially through the school year, facilitating whole-school learning themes. Learning is celebrated at the end of each unit in a whole school sharing assembly.

The various teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation and the Early Years (EYFS) planning is aligned to the National Early Years Framework (England).

The map of Jigsaw linking to Relationships Education, Relationships and Sex Education (RSE) and Health Education is listed in the appendix. This shows when each objective is taught.

Jigsaw's Units of Work (Puzzles) are:



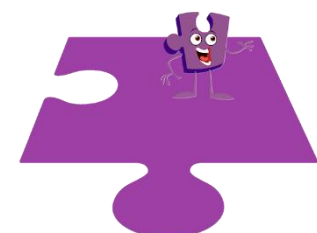
1. Being Me in My World

Includes understanding my place in the class, school and global community as well as devising Learning Charters.



2. Celebrating Difference

Includes anti-bullying (cyber and homophobic bullying included) and diversity work.



3. Dreams and Goals

Includes goal-setting, aspirations for yourself and the world and working together.



4. Healthy Me

Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.



5. Relationships

Includes understanding friendship, family and other relationships, conflict resolution and communication skills.



6. Changing Me

This puzzle includes sex and relationships education in the context of coping positively with change. (includes age appropriate sex education)
Please note that we have moved some of the units so that they are taught in a later year group.

Relationships education overview

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.

- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.

- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

Relationships education per year group

The school always considers the age and development of pupils when deciding what will be taught in each year group.

The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

Relationships are primarily taught in Jigsaw lessons, although online relationships are also taught through the online safety curriculum.

Online Safety Curriculum: There are a couple of lessons each half term for every year group embedded into the computing curriculum that link directly to the guidance for Relationships. The summary of learning for online safety is listed in the appendix.

Relationships are also taught on a daily basis through management of behaviour. See Relationships and behaviour policy.

Summary of learning from the unit taught in Jigsaw titled Relationships.

Nursery

Weekly Celebration	Pieces	Learning Intentions	Resources
Know how to make friends	1. My Family and Me!	I can tell you about my family	Keyworker to bring in a photo of their own family Family puzzle, either wooden one or printed one that has been laminated and cut up Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Try to solve friendship problems when they occur	2. Make friends, make friends, never ever break friends Part 1	I understand how to make friends if I feel lonely	Jigsaw Song sheet: 'RELATIONSHIP' Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Help others to feel part of a group	3. Make friends, make friends, never ever break friends Part 2	I can tell you some of the things I like about my friends	Jigsaw Song sheet: 'RELATIONSHIP' Book: 'Mabel and Me, Best of Friends' by Mark Sperring and Sarah Warburton Book: 'George and Martha', by James Marshall Food to share (apple/biscuits/toast) Playdoh Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Show respect in how they treat others	4. Falling Out and Bullying Part 1	I know what to say and do if somebody is mean to me	Squirty cream/shaving foam/plate Tray Jigsaw Song sheet: 'RELATIONSHIP' Teddies Jenga Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know how to help themselves and others when they feel upset and hurt	5. Falling Out and Bullying Part 2	I can use Calm Me time to manage my feelings	Angry photos Mirror Calming music Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know and show what makes a good relationship	6. Being the best friends we can be	I can work together and enjoy being with my friends	Assortment of fairytale characters (books or puppets) Song - 'You've Got A Friend In Me' by Randy Newman (Toy Story song) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime

Reception

Weekly Celebration	Pieces	Learning Intentions	Resources
Know how to make friends	1. My Family and Me!	I can identify some of the jobs I do in my family and how I feel like I belong	Staff photo - preferably on IWB Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Try to solve friendship problems when they occur	2. Make friends, make friends, never ever break friends! Part 1	I know how to make friends to stop myself from feeling lonely	Jigsaw Song sheet: 'RELATIONSHIP' Lonely child photo Body puzzle template Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Help others to feel part of a group	3. Make friends, make friends, never ever break friends! Part 2	I can think of ways to solve problems and stay friends	Jigsaw Song sheet: 'RELATIONSHIP' Book: 'Mabel and Me', by Sarah Warburton Book: 'George and Martha: The Complete Stories of Two Best Friends' by James Marshall (or similar) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Show respect in how they treat others	4. Falling Out and Bullying Part 1	I am starting to understand the impact of unkind words	Jigsaw Song sheet: 'RELATIONSHIP' Sparkly box, bin and bag Assortment of phrases (positive/negative) e.g. you are brilliant, thank you very much, you are stupid, shut up, etc. Squirty cream and plate Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know how to help themselves and others when they feel upset and hurt	5. Falling Out and Bullying Part 2	I can use Calm Me time to manage my feelings	Wall paper roll Mark-making materials YouTube (or similar) video clips of tantrums Puppets Calming music Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know and show what makes a good relationship	6. Being the best friends we can be	I know how to be a good friend	'You've Got A Friend In Me' by Randy Newman (Toy Story song) 'True Friends' song by Miley Cyrus (Hannah Montana) 'That's what friends are for' (Fox and Hounds song) Pictures of friends from TV/movies e.g. Woody and Buzz but separate so that children can match (Teachers to find) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime

Year 1

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. Families	I can identify the members of my family and understand that there are lots of different types of families	I know how it feels to belong to a family and care about the people who are important to me	Family game cards, Jigsaw Chime, 'Calm Me' script, 'Welcome to Planet Zarg' PowerPoint, Jigsaw Journals, My Jigsaw Learning, My Jigsaw Learning PowerPoint slide, Jigsaw Jack, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. Making Friends	I can identify what being a good friend means to me	I know how to make a new friend	Music and blanket for hedgehogs game OR children's names put into a hat, Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'RELATIONSHIPS', PowerPoint slide of lonely child, Jigsaw Jack Sets of 'A Good Friend Should...' cards, one set, for each group, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Greetings	I know appropriate ways of physical contact to greet my friends and know which ways I prefer	I can recognise which forms of physical contact are acceptable and unacceptable to me	Jigsaw Chime, 'Calm Me' script, Holding Hands Images, 'Feely bags' containing a variety of textures: e.g. fur, velvet, sandpaper, pebble, Playdoh, water snake toy, stress ball and any other suitable objects Jigsaw Jack, Jigsaw Journal, My Jigsaw Learning, Jigsaw Jerrie Cat.
Show respect in how they treat others	4. People Who Help Us	I know who can help me in my school community	I know when I need help and know how to ask for it	Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, People cards, Scenario cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. Being My Own Best Friend	I can recognise my qualities as person and a friend	I know ways to praise myself	Bottle weighted with water or sand or children's names in a hat, Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, PowerPoint of incredible children, 'The Incredible Me' picture frame template, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know and show what makes a good relationship	6. Celebrating My Special Relationships Puzzle Outcome: Balloons Assessment Opportunity ★	I can tell you why I appreciate someone who is special to me	I can express how I feel about them	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Balloons, Balloon label template, Sticks, Jigsaw Jack's balloon with pre-prepared label, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.

Year 2

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. Families	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate	I accept that everyone's family is different and understand that most people value their family	Jigsaw Chime, 'Calm Me' script, Families PowerPoint, Jigsaw Jo, Mixing bowl, post-it notes, wooden spoon, Happy Home recipe sheets, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. Keeping Safe - exploring physical contact	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not	I know which types of physical contact I like and don't like and can talk about this	Jigsaw Chime, 'Calm Me' script, PowerPoint of different types of contact, My Jigsaw Learning, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jo, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Friends and Conflict	I can identify some of the things that cause conflict with my friends	I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends	Jigsaw Chime, 'Calm Me' script, PowerPoint picture of children, 'Mending Friendships' chart, printed on A3 or displayed on whiteboard, 'Mending Friendships' resource sheet, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat, Jigsaw Jo.
Show respect in how they treat others	4. Secrets	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this	Jigsaw Chime, 'Calm Me' script, Wrapped gift box, Jigsaw Jo, Picture of 'good secret' and 'worry secret', Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. Trust and Appreciation	I recognise and appreciate people who can help me in my family, my school and my community	I understand how it feels to trust someone	Jigsaw Chime, 'Calm Me' script, Balloon, People cards, Flipchart paper, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jo, Jigsaw Jerrie Cat..
Know and show what makes a good relationship	6. Celebrating My Special Relationships Puzzle Outcome: Relationship Flag/Bunting Assessment Opportunity ★	I can express my appreciation for the people in my special relationships	I am comfortable accepting appreciation from others	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, String, Coloured paper cut into triangular flag shapes, Jigsaw Journals, Certificates, My Jigsaw Learning, Jigsaw Jerrie Cat.

Year 3

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. Jealousy	I can recognise situations which can cause jealousy in relationships	I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Jealousy PowerPoint, 'Situation Cards', Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. Love and Loss	I can identify someone I love and can express why they are special to me	I know how most people feel when they lose someone or something they love	Jigsaw Chime, 'Calm Me' script, Recommended: Jigsaw in Focus book 'Can You Hear the Sea?' available to purchase inexpensively from www.jigsawpshe.com/online-store , Flipchart prepared with scenarios, Post-it notes, Jigsaw Jaz, Jigsaw Journals, Jigsaw Jaz's memory box (a box filled with items e.g. shell, pine cone, pebbles, photos, other 'precious' objects), My Jigsaw Journey, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Memories Puzzle outcome: Memory Box	I can tell you about someone I know that I no longer see	I understand that we can remember people even if we no longer see them	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Jigsaw Jaz's memory box (from last Piece) Mini whiteboards/ pens (or paper and pens), PowerPoint photo of Tammy, Candle, Paper and pens for creating poems and pictures, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Show respect in how they treat others	4. Getting on and Falling Out	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends	I know how to stand up for myself and how to negotiate and compromise	Jigsaw Chime, 'Calm Me' script, Mini whiteboards and pens/ or paper and pens, 'Make Friends, Break Friends?' scenario cards, 'Mending Friendships' slide, 'Solve it together' technique slide, Jigsaw Jaz, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. Girlfriends and Boyfriends	I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older	I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend	Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, 'Agree' and 'Disagree' labels, PowerPoint slides of boy-friend/girl-friend couples, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know and show what makes a good relationship	6. Celebrating My Relationships with People and Animals Assessment Opportunity ★	I know how to show love and appreciation to the people and animals who are special to me	I can love and be loved	Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Squares of strong coloured paper or card 20cm square, A range of collage materials and glue, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Year 4

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. Family Roles and Responsibilities	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	I can describe how taking some responsibility in my family makes me feel	Jigsaw Chime, 'Calm Me' script, Male/female Jobs PowerPoint, Jigsaw Jino, Male/female/both cards, Sets of the 'Whose Responsibility?' cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. Friendship	I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener	I know how to negotiate in conflict situations to try to find a win-win solution	Jigsaw Song: 'RELATIONSHIPS', Jigsaw Chime, Jigsaw Jino, 'Calm Me' script, 'Donkey' PowerPoint, Solve it together technique, Mending friendships resource sheet, Friendship conflict scenarios, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Keeping Myself Safe Online	I know and can use some strategies for keeping myself safe online	I know who to ask for help if I am worried or concerned about anything online	Jigsaw Jino, Jigsaw Chime, PowerPoint slide of 'Gaming App', 'Top Tips' cards, 'Calm me' script, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Show respect in how they treat others	4. Being a Global Citizen 1	I can explain how some of the actions and work of people around the world help and influence my life	I can show an awareness of how this could affect my choices	Jigsaw Chime, 'Calm Me' script, Jigsaw Jino, World map or globe, Bag of items including fair trade chocolate, a T-shirt made in a different country, rice, sugar, PowerPoint: Work in Other Countries Jigsaw, sweetcorn, Mobile phone, Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. Being a Global Citizen 2	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	I can empathise with children whose lives are different to mine and appreciate what I may learn from them	Jigsaw Chime, 'Calm Me' script, Power Point-Children around the world and handouts, A set of the 'Wants and Needs' cards cut up, Paper and pens to create posters, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat, Jigsaw Jino.
Know and show what makes a good relationship	6. Celebrating My Web of Relationships Puzzle Outcome: Appreciation Streamers	I know how to express my appreciation to my friends and family	I enjoy being part of a family and friendship groups	Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, Jigsaw song: 'RELATIONSHIPS', Appreciation streamer description sheet, Materials for streamers: strips of coloured paper, pens, wooden batons, tape to secure streamers, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Year 5

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. Recognising Me	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	I know how to keep building my own self-esteem	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Mini- whiteboards and pens or paper and pens, Paper and pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. Safety with Online Communities	I understand that belonging to an online community can have positive and negative consequences	I can recognise when an online community feels unsafe or uncomfortable	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Labels for the online safety game (Safe, Unsafe, I'm not sure), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Being in an Online Community	I understand there are rights and responsibilities in an online community or social network	I can recognise when an online community is helpful or unhelpful to me	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, PowerPoint slide: Different online communities Flipchart and pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Show respect in how they treat others	4. Online Gaming	I know there are rights and responsibilities when playing a game online	I can recognise when an online game is becoming unhelpful or unsafe	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, PowerPoint slide 'How many gamers?', PowerPoint slide 'Mia's story', Game cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. My Relationship with Technology: screen time	I can recognise when I am spending too much time using devices (screen time)	I can identify things I can do to reduce screen time, so my health isn't affected	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script Mini whiteboards and pens/or paper and pens, Countdown timer (can be easily sourced online), PowerPoint slide: Mason's story, PowerPoint slide: 'Are you having too much screen time?', Screen time solutions resource, Screen time log (optional), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know and show what makes a good relationship	6. Relationships and Technology Assessment Opportunity ★ Puzzle outcome: Internet Safety Poster (staying safe and happy online)	I can explain how to stay safe when using technology to communicate with my friends	I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, PowerPoint of text messages, PowerPoint slide of 'Clare', PowerPoint slide 'Staying Safe and happy online', Paper and pens for poster designs, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Year 6

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. What is Mental Health?	I know that it is important to take care of my mental health	I understand that people can get problems with their mental health and that it is nothing to be ashamed of	Jigsaw Chime, 'Calm Me' script, Post it notes or slips of paper, PowerPoint slide 'Mental health definition', PowerPoint slide of a set of scales, Optional: Set of balance scales, 'Situation cards', Jigsaw Jem, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. My Mental Health	I know how to take care of my mental health	I can help myself and others when worried about a mental health problem	Jigsaw Chime, 'Calm Me' script, Ball of string or wool, PowerPoint slide 'Thoughts, feelings, actions cycle' and handouts, Scenario cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Love and Loss	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve	I can recognise when I am feeling those emotions and have strategies to manage them	20 random objects on a tray, Jigsaw Chime, 'Calm Me' script, Loss or change cards, Post-its, PowerPoint - stages of grief, Optional: Jigsaw in Focus book: 'Can You Hear the Sea?' available to purchase inexpensively from the Jigsaw online store www.jigsawpshe.com/online-store , Scenario cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem, Jigsaw Jerrie Cat.
Show respect in how they treat others	4. Power and Control	I can recognise when people are trying to gain power or control	I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, PowerPoint slide 'Power and Control', Power and Control scenario cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. Being Online: Real or Fake? Safe or Unsafe?	I can judge whether something online is safe and helpful for me	I can resist pressure to do something online that might hurt myself or others	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Calculators, SMARTT rules PowerPoint, 'Online scenario cards', Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know and show what makes a good relationship	6. Using Technology Responsibly Puzzle Outcome: Internet Safety Presentation Assessment Opportunity ★	I can use technology positively and safely to communicate with my friends and family	I can take responsibility for my own safety and well-being	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, PowerPoint slide SMARTT rules from last Piece (lesson), PowerPoint slide of confused adult, PowerPoint slides of outdated technology, Planning sheets for Internet safety PowerPoint presentation, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Health education overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing to give young people the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Woodlands promotes self-control and directly teaches strategies to enable children to self-regulate. Woodlands has a central pastoral team and utilises a triangle of need to enable us to assess the needs of each child and provide a graduated response. See Emotional wellbeing policy for further detail.

Mental wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.

- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking.

Health and prevention

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

Health education per year group

The school always considers the age and development of pupils when deciding what will be taught in each year group.

The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

Health education is primarily taught in weekly Jigsaw lessons, the main unit focussing on 'Healthy Me' is taught during the Spring Term.

Although a number of aspects are taught elsewhere in the curriculum within different subjects.

- Internet safety and harms are taught within the computing curriculum. The summary of learning for online safety is listed in the appendix.
- Physical health and fitness is taught primarily through the Physical Education curriculum. Every child undertakes a weekly PE lesson and the weekly mile. The summary of learning for online safety is listed in the appendix.
- Healthy eating is taught within the Design and Technology curriculum. The summary of learning for Design and Technology is listed in the appendix.
- Health and prevention is also taught within the science curriculum, including personal and oral hygiene. The summary of learning for science is listed in the appendix.
- Changing adolescent body is taught within the Jigsaw unit 'Changing Me' which is taught in the summer term and is detailed under sex education. It is also taught within the science curriculum. The summary of learning for sex education is listed in the appendix.

Every Summer, Woodlands has a Health and Fitness week which focuses on all elements of Health education from physical fitness to healthy eating and emotional wellbeing.

Summary of learning from the Jigsaw unit titled ‘Healthy Me’

Nursery

Weekly Celebration	Pieces	Learning Intentions	Resources
Have made a healthy choice	1. Everybody’s Body	I know the names for some parts of my body and am starting to understand that I need to be active to be healthy	Music Assortment of pictures of active play/sports (Teachers to find more) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Have eaten a healthy, balanced diet	2. We like to move it, move it!	I can tell you some of the things I need to do to be healthy	Superman song/‘I am the music man’ or ‘I like to move it’ (from the film ‘Madagascar’) Small apparatus e.g. balls, ropes, beanbags, cones, timers Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Have been physically active	3. Food Glorious Food	I know what the word ‘healthy’ means and that some foods are healthier than others	Jigsaw Song sheet: ‘Make a Good Decision’ An assortment of healthy food and not so healthy food (preferably real) to make a sandwich 2 lunchboxes Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Have tried to keep themselves and others safe	4. Sweet Dreams	I know how to help myself go to sleep and that sleep is good for me	In The Night Garden clip (can be found online) Pyjamas Lullaby CD Teddy bear Hot water bottle Dressing gown Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know how to be a good friend and enjoy healthy friendships	5. Keeping Clean	I can wash my hands and know it is important to do this before I eat and after I go to the toilet	Cleaning equipment: jug of water, bowl, soap, flannel, towel Fruit/vegetables Dirt Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know how to keep calm and deal with difficult situations	6. Stranger Danger	I know what to do if I get lost and how to say NO to strangers	CBeebies: Red Riding Hood clip Book: ‘Never Talk to Strangers’ by Irma Joyce or similar If possible, ask your local PCSO to come by and chat to the children about Stranger Danger Book: ‘Not Everyone is Nice’, by Anne Tedesco Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime

Reception

Weekly Celebration	Pieces	Learning Intentions	Resources
Have made a healthy choice	1. Everybody’s Body	I understand that I need to exercise to keep my body healthy	Jigsaw Song sheet: ‘Make a Good Decision’ Jigsaw Jenie Colouring pictures Assortment of pictures of active play/sports (Teachers to find more) Jigsaw Jerrie Cat Jigsaw Chime
Have eaten a healthy, balanced diet	2. We like to move it, move it!	I understand how moving and resting are good for my body	Large space needed Calm music to assist with the cool down Small apparatus Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Have been physically active	3. Food, Glorious Food	I know which foods are healthy and not so healthy and can make healthy eating choices	An assortment of healthy food and not so healthy food (preferably real) to make a sandwich Fruit for directed activity Shopping bags/basket Food, Glorious Food song Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Have tried to keep themselves and others safe	4. Sweet Dreams	I know how to help myself go to sleep and understand why sleep is good for me	Bedtime equipment: Pyjamas, Teddy, Hot water bottle, Dressing gown, Glass of milk, Night light, Story book Chitty Chitty Bang Bang DVD (or similar example) Jigsaw Jenie Lullaby CD Large clock Jigsaw Jerrie Cat Jigsaw Chime
Know how to be a good friend and enjoy healthy friendships	5. Keeping Clean	I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet	Cleaning equipment: jug of water, bowl, soap, flannel, towel Fruit/vegetables Dirt Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know how to keep calm and deal with difficult situations	6. Stranger Danger	I know what a stranger is and how to stay safe if a stranger approaches me	Book: ‘Not Everyone is Nice’ (Let’s Talk Book) by Ann Tedesco, or similar Book: ‘Never Talk to Strangers’, by Irma Joyce If possible, ask your local PCSO to come by and chat to the children about Stranger Danger. Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime

Year 1

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Have made a healthy choice	1. Being Healthy	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy	I feel good about myself when I make healthy choices	Jigsaw Chime, 'Calm Me' script, PowerPoint slides, Healthy Balance Sum sheet, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have eaten a healthy, balanced diet	2. Healthy Choices	I know how to make healthy lifestyle choices	I feel good about myself when I make healthy choices	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Jigsaw Son: 'Make a Good Decision', PowerPoint slides, Child picture template, Healthy Balance Sum sheet, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have been physically active	3. Clean and Healthy	I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly	I am special so I keep myself safe	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Bag of toiletry items, e.g. toothbrush, shampoo, soap, etc., Empty bathroom and kitchen cleaning products, Pictures of household products, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have tried to keep themselves and others safe	4. Medicine Safety	I understand that medicines can help me if I feel poorly and I know how to use them safely	I know some ways to help myself when I feel poorly	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Empty medicine packaging, Picture cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to be a good friend and enjoy healthy friendships	5. Road Safety	I know how to keep safe when crossing the road, and about people who can help me to stay safe	I can recognise when I feel frightened and know who to ask for help	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, PowerPoint slide: Learn to cross the road, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to keep calm and deal with difficult situations	6. Happy, Healthy Me Assessment Opportunity ★ Puzzle outcome: Keeping clean and healthy	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	I can recognise how being healthy helps me to feel happy	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Keeping Clean and Healthy timeline template, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.

Year 2

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Have made a healthy choice	1. Being Healthy	I know what I need to keep my body healthy	I am motivated to make healthy lifestyle choices	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'Make a Good Decision', Help Jigsaw Jo sheet, Jigsaw Jo, Music, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have eaten a healthy, balanced diet	2. Being Relaxed	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed	I can tell you when a feeling is weak and when a feeling is strong	Jigsaw Chime, 'Calm Me' script, PowerPoint slides, PowerPoint slides - printed copies, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have been physically active	3. Medicine Safety	I understand how medicines work in my body and how important it is to use them safely	I feel positive about caring for my body and keeping it healthy	Jigsaw Chime, 'Calm Me' script, Bag of empty medicine packets/bottles, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have tried to keep themselves and others safe	4. Healthy Eating	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy	I have a healthy relationship with food and know which foods I enjoy the most	Jigsaw Chime, 'Calm Me' script, Eat Well Plate - complete, Eat Well Plate - blank, Food cards, Pictures of composite foods, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to be a good friend and enjoy healthy friendships	5. Healthy Eating	I can make some healthy snacks and explain why they are good for my body	I can express how it feels to share healthy food with my friends	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, A range of healthy food choices/ snack ingredients, Basic cookery equipment, Recipe cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to keep calm and deal with difficult situations	6. Happy, Healthy Me! Puzzle outcome: Healthy recipes Assessment Opportunity ★	I can decide which foods to eat to give my body energy	I have a healthy relationship with food and I know which foods are most nutritious for my body	Jigsaw Chime, 'Calm Me' script, Happy Healthy Me Recipe templates, Optional: large pieces of paper for life-size child body outlines, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.

Year 3

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Have made a healthy choice	1. Being Fit and Healthy	I understand how exercise affects my body and know why my heart and lungs are such important organs	I can set myself a fitness challenge	Jigsaw Chime, 'Calm Me' script, PowerPoint slide 'My body in balance', PowerPoint 'Children need to be active for at least one hour a day', Fitness Challenge Template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have eaten a healthy, balanced diet	2. Being Fit and Healthy	I know that the amount of calories, fat and sugar I put into my body will affect my health	I know what it feels like to make a healthy choice	Jigsaw Chime< 'Calm Me' script, Jigsaw Song: 'Make A Good Decision', Range of food/drink (some with food labelling that show the amount of energy, fats and sugar). Try to include some healthy and less healthy choices depending on the amount of sugar and fat), 'How much sugar?' game, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have been physically active	3. What Do I Know About Drugs?	I can tell you my knowledge and attitude towards drugs	I can identify how I feel towards drugs	Jigsaw Chime, 'Calm Me' script, A4 white paper and pen for each child, Draw and Write instruction sheet, Feelings word template, Jigsaw Journal, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have tried to keep themselves and others safe	4. Being Safe Puzzle outcome: Keeping safe	Identify things, people and places that I need to keep safe from know some strategies for keeping myself safe, who to go to for help and how to call emergency services	I can express how being anxious or scared feels	Jigsaw Chime, 'Calm Me' script, A piece of foreboding music e.g. Theme from Jaws, My Jigsaw Journey, Jigsaw Journal, Jigsaw Jerrie Cat.
Know how to be a good friend and enjoy healthy friendships	5. Safe or Unsafe	I can identify when something feels safe or unsafe	I can take responsibility for keeping myself and others safe	Jigsaw Chime, 'Calm Me' script, PowerPoint of scared child, Short story templates, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to keep calm and deal with difficult situations	6. My Amazing Body Assessment Opportunity ★	I understand how complex my body is and how important it is to take care of it	I respect my body and appreciate what it does for me	Jigsaw Chime, 'Calm Me' script, PowerPoint slide: My amazing body, PowerPoint slides: Example infographic, Other infographic examples (teacher to source online), Paper/pens, (Optional: computers/tablets for children to design infographic), Jigsaw Journal, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Year 4

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Have made a healthy choice	1. My Friends and Me	I recognise how different friendship groups are formed, how I fit into them and the friends I value the most	I can identify the feelings I have about my friends and my different friendship groups	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Concentric circles template (Friendship chart), Jigsaw Journals, Teacher prepared 'Friendship chart' example, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have eaten a healthy, balanced diet	2. Group Dynamics	I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations	I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with	Jigsaw Chime, 'Calm Me' script, Scenario PowerPoint slide, Different roles: Scenario cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have been physically active	3. Smoking	I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke	I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Smoking Facts Picture Puzzle, Scenario cards: 'What happens next?', Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have tried to keep themselves and others safe	4. Alcohol	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol	I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others	Jigsaw Chime, 'Calm Me' script, Jigsaw song: Make a good decision, True/False quiz, PowerPoint slide: liver and liver facts, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to be a good friend and enjoy healthy friendships	5. Healthy Friendships Puzzle Outcome: Healthy Friendships	I can recognise when people are putting me under pressure and can explain ways to resist this when I want	I can identify feelings of anxiety and fear associated with peer pressure	Jigsaw Chime, 'Calm Me' script, Jigsaw song: 'Make a good decision', Aiden's story, Flip chart and chunky pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to keep calm and deal with difficult situations	6. Celebrating My Inner Strength and Assertiveness Assessment Opportunity ★	I know myself well enough to have a clear picture of what I believe is right and wrong	I can tap into my inner strength and know how to be assertive	Jigsaw Chime, 'Calm Me' script, Remote control PowerPoint slide, Scenario PowerPoint slide Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Year 5

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Have made a healthy choice	1. Smoking	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.	I can make an informed decision about whether or not I choose to smoke and know how to resist pressure	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Smoking quiz sheets and answers Image of the Tobacco Industry's Poster Child. (Teacher to source- can be easily found from the internet). Optional: Teacher sourced images from the media e.g. celebrities who smoke , Optional: Children's access to the internet, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have eaten a healthy, balanced diet	2. Alcohol	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart	I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure	Jigsaw Chime, 'Calm Me' script, Alcohol puzzle pieces, PowerPoint slide: Anti-social behaviour definition, Gregg and Lottie's story, Jigsaw Journal, My Jigsaw Journey, Jigsaw Jez, Jigsaw Jerrie Cat.
Have been physically active	3. Emergency Aid	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations	I know how to keep myself calm in emergencies	Jigsaw Chime, 'Calm Me' script, Recovery position PowerPoint, Optional: Teacher could source an appropriate video from the internet that shows the stage of the recovery position, Storyboard template, Emergency situation cards, Jigsaw Journal, My Jigsaw Journey, Jigsaw Jez, Jigsaw Jerrie Cat.
Have tried to keep themselves and others safe	4. Body Image	I understand how the media, social media and celebrity culture promotes certain body types	I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am	Jigsaw Chime, 'Calm Me' script, PowerPoint slide: Body image definition, Teacher to source 'Photo-shopped images of celebrities; before and after'. Easily obtained online. Ensure male and female pictures are included., Message game cards, Timer, Top Tips PowerPoint slide, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jez, Jigsaw Jerrie Cat.
Know how to be a good friend and enjoy healthy friendships	5. My Relationship with Food Puzzle Outcome : Healthy Body Image	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures	I respect and value my body	Jigsaw Chime, 'Calm Me' script, 'Food is...' sorting cards, Teacher to source a range of food adverts e.g. from online sources or from magazines, White card, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jez, Jigsaw Jerrie Cat.
Know how to keep calm and deal with difficult situations	6. Healthy Me Assessment Opportunity ★	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	I am motivated to keep myself healthy and happy	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Debate cards (if being used), Jigsaw Journals, My Jigsaw Journey, Certificate, Jigsaw Jez, Jigsaw Jerrie Cat.

Year 5 will also undertake an annual course in basic first aid

Year 6

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Have made a healthy choice	1. Taking responsibility for my health and well-being	I can take responsibility for my health and make choices that benefit my health and well-being	I am motivated to care for my physical and emotional health	Jigsaw Chime, 'Calm Me' script, Guess what I am? PowerPoint, Taking responsibility role play cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jez, Jigsaw Jerrie Cat.
Have eaten a healthy, balanced diet	2. Drugs	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart	I am motivated to find ways to be happy and cope with life's situations without using drugs	Jigsaw Chime, 'Calm Me' script, PowerPoint slide : Drug definition, PowerPoint slide : Drug categories, Drug groups sorting resource, Teacher resource sheet (Information only), My Jigsaw Journey, Jigsaw Journal, Jigsaw Jez, Jigsaw Jerrie Cat.
Have been physically active	3. Exploitation	I understand that some people can be exploited and made to do things that are against the law	I can suggest ways that someone who is being exploited can help themselves	Jigsaw Chime, 'Calm Me' script, Ava and Kiran's story, Pens of two different colours (ideally red and green) enough for each group, Advice PowerPoint slide, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jez, Jigsaw Jerrie Cat.
Have tried to keep themselves and others safe	4. Gangs	I know why some people join gangs and the risks this involves	I can suggest strategies someone could use to avoid being pressurised	Jigsaw Chime, 'Calm Me' script, Gang images PowerPoint, 'Gangs are...' game cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jez, Jigsaw Jerrie Cat.
Know how to be a good friend and enjoy healthy friendships	5. Emotional and Mental Health	I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness	I know how to help myself feel emotionally healthy and can recognise when I need help with this	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Emotional well PowerPoint slide, My emotional well template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jez, Jigsaw Jerrie Cat.
Know how to keep calm and deal with difficult situations	6. Managing Stress and Pressure Puzzle Outcome: Healthy Body, Healthy Mind Assessment Opportunity ★	I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.	I can use different strategies to manage stress and pressure	Jigsaw Chime, 'Calm Me' script, PowerPoint slides of adults under stress, Cube template (copied on to card), Glue, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jez, Jigsaw Jerrie Cat.

Sex Education

Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that *all* primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

Parents can withdraw their child from Sex Education but not from relationships, health education or from the science curriculum.

Parents are fully consulted in the organisation and delivery of our sex education curriculum

At Woodlands Academy of Learning we mainly follow the Jigsaw Scheme for Sex and Relationships, although part of the learning is taken from 'Help Me I'm Hairy' and through theatre for Y6.

Changing Me is taught weekly in every year group during the second half of the Summer term.

Woodlands has considered the age, maturity and development of our children and so some of the units in Jigsaw have been adapted and moved to different year groups. Some of the earlier content within the scheme is taught to older children.

The Changing Me unit of learning does not exclusively teach sex education, it also teaches and raises issue such as change and how to cope with change, such as transition into new classes; change in the family unit such as parents splitting up. Body image and self-image; how bodies are portrayed in the media. Exploring aspects of themselves such as; What can they do, what have they achieved, what are they proud of, what to do if someone is upsetting them. Stereotypes and family roles.

Puberty and the body changing is specifically taught in Y5. In Y6 children are taught about healthy relationships through a Theatre Group, changes in friendships, sexting and pregnancy.

The full overview of the sex education curriculum is in the appendix, detailing objectives and content for each year group and each lesson.

Difficult Questions

Primary-age children will often ask their teachers, or other adults, questions pertaining to sex or sexuality which go beyond what is set out within the curriculum. We do not want our children to turn to the internet to locate an answer that may be inaccurate or inappropriate.

If questions beyond the curriculum content are raised then the member of staff will consider the level of the child's maturity and personal context before answering. It may be more appropriate to undertake a one to one discussion with the child rather than a whole class conversation. If the member of staff is unsure about whether the question should be answered then they will discuss the issue with the pastoral team.

The Law

It is important that children know what the law says about sex, relationships and young people as well as broader safeguarding issues. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of

relationships. Pupils will be made aware of the relevant legal provisions when relevant topics are being taught and when age appropriate, including for example:

- Marriage
- Consent, including the age of consent
- Violence against women and girls
- Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes etc)
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism / radicalisation
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- Hate crime
- Female genital mutilation (FGM)

Delivery of the curriculum

The relationships, sex and health curriculum will be delivered mainly as part of our PSHE curriculum through the scheme Jigsaw.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

Relationship issues are addressed as they occur in school and given dedicated curriculum time. Such as social media / gaming conflict that occurs out of school and then comes into school. These may be addressed one to one, in groups or classes depending upon the need of the issue.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.

The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.

Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- One to one discussion
- Written assignments
- Group presentations
- Group tasks
- Projects

Working with external experts

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.

The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum.

The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.

Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.

The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Curriculum links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

Relationships, sex and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Design and Technology – pupils learn about a healthy diet and healthy eating.
- Religious Education - encompasses all elements of SMSC and enables children to study all of the main religions and their teachings. Children reflect on own values and beliefs.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals through weekly lessons

Staff training

All staff members at the school will undergo training on a termly basis to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.

Members of staff responsible for teaching the subjects will undergo further training on a regular basis, led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers will, however, alert the Designated Safeguarding Lead about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

Monitoring quality

The relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

The relationships, sex and health education subject leader will conduct subject assessments on a regular basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny
- Pupil interviews

The relationships, sex and health education subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.

The relationships, sex and health education subject leader will work regularly and consistently with the headteacher and PSHE link governor, e.g. through review meetings to evaluate the effectiveness of the subjects and implement any changes.

Monitoring and review

This policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

This policy was developed during Spring 2021, in consultation with staff, families and Governors.

The policy was reviewed in Spring 2025

This policy will be reviewed and updated in Spring 2026.

The governing board is responsible for approving this policy.



Appendix Contents

- Sex and Relationships Curriculum
- Science Curriculum Overview
- Design and Technology: Healthy Eating Curriculum
- Physical Education Curriculum
- Online Safety Curriculum

Changing Me Scheme of Learning

At Woodlands Academy of Learning we mainly follow the Jigsaw Scheme for Sex and Relationships, although part of the learning is taken from 'Help Me I'm Hairy' and through theatre for Y6. Please see below for the summary learning intentions for each year group.

Changing Me is taught weekly in every year group during the second half of the Summer term.

Nursery

- I can name parts of my body (Leg, arm, tongue etc)
- I can name parts of my body and show respect for myself
- I can tell you some things I can do and some food I can eat to be healthy (Food and physical activities, effects of exercise on the body)
- I understand that we all start as babies and grow into children and then adults
- I know that I grow and change (Plants grow from seeds and grow taller)
- I can talk about how I feel moving to School from Nursery (Emotions and worries)
- I can remember some fun things about Nursery this year
- Share pants are private by the NSPCC

Reception

- I can name parts of the body (Eye, eyebrow, forehead etc)
- I can tell you some things I can do and foods I can eat to be healthy (Healthy food, what do we do to keep healthy and happy, making fruit mobiles and fruit tasting)
- I understand that we all grow from babies to adults (Changes from a baby to age 4/5, visible features and abilities, ordering the stages in life – baby, teenager, elderly person, what will we be able to do when we are older eg drive a car)
- I can express how I feel about moving to Year 1 (Emotions and worries)
- I can talk about my worries and/or the things I am looking forward to about being in Year 1
- I can share my memories of the best bits of this year in Reception
- Share pants are private by the NSPCC

Year One

PSHE Learning Intention	Social and emotional development learning intention
I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK
○ Match pictures of baby animal to adult animal eg kitten to cat ○ Photographs of the children and teacher at different stages of their life ○ Life cycle of a frog (order pictures of each stage) ○ Life cycle of a butterfly (order pictures of each stage) ○ Life cycle of a human (order pictures of each stage)	
I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not
○ Share experience of babies, what can babies do? ○ What can you do now that you couldn't do when you were a baby ○ Reinforce that every living thing has a life cycle, from baby to adult	
I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates
○ We all grow at different rates, our bodies change as we grow eg personalities, body changes – toddling to running ○ Recognising adults from baby photographs	
I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina	I respect my body and understand which parts are private
○ What are the differences between male and female animals – eg appearance of a peacock or lion ○ Discuss how can we tell the differences between girls and boys. ○ Identify parts of the body (Introduce doctor terminology of the main body parts: penis, testicles, vagina, breasts, nipples) ○ Understand that parts of my body are private – pants are private NSPCC <i>Teacher Guidance - Don't use vocabulary of anus or vulva. Teachers need to remove the picture of the anus</i>	
I understand that every time I learn something new I change a little bit	I enjoy learning new things
○ Learning new things ○ Revisiting the stages of life (baby, crawling, toddling, talking, ride a bicycle)	
I can tell you about changes that have happened in my life	I know some ways to cope with changes
○ Dealing with change in our lives and the emotions that we have when change happens (changing classes or moving school) ○ Discussing strategies for dealing with change ○ Managing feelings ○ Sharing worries with a trusted adult	

Year Two

PSHE Learning Intention	Social and emotional development learning intention
I can recognise cycles of life in nature	I understand there are some changes that are outside of my control and can recognise how I feel about this
○ Revisit life cycles eg frogs, butterflies and humans ○ Don't worry about things we can't control eg changing of seasons	
I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me
○ Natural process of growing old (physical appearance, respect) ○ Ordering life cycle: Baby, teenager etc ○ How are bodies change as we become elderly (move slower, wiser and kinder) ○ Respecting the elderly	
I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent
○ How my body has changed since being a baby – main stages and responsibilities ○ What could I do when I was a baby, what can I do now, what can adults do (which age using different objects eg rattle, car keys, mobile phone) ○ The time it takes humans to grow up is longer than animals	
I can recognise the physical differences between girls and boys, use correct names for parts of the body (penis, testicles, vagina, breasts, nipples) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl
○ Recognise physical differences between girls and boys (Revisit doctor terminology of the main body parts: penis, testicles, vagina, breasts, nipples) ○ What do I like about being a boy or girl? ○ Are there differences between what a girl and a boy does? ○ Understand that parts of my body are private – pants are private NSPCC <i>Teacher Guidance - Don't use vocabulary of anus or vulva. Teachers need to remove the picture of the anus</i>	
I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help
○ Understanding there are different types of touch (shaking hands, pushing another person) ○ Understand what I like and don't like eg tickle, cuddle, hug, squeeze, push, acceptable, unacceptable, comfortable, uncomfortable ○ Good touch and bad touch ○ How do things feel eg texture, soft, teddy ○ What should you do if you experience a touch you do not like eg a pinch <i>Teacher Guidance – Be aware of safeguarding issues that may emerge</i>	
I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this.
○ Looking forward to Y3 ○ Dealing with changes and associated emotions	

Year Three

PSHE Learning Intention	Social and emotional development learning intention
To consider touch and to know that a person has the right to say what they like and dislike	I can express myself when touch is uncomfortable and seek help from a trusted adult
Help Me I'm Hairy Y3 Lesson 2 – Personal Space, building on touch from Y2 ○ Revisit learning from Y2 – what is touch ○ What do we like to touch, not like ○ What is personal space, what is a warning sign that a person feels uncomfortable? ○ Refer to NSPCC – Pants are private	
To explore different types of families	To understand what makes a family
Help Me I'm Hairy Y3 Lesson 3 – Family difference ○ What is a family? ○ Comparing family types ○ Who can I talk to?	
I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.	I can express how I feel when I see babies or baby animals
Jigsaw 3 Piece 1 (How Babies Grow) ○ Understanding the role of the female in animals ○ Recognise that it is usually the female who has the baby ○ What support does a baby need from an adult – role of the parent ○ What is it like to have a new baby in the family ○ Changes from a baby to an adult	
I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family
Jigsaw Piece 2 (Babies) ○ Growth of the baby in the womb ○ What does a baby gets its nutrients from ○ Uterus, womb, nutrients ○ What does a baby need to thrive when it is born – nutrients, love, warmth etc <i>Teacher Guidance – If a child asks how does the baby get inside the mother. Respond with the factual information – the baby grows from an egg inside the mother.</i>	
I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
Jigsaw 3 piece 5 - Stereotyping - What does stereotypical mean? - Tackling stereotypes of family roles	
Identify what I am looking forward to when I move to my next class	Start to think about changes I will make next year and know how to go about this
Jigsaw 3 piece 6 ○ Looking forward to Y4 ○ Reflecting on Y3 ○ Dealing with changes and associated emotions	

Year Four

PSHE Learning Intention	Social and emotional development learning intention
I understand that some of my personal characteristics have come from birth parents and this happens because I am made from joining of their egg and sperm	I appreciate that I am a truly unique human being
Jigsaw 4 Piece 1 - Personal characteristics and genes - We inherit our characteristics ie red hair, eye colour from our parents - What genes are and how we get some characteristics from our mother and others from our father - Refer to NSPCC – Pants are private <i>Teacher Guidance – be mindful of children not with their parents, those with same sex parents and children have not yet learnt about the sperm and egg (Y5)</i>	
I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me
Jigsaw 4 Piece 4 - Coping with changes in the family, ie new relationships, new family members - The process of change - Some changes are out of our control and we need to learn to cope with these	
I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
Jigsaw 4 Piece 5 - Express and control feelings that arise from change. - Identifying events in their lives that were out of their control - Identify emotions that these events created - How we cope with change that is out of our control	
I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about this
Jigsaw 4 Piece 6 - Looking forward to Year 5 - Reflecting on Year 4 - List changes that may occur next year - How can we make the change happen or cope with any changes	

Year Five

PSHE Learning Intention	Social and emotional development learning intention
I am aware of my own self-image and how my body fits into that	I know how to develop my own self esteem
Year 5 Piece 1 - Self-image – who am I? - Understanding of self-perception – what is negative and positive. Altering self-perception. - Body image and online expectations ie altered images through airbrushing - Celebrities presentation - Extreme diets - What is healthy	
I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
Year 4 Piece 2 - Correctly label the male and female parts for making a baby - Discuss the terminology for making a baby (sperm, egg, ova, penis, testicles, vagina, womb, fertilised, family) - Refer to NSPCC – Pants are private	
I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally I can describe how boys and girls bodies change during puberty	I understand that puberty is a natural process that happens to everybody and that it will be ok for me I can express how I feel about the changes that will happen to me during puberty
Plan for a whole afternoon: Puberty Lesson, children split into gender groups but learn about the changes for both genders. Could ask for support from pastoral team. Physical and emotional changes of puberty - Mix of two lessons: Year 4 Piece 3 / Year 5 Piece 2 Girls menstruation (share examples of sanitary products) Changes in hormones, how to cope with the changes and how they make us feel, managing emotions - Year 5 Piece 3 Boys changes for puberty - Encourage all children to ask anonymous questions, share worries, about puberty and sexual intercourse. (Closed box before a break)	
I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make next year and know how to go about this.
Year 5 Piece 6 Looking forward to Y6 and reflecting on Y5	

Year Six

PSHE Learning Intention	Social and emotional development learning intention
I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
Year 6 Piece 1 - Self image – who am I? - How does my body image fit into my self-image. - Impact of peer pressure and internet - What is attractive? - How do we measure ourselves?	
I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty.
Year 6 Piece 2 - Revisit changes in puberty (See Year 5) - Refer to NSPCC – Pants are private	
(Y5) I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby. (Y6) I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	(Y5) I appreciate how amazing it is that human bodies can reproduce in these ways (Y6) I can recognise how I feel when I reflect on the development and birth of a baby.
Year 5 Piece 4 and Year 6 Piece 3 - Conception, pregnancy and birth - IVF - Teenage pregnancy	
(Y5) I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) (Y6) I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend / boyfriend	(Y5) I am confident that I can cope with the changes that growing up will bring (Y6) I understand that respect for one another is essential in a boyfriend / girlfriend relationship and that I should not feel pressured into doing something I don't want to do.
Year 5 Piece 5 and Year 6 Piece 4 - Teenage responsibilities - Feeling pressured, age of consent, teenage pregnancy - Sexting	
I know what a safe and healthy relationship is	I understand that respect for one another is essential in a boyfriend / girlfriend relationship and

	that I should not feel pressured into doing something I don't want to do.
Theatre Company Loudmouth: My Mate Fancies You Explores ○ Going through puberty ○ How the bodies and emotions change ○ How feelings change towards friendships ○ Safe relationships ○ Social Media	
I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative body-talk
Year 6 Piece 5 ○ Ideal bodies in the media ○ Real body shape – who do you see on the high street? ○ Ideal self	
I can identify what I am looking forward to and what worries me about the transition to secondary school	I know how to prepare myself emotionally for the changes next year
Year 6 Piece 6 ○ Transition to secondary school ○ Looking forward to and worried about	

Healthy Eating Within The Design and Technology Curriculum

	Progression of skills and knowledge	Curriculum Map for Cooking and Nutrition
<u>N</u>	Begin to understand some of the tools, techniques and processes involved in food preparation	<u>Cooking and Nutrition – Our Bodies</u> Discuss different ways we move our bodies How can we make a ball move (throw, push, roll, kick etc) Talk about importance of physical activity to keep body healthy Introduce healthy/unhealthy – focus on importance of water Focus on differences between us (eyes, hair and skin colour) Celebrate these difference but stress how we are all the same inside (respect) Create “our body” lift the flap book – play I-spy Count body parts (how many fingers/toes) Order chn by height (who is tallest/shortest) Draw around one child and then fill using everyone’s handprints Sing ‘heads, shoulders knees and toes’ Make sandwiches with the children using a variety of bread types (wholemeal, white, grain) and a variety of healthy fillings, such as, cheese, ham or tuna. Cut the sandwiches using Gingerbread men cutters to make a sandwich family for your group.
<u>R</u>	Begin to understand some of the tools, techniques and processes involved in food preparation (Eg. taking turns to stir the mixture for a cake then observing it rise while cooking) Practise basic skills linked to food preparation • Stirring • Mixing • Pouring • Rolling • Cutting	<u>Cooking and Nutrition - Bag a Breakfast</u> Boris the Belly Beast CD Group discussion – healthy/unhealthy choices Choosing breakfast for Boris Create your own belly beast Opportunities to lay the table for a breakfast with different utensils, bowl sizes providing discussion less/more/fewer etc Discuss and explore breakfasts around the world Make and try porridge with additional fruit (possibility for Helen to come in and run the Bag a Breakfast workshop with parents)

<u>Y1</u>	• Describe food in terms of colour, shape and taste • Use basic food handling hygienic practice (wash hands, clean work surfaces) • Mix and prepare simple cooked and uncooked foods • Use simple tools safely (knives with support) • Understand that at least 5 portions of fruit and vegetables should be eaten daily • Begin to understand healthy and unhealthy foods • understand that food comes from plants and animals	<u>Cooking and Nutrition – Living and Non Living Things</u> The topic will cover the following areas: Awareness that food and water are essential to life Living and non-living things Know that food comes from plants or animals Food can be purchased or grown at home “Grandad the Greengrocer” Using the senses to describe fresh fruit and vegetables Plant and nurture seeds to grow an indoor harvest. Find out what a germ is and what it looks like Follow a recipe to create Bagel Faces / create own pizza Café role play <i>(There is also an opportunity for a farm visit or a farmer to come into school: Lesson 3)</i> Identify common farm animals and the foods derived from them Consider what animals need to stay happy and healthy Plant an indoor vegetable garden Define and identify some common ‘composite dishes’. Explore where composite dishes are made - at home, in cafés and restaurants, and in factories. Watch a video “Inside a frozen pizza factory” and discuss food hygiene plus the pros and cons of food from factories. Name the different types of market / shop where food is purchased. Identify what type of foods can be bought from a range of different types of market / shops
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<u>Y2</u>	• Describe the properties of food ingredients: taste, smell, texture and consistency • Understand that food is farmed, grown or caught. • Use the right tools to measure, peel, grate and chop • Read a simple scale to measure and weigh out ingredients.	<u>Cooking and Nutrition – Where does our food come from?</u> The topic will cover the following areas: Explore where food comes from Distinguish between animal and plant sources of food Identify breakfast food which comes from plants Understand that fruits and vegetables grow in different ways Identify parts of a plant used for food Investigate potatoes: what the plant looks like, annual planting and harvesting cycle Plant/grow potatoes – seed diary Understand milk production Identify snacks made from milk Investigate safe storage of food (bread) Discuss how food is sourced, prepared, cooked and served in a school kitchen. Explore a working kitchen and how food is processed and served safely and hygienically Learn about the journey of a potato from the field to shops/markets. Explore which part of a supermarket they might find different potato products, and how they need to be stored at home. Create and draw a meal using potatoes, list the other ingredients. Make a potato salad
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<u>Y3</u>	• Prepare and store food safely and hygienically and describe what this means • Use tools to slice, spread, mix, bake and knead • follow simple recipe instructions • Weigh and measure ingredients with accuracy • Identify the sections of the Eat-Well guide and the role each plays in the daily diet. • Name foods from each section of the Eat-Well guide • Understand that different foods are produced in regions worldwide	<u>Cooking and Nutrition – UK food production</u> The topic will cover the following areas: Discuss basic steps in the food chain Research local food production Understand that different food crops are grown in the UK and are ready to eat at different times of the year Consider the benefits of eating seasonal foods Learn about cereal crops which are grown in the UK, and find out where the main wheat-growing areas of the UK are Understand the importance of cereals in our diet (Eatwell Plate) Understand that poultry birds are reared for food (meat and eggs), and the chicken processing chain Recognise that poultry meat and eggs can be healthy choices as part of a balanced diet. Explore animal welfare issues in relation to chicken farming, and have an awareness of Freedom Food standards. Develop an awareness of cultural, religious and personal beliefs and health factors in relation to food choices Discuss bread production – look at conditions needed to grow wheat Understand microbes – how they grow/multiply Investigate food spoilage Explore traditional British dishes and design a menu Prepare and use ingredients, read recipe to make fruit crumble
<u>Y4</u>	• Select ingredients for a food product • Describe food product and relate this to the intended purpose of the food • Know that cooking, chilling or freezing changes the nature of raw ingredients • Understand that food is processed into different ingredients e.g. Milk into butter. • Recognise the Eat-Well plate and why sections differ in size • Show awareness of different dietary requirements (health, faith, culture) • Understand that different foods are produced in different areas of the UK.	<u>Cooking and Nutrition – The world in my shopping bag</u> The topic will cover the following areas: Explore where our food comes from across the world. Understand that food can travel long distances for us to eat it, and locate the origins of our food on a world map. Consider why we import some of the food we eat, and possible advantages/disadvantages. Consider problems caused by climate experienced by farmers globally Recognise that the two largest sections of the Plate of Health are plant foods. Develop a basic understanding of why some foods are imported Develop an awareness of banana-growing regions of the world, climate conditions and transportation. Basic awareness of the science behind the ripening process, learn how producers ripen bananas through carrying out an experiment, and understand why this is important to reduce food waste Recognise where animal foods are found on the Plate of Health/where in the world animals are reared for food Develop an understanding of why foods decay and how foods are preserved/preservation methods. Research traditional preserved foods from around the globe Understand that food (eg bread) differs around the world due to diet, available ingredients, traditions and customs. Learn about, locate the geographical origins of, and taste a range of different breads from around the world. Develop basic food preparation & hygiene skills by making tortillas Learn about food shopping in a developing country and compare it with what happens in the UK – now and in the past. Reflect on the impact of food shopping and food preparation on lifestyle.

<u>Y5</u>	• Apply the rules for safe practice when using utensils and equipment (eg. hazards relating to hot ovens) • Work in a safe, methodical and hygienic manner • Weigh and measure dry ingredients and liquids with accuracy • Select the appropriate tools to follow a given recipe to make a savoury dish. • Understand that some foods may not be eaten raw as it is unsafe • Know that cooking alters the flavour and texture of foods • Understand that some foods are seasonal and can give some examples.	<u>Cooking and Nutrition – One Planet Food</u> The topic will cover the following areas: Understand that food production has an environmental impact, and that food choices can increase or reduce the environmental impact. Explore where our food comes from across the world. Understand the meaning of “food miles” and the relationship with carbon dioxide emissions. Develop an awareness of ways to reduce food miles / CO2. Taste some UK-grown produce and make observations. Compare UK-grown and imported produce in terms of food miles and cost Explore key requirements for growing seasonal crops (salad vegetables) and eco-friendly ways of growing them out of season. Appreciate that fish is a healthy choice within a balanced diet. Develop an awareness of the impact of over-fishing on popular species of fish, other marine life and the environment. Consider options to prevent the extinction of a species Research the issue of food waste in the UK. Recognise the problems associated with food waste, and ways of reducing food waste. Develop a radio advert aimed at educating the public on a food waste issue Explore restaurant menus and understand what appears on them. Knowledge of environmental and health issues to create and develop ideas for restaurants. Understand the impact of waste on the environment. Investigate ways of reducing, re-using and recycling food packaging. Learn about/Recap on the issues around food waste. Consider ways of using leftover foods – make and try Bubble & Squeak. Think about food safety and hygiene when using leftover foods
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Y6

- Use proportions and ratio to produce recipes of a food product, scaling up and down for different quantities.
- Create and refine recipes, including ingredients, methods, cooking times and temperatures
- Research and compare different products (Fairtrade)
- Understand what different effects food types have on the body. (e.g. The impact of eating too much sugar)
- Create a meals for a specific need (an athlete, a diabetic)
- Select ingredients to meet an identified need (dairy free, gluten free, vegetarian)
- Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms)
- Ensure that food produced is well presented and packaged using other DT skills
- Persuade others to take an interest in a product by using persuasive writing skills that describe the qualities of the product.

Cooking and Nutrition – Global Food Crisis

The topic will cover the following areas:

Develop an awareness of the Global Food Crisis, including the main contributory factors and actions we can take to make a difference.

Reflect on World War 2 “Dig for Victory” campaign.

Consider the benefits of growing your own food and community growing projects.

Explore the meaning of and compare developing and developed countries.

Have a knowledge of common foods imported from developing countries.

Learn about Fairtrade and how it can benefit farmers in developing countries

Understand what intensive farming and sustainable farming means.

Develop an awareness of animals’ welfare needs, and the choices and barriers which consumers face

Develop a school fruit and vegetable growing project proposal.

Learn how to make bread by following a recipe. Develop an awareness of beneficial micro-organisms and their role in food preparation. Make a bread diary to record different types of bread that are eaten.

Understand that bread is a starchy food and plays an important role in our diet

Hold a Fairtrade Fiesta (Summer Sizzler) – selling fairtrade produce. Scale recipe and cooking times up to account for larger numbers.

Discuss the effect of personal food and drink choice on health both in the short and long term (sugar, fats, salt)

Explore current knowledge of healthy eating messages

Develop an awareness of the influence of advertising.

Consider who has responsibility for our health and the health of the UK population

Explore the concept of corporate social responsibility (CSR) in the context of a restaurant chain.

Explore factors influencing food choice when shopping for food (include food choices for specific diet or food intolerance/allergy)

Develop an awareness of supermarket tactics (advertising, store layout, “special offers” etc). Use maths skills to calculate best value for money

Science Curriculum Map

Blue = Chemistry, Green = Physics, Red = Biology Green shaded = Forest School Yellow highlight – links to linked learning in other subjects

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Science is taught in the message of the day – through the World around us.	Seasons is taught throughout each topic – linked to daily calendar and using the five senses <u>Humans</u> Ourselves – all about me Parts of body Link to healthy eating Explore how to look after their own health and hygiene Use of senses – likes/dislikes (feely bags, smelling pots, listening pots) Family history – Who is in my family? How babies change over time	Seasons is taught throughout each topic – linked to daily calendar and using the five senses <u>Animals</u> Key text - Dear Zoo Also use of Owl babies, Rosie's Walk and Harriet the hedgehog Hibernation – hedgehog and migration. Owls, bats, field mice Understand the key features of the life cycle of a plant and an animal. Respect and care for the natural environment and all living things.	Seasons is taught throughout each topic – linked to daily calendar and using the five senses <u>Sound (senses)</u> People who help us Cultural capital – the Big bird watch. Listening to birds using environmental sounds. Making bird feeders Sounds we hear around us – sirens. Dentist – teeth Opticians – eyesight	Seasons is taught throughout each topic – linked to daily calendar and using the five senses <u>Plants</u> Water in our World Plant seeds and care for growing plants Understand the key features of the life cycle of a plant Where does water come from? Link to oceans and conservation.	Seasons is taught throughout each topic – linked to daily calendar and using the five senses <u>Animals</u> Marvellous Mini beasts Key text – The very hungry caterpillar Life cycle of animals including butterflies. Observe living things in their habitats – slugs, snails, butterflies and how they change over time. Make a bug hotel Begin to understand the need to respect and care for the natural environment and all living things.	Seasons is taught throughout each topic – linked to daily calendar and using the five senses <u>Materials</u> Traditional Tales Key text – Goldilocks and the three bears Weave materials to make picnic blanket Use all their senses in hands-on exploration of natural materials. Explore materials with similar and/or different properties. Design and make a chair for Goldilocks using suitable materials. Different textures – making porridge Talk about the differences between

						materials and changes they notice.
Nursery intentional vocabulary (BUMP words)	Observe, sort Senses – taste, sound, touch, smell, sight Family Grow, change	Observe, classify Living things, hibernation, nocturnal	Observe, compare Sound, noise, loud, quiet	Observe, classify, compare. Living, dead, natural, plant, animal, seed	Observe, classify. Life cycle, grow, change	Observe, classify, sort Solid, liquid, bendy, hard, soft
Reception Science is taught in the message of the day – through the World around us.	Seasons is taught throughout each topic – linked to daily calendar including weather and using the five senses Forces Toy Story Explore sinking and floating Test how toy cars move down ramps and gutters Test how wheels turn when sand or water is poured through Explore how toys move in the wind	Seasons is taught throughout each topic – linked to daily calendar including weather and using the five senses Animals Key text – Shark in the park Link to animals in different environments/habitats – ocean, polar region, jungle and desert. Learn how animals from different habitats are cared for David Attenborough – blue Planet Make comparisons with local area – Short Heath???	Seasons is taught throughout each topic – linked to daily calendar including weather and using the five senses <u>Dinosaurs/fossils</u> Key text – If I had a dinosaur Link to Stone Age Mary Anning & David Attenborough (fossils and environment) Palaeontologists	Seasons is taught throughout each topic – linked to daily calendar including weather and using the five senses <u>Plants</u> <u>Living things and their habitats</u> Key text – A forest by Marc Martin Plants grow from a seed Observe and describe Identify four parts of a plant Explore plants and trees in local environment. Deforestation	Seasons is taught throughout each topic – linked to daily calendar including weather and using the five senses <u>Materials</u> Key text – the Gingerbread man Changing state of materials Observe how cake mixture/bread dough changes as it is cooked. Bake bread in different tins or for different times to compare the outcome.	Seasons is taught throughout each topic – linked to daily calendar including weather and using the five senses <u>Humans</u> Relationships linked to SRE healthy eating Keeping healthy – exercise and sleeping Personal hygiene Healthy eating Name and describe people who are familiar to them. Families

Reception intentional vocabulary (BUMP words)	Explore, observe, Force, Float, sink Fast, slow	Classify, sort Ocean, desert, jungle, polar region Camouflage, environment,	Observe Change over time. Fossils, decay, environment	Classification Plant, tree, environment Roots, stem, leaves, flower	Compare, observe Solid, liquid, gas Change, frozen, melt, waterproof	Classify, sort Healthy, hygiene Baby, toddler, child, adult, old person
Year 1 Seasons Weather	Seasonal changes Autumn seasonal walk – identify the season -Use senses to look for signs in Autumn (1 session) FOREST SCHOOL Everyday materials Identify common materials Identify what materials are made from Physical properties of materials	Seasonal changes Winter seasonal walk – identify the season -Use senses to look for signs in Winter (1 session) Humans Name and label parts of the human body Explore the senses Link to Jigsaw	Spring 1 and half of spring 2 Seasonal changes Spring seasonal walk – identify the season -Use senses to look for signs in Spring (1 session) Animals (9 lessons) Name common animals Understand mammals and birds Understand carnivores, herbivories and omnivores (teeth link)	End of Spring 2 and Summer 1 Plants (9 lessons) Identify and name plants and trees, including deciduous and evergreen Identify and describe the basic structure of a variety of common flowering plants, including trees. Understand what alive means Plant seeds and investigate	Seasonal changes Summer seasonal walk – identify the season -Use senses to look for signs in Summer (1 session) Observe and describe weather associated with the seasons and how day length varies. Length of the day Power of the sun FOREST SCHOOL	
Year 2	Plants Parts of a plant and their functions Conditions needed for a plant to grow Foods and plants Life Cycle of a sunflower FOREST SCHOOL	Uses of Everyday Materials Identify and compare suitability of a variety everyday materials Explore shape changing Research C Macintosh, J Dunlop, J Macadam (developed new materials) Recycling	Animals, including humans Growing, healthy eating and hygiene Basic needs of animals for survival Five food groups – food pyramid Impact of exercise Hygiene	Living thing & their habitats (nocturnal) Understand living, dead and never alive Identify habitats and how they are suited to needs Explore microhabitats, habitats and their animals Simple 3 step food chains - consumer	Animals – how they grow and change Animals have offspring that grow Link to Jigsaw	Plants – What is a seed? Germination, growth and survival Investigate growing seeds and conditions it needs to grow well FOREST SCHOOL

	Explain how unsupported objects fall towards the Earth Introduce gravity Recognise the effects of air resistance, water resistance and friction that act between moving surfaces. Explore levers, pulleys and gears.	Movement of the Earth, planets and the moon, relative to the sun and each other Explore night and day Gravity, I Newton, Galloway Time Zones Effects of friction, air resistance and water resistance, Levers, pulleys and gears in DT	Compare and group based on properties, link to everyday uses Understand reversible and irreversible changes Explore solutions, Separating and filtering Formation of new materials FOREST SCHOOL	Differences in life cycles of an amphibian, insect, bird, plants Metamorphosis Naturalist D Attenborough – link to habitats and persuasion, rainforests FOREST SCHOOL	Seven life processes, stages of human development Reproduction in humans, fertilisation, growth of the foetus Gestation periods	emotional impact, body image
Year 6	Light Travels in straight lines link to how we see and the operation and components of the eye Refraction The colour spectrum	Electricity Know and draw the components of a circuit Understand voltage	Living things & their habitats Classification of plants and animals, common characteristics using Carl Linnaeus system. Venn, Carroll diagrams Classification of micro-organisms – mould, virus, bacteria	Animals, including humans Circulatory system, heart, blood, diet, exercise, drugs, lifestyle Link to Jigsaw	Human physiology evolution and inheritance Fossils, link to Mary Anning – evidence of evolution, change over Darwin and Wallace Animals adapt to environment	Transition – FOREST SCHOOL skills- Team building. Problem solving

Physical Education Curriculum Map

Physical Education Curriculum Overview Nursery						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Travelling in different ways	Running, Jumping and Balancing	Finding Space, Hopping and Skipping	Throwing and catching	Throwing To Targets, Rolling and Dribbling	Kicking and Striking
22-36 Months 30-50 Months 40-60 Months	<u>Physical Development : Moving & Handling</u> • Runs safely on whole foot. • Can kick an object (e.g. a large ball). • Can catch an object (e.g. a large ball). • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Runs skillfully and negotiates space	<u>Physical Development : Moving & Handling</u> • Runs safely on whole foot. • Can stand momentarily on one foot when shown. • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Runs skillfully and negotiates space successfully, adjusting	<u>Physical Development : Moving & Handling</u> • Runs safely on whole foot. • Can catch an object (e.g. a large ball). • Can stand momentarily on one foot when shown. • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet.	<u>Physical Development : Moving & Handling</u> • Can catch an object (e.g. a large ball). • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. -Shows a preference for a dominant hand. <u>Physical Development : Health& Self-care</u> • Understands that equipment and tools have to be used safely. • Observes the effects of activity on their bodies. • Shows understanding of how to transport and store equipment safely.	<u>Physical Development : Moving & Handling</u> • Can kick an object (e.g. a large ball). • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. -Shows a preference for a dominant hand. <u>Physical Development : Health& Self-care</u> • Understands that equipment and tools have to be used safely. • Observes the effects of activity on their bodies.	<u>Physical Development : Moving & Handling</u> • Can kick an object (e.g. a large ball). • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. -Shows a preference for a dominant hand <u>Physical Development : Health& Self-care</u> • Understands that equipment and tools have to be used safely. • Observes the effects of activity on their bodies.

	successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. -Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. <u>Physical Development :</u> <u>Health& Self-care</u> • Understands that equipment and tools have to be used safely.	speed or direction to avoid obstacles. -Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. <u>Physical Development :</u> <u>Health& Self-care</u> • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely.	• Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. -Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. <u>Physical Development :</u> <u>Health& Self-care</u> • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely.		• Shows understanding of how to transport and store equipment safely.	• Shows understanding of how to transport and store equipment safely.
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Physical Education Curriculum Overview Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and Myself	Movement Development	Ball Skills	Dance	Working with others (Team Games)	Throwing and catching
30-50 months 40-60 months ELG Phonics PE Exceeding	<u>Physical Development : Moving & Handling</u> - Experiments with different ways of moving. - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. - Children show good control and co-ordination in large and small movements. - They move confidently in a range of ways, safely negotiating space. <u>Physical Development : Health& Self-care</u> - Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is	<u>Physical Development : Moving & Handling</u> - Experiments with different ways of moving. - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. - Travels with confidence and skill around, under, over and through balancing and climbing equipment. - Jumps off an object and lands appropriately. - Children show good control and co-ordination in large and small movements. - They move confidently in a range of ways, safely negotiating space. <u>Physical Development : Health& Self-care</u>	<u>Physical Development : Moving & Handling</u> - Experiments with different ways of moving. - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. - Can catch a large ball. - Children show good control and co-ordination in large and small movements. - They move confidently in a range of ways, safely negotiating space. - Shows increasing control over an object in pushing,	<u>Physical Development : Moving & Handling</u> - Experiments with different ways of moving. - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. - Children show good control and co-ordination in large and small movements. - They move confidently in a range of ways, safely negotiating space. - Children can hop confidently and skip in time to music. <u>Physical Development : Health& Self-care</u> - Observes the effects of activity on their bodies.	<u>Physical Development : Moving & Handling</u> - Experiments with different ways of moving. - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. - Children show good control and co-ordination in large and small movements. - They move confidently in a range of ways, safely negotiating space. - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. - Handles tools, objects, construction and malleable materials safely and with increasing control. <u>Physical Development : Health& Self-care</u> - Shows a preference for a dominant hand.	<u>Physical Development : Moving & Handling</u> - Experiments with different ways of moving. - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. - Can catch a large ball. - Children show good control and co-ordination in large and small movements. - They move confidently in a range of ways, safely negotiating space. - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. - Handles tools, objects, construction and malleable materials safely and with increasing control. - Shows a preference for a dominant hand.

fastened at the bottom. - Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. - Observes the effects of activity on their bodies. <u>PSED—Managing feelings & Behaviour</u> - Aware of the boundaries set, and of behavioural expectations in the setting. <u>PSED—Making Relationships</u> - Explains own knowledge and understanding, and asks appropriate questions of others. <u>PSED—Self-confidence & Self-awareness</u> - Can describe self in positive terms and talk about abilities. <u>Reading</u> - Links sounds to letter.	- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. - Observes the effects of activity on their bodies. <u>PSED—Self-confidence & Self-awareness</u> - Can describe self in positive terms and talk about abilities. <u>Communication & Language: Speaking</u> - Uses language to imagine and recreate roles and experiences in play situations. <u>Communication & Language: Understanding</u> - Children follow instructions involving several ideas or actions.	patting, throwing, catching or kicking it. - Handles tools, objects, construction and malleable materials safely and with increasing control. <u>Physical Development :</u> <u>Health& Self-care</u> - Understands that equipment and tools have to be used safely. - Observes the effects of activity on their bodies. <u>PSED—Making Relationships</u> - Explains own knowledge and understanding, and asks appropriate questions of others. - Children play co-operatively, taking turns with others. - Children play group games with rules.	<u>PSED—Making Relationships</u> - Explains own knowledge and understanding, and asks appropriate questions of others. - Children play co-operatively, taking turns with others. - Children play group games with rules.	- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. <u>PSED—Managing feelings & Behaviour</u> - Aware of the boundaries set, and of behavioural expectations in the setting. <u>PSED—Making Relationships</u> - Explains own knowledge and understanding, and asks appropriate questions of others. - Children play co-operatively, taking turns with others. - Children play group games with rules. <u>Reading</u> - Links sounds to letter. <u>Communication & Language: Understanding</u> - Children follow instructions involving several ideas or actions	<u>Physical Development :</u> <u>Health& Self-care</u> - Understands that equipment and tools have to be used safely. <u>PSED—Making Relationships</u> - Explains own knowledge and understanding, and asks appropriate questions of others. - Children play co-operatively, taking turns with others. - Children play group games with rules. <u>Communication & Language: Understanding</u> - Children follow instructions involving several ideas or actions
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Physical Education Curriculum Overview

Year 1

	Agility and Balance	Coordination	Competition and Teamwork	Personal Development in PE
Autumn 1 - Handball	Move fluently, changing direction and speed easily and avoiding collisions Can move to defend the goal	Send a ball/equipment towards a target Show control of the ball with basic actions Can shoot at a target Can shoot successfully at a goal Recognise space in their games and use it to their advantage	Can describe what they have done or seen others doing Plan where to stand to make it difficult for an opponent	Understand how to score in games Have simple plans that they know they can make work Identify what skills they need to practice Use skills individually and in combination to suit the game Understand how to play in a safe way
Autumn 2 - Tennis	Explore different ways to use and move with a ball Understand the concept of moving to get in line with a ball to receive it	Send/Pass a ball Show basic control and accuracy when striking a ball Successfully receive (catch/stop) a ball	Engage in cooperative physical activities Change the way they use skills in response to their opponents actions	Use the correct skills to meet the challenges Describe what it feels like to breath quickly during exercise Apply skills and tactics in simple games
Spring 1 - Gymnastics	Develop agility, balance and coordination Develop fundamental movement skills, becoming increasingly confident and competent Combine different ways of travelling	Perform basic gymnastic actions, including travelling, rolling, jumping and stay still Explore and link a range of movements and/or shapes Create linked movement phrases with beginnings, middles and ends Perform movement phrases using a range of different body actions and body parts		

Spring 2 - Dance	Move confidently and safely in their own and general space, using changes of speed, level and direction Move fluently, changing direction and speed	Combine different ways of travelling Perform movement phrases using a range of different body actions and body parts Perform dances using simple movement patterns Compose and link movement phrases to make simple dances with clear beginnings, middles and ends Create linked movement phrases with beginnings, middles and ends Perform movement phrases and short dances with control and accuracy	Describe what they have done or seen others doing Work individually and with others	Respond imaginatively to a range of stimuli Describe what it feels like to breath quickly during exercise Understand why being active and playing games is good for you
Summer 1 - Athletics	Show control, coordination and consistency when running Explore and practice a variety of movements Show understanding of correct running technique	Begin to apply basic movements in a range of activities and in combination Begin to explore different running, jumping and throwing techniques Develop coordination and balance in a range of activities Develop jumping technique Show control, coordination and consistency when jumping To be able to jump in a variety of ways Develop a correct underarm throw technique Develop the overarm throw technique Throw towards a target showing increased control Throw a bean bag accurately towards a target	Experience competitive throwing Show good teamwork and sportsmanship	Evaluate successful and unsuccessful techniques Apply skills and techniques from the Athletics topic to a variety of activities

Summer 2 - Rounders	Develop agility, balance and coordination Move fluently, changing direction and speed Understand the concept of moving to get in line with a ball to receive it	Show control of a ball with basic actions Show basic control and accuracy when striking a ball	Describe what they have done or seen others doing	Understand and follow simple rules for games Use skills in different ways when playing games Understand why being active and playing games is good for you Describe what it feels like to breath quickly during exercise Apply skills and tactics in simple games
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Physical Education Curriculum Overview

Year 2

	Agility and Balance	Coordination	Competition and Teamwork	Personal Development in PE
Autumn 1 - Netball		Perform a range of actions with control of the ball Perform a variety of actions with the ball keeping it under control Throw the ball in different ways e.g. low, high, fast, slow Throw the ball with control Catch the ball with control	Show good awareness of others when playing games React to situations in ways that make it difficult for opponents Choose and use simple tactics to suit different situations Can apply skills and tactics to small sided games	Begin to understand the importance of preparing safely and carefully for exercise - warming up Copy actions and ideas and use the information to improve their skills Watch and describe performances accurately Recognise what is successful
Autumn 2 - Tennis	Use and move with a tennis racket with control	Perform a variety of skills keeping the ball under control Perform a range of catching and gathering skills with control Send/Pass a ball with increasing accuracy and consistency	Engage in competitive physical activities (both against self and against others) Choose and use simple tactics to suit different situations Show good awareness of others when playing games Engage in cooperative physical activities	Watch and describe a performance accurately Begin to understand the importance of preparing safely and carefully for exercise - warming up Use actions and ideas they have seen to improve their own skills Understand and follow the rules of games

Spring 1 - Gymnastics	Combine ways of travelling, balancing and stillness using both the floor and apparatus Develop fundamental movement skills, becoming increasingly confident and competent Show control when moving Develop agility, balance and coordination Remember and repeat a range of gymnastics actions with control and precision	Perform a range of actions with control and coordination Develop coordination Form simple sequences of different actions, using the floor and a variety of apparatus		
Spring 2 - Dance	Perform dances using simple movement patterns Develop agility, balance and coordination Show control when moving	Perform a range of actions with control and coordination Explore, remember, repeat and link a range of actions with coordination and control Perform dance phrases and short dances using rhythmic and dynamic qualities to express moods, ideas and feelings Remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness Explore, remember, repeat and link a range of actions with an awareness of the expressive qualities of dance	Work individually and with others	Watch and describe a performance accurately Compose and perform short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas Begin to understand the importance of preparing safely and carefully for exercise - warming up Describe dance phrases and expressive qualities Recognise what is successful
Summer 1 - Athletics	Begin to apply basic movements in a range of activities Explore and practice a variety of movements Show understanding of correct running technique Begin to evaluate own performance Understand the difference between sprinting and running over longer distances Develop the distance running technique	Explore different running, jumping and throwing technique. Develop coordination and balance in a range of activities Show control, coordination and consistency when running Develop jumping technique Show control, coordination and consistency when jumping Develop correct Underarm Throw technique Develop correct Pull Throw technique	Work well as part of a team Show good teamwork and sportsmanship	Evaluate and improve performance Apply skills and techniques from the Athletics topic to a variety of activities

Summer 2 - Cricket		Perform a range of catching and gathering skills with control Perform a range of actions with control of the ball Catch with increasing control and accuracy Hit a ball with increasing control and accuracy	Show good awareness of others when playing games React to situations in ways that make it difficult for opponents Apply skills and tactics in small sided games Choose and use simple tactics to suit different situations	Begin to understand the importance of preparing safely and carefully for exercise - warming up Understand and follow the rules of games Choose the correct skills to meet a challenge Recognise what is successful
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Physical Education Curriculum Overview

Year 3

	Agility and Balance	Coordination	Competition and Teamwork	Personal Development in PE
Autumn 1 - Football	Move with a ball keeping it under close control	Develop control Perform the basic skills needed for the games with control and accuracy Pass/Send a ball with increasing accuracy Pass/Send a ball at different speeds - fast and slow Shoot and score with increased success Find and use space in game situations	Move to support teammates when not in possession of the ball Employ simple tactics in game situations	Describe how their bodies feel when exercising Identify what they need to practice to improve their performance Recognise and explain good performances
Autumn 2 - Tennis	Perform the basic skills needed for the games with control and accuracy Keep the rally going using a range shots	Develop control Intercept and stop the ball consistently	Take up space/positions that make it difficult for opponents Compete with others	Apply and develop a broader range of skills Understand the link between heart rate and breathing when exercising Recognise what they do well and what they find difficult Keep and follow the rules of games

Spring 1 - Gymnastics	Perform a range of actions and agilities with consistency, fluency and clarity of movement Develop flexibility, strength, technique, control and balance Perform skills more accurately and consistently Develop balance	Learn how to use skills in different ways and link them to make actions and sequences of movement Show control, accuracy and fluency of movement when performing actions on their own Link skills to make actions and sequences of movement Combine actions to make sequences with changes of speed, level and direction, and clarity of shape Create, perform and repeat sequences that include changes of dynamics e.g. changes of level, speed or direction		Describe how their bodies feel when exercising Describe and evaluate the effectiveness and quality of a performance
Spring 2 - Dance	Show control, accuracy and fluency of movement when performing actions on their own. Communicate what they want through their dances and perform with fluency and control, showing sensitivity to accompaniment and to others	Perform more complex dance phrases and dances that communicate character and narrative Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer Develop and vary dance phrases using canon, unison, repetition, and changes of direction, level, speed and pathway	Work well as part of a team Combine actions and maintain the quality of performance when performing at the same time as a partner Show control, accuracy and fluency of movement when performing actions with a partner Collaborate with others	Explore and create narratives in response to a range of stimuli Understand the link between heart rate and breathing when exercising Describe and evaluate the effectiveness and quality of a performance Describe, interpret and evaluate their own dance, taking account of character and narrative
Summer 1 - Athletics	Develop technique	Show control, coordination and consistency when running Show control, coordination and consistency when throwing Show control, coordination and consistency when jumping		Apply and develop a broader range of skills Use skills in different ways Describe how their bodies feel when exercising Understand the link between heart rate and breathing when exercising Recognise what they do well and what they find difficult

Summer 2 - Rounders	Perform the basic skills needed for the games with control and accuracy	Intercept and stop the ball consistently Throw a ball increasing distances Catch a ball with increasing consistency Hit a ball with increasing control from a tee Hit a ball with the correct technique	Employ simple tactics in game situations Work well as part of a fielding team to make it harder for the batter Choose fielding skills which make it difficult for opponent	Identify what they need to practice to improve their performance Devise suitable warm-up activities for the upcoming activities Understand the link between heart rate and breathing when exercising Describe how their bodies feel when exercising
Physical Education Curriculum Overview Year 4				
	Agility and Balance	Coordination	Competition and Teamwork	Personal Development in PE
Autumn 1 - Football	Move with a ball keeping it under control whilst changing direction Develop technique	Perform the basic skills needed for the games with control and accuracy Use a range of tactics to keep possession of a ball Pass/send a ball using a variety of techniques Pass the ball in different ways e.g. high, low, bounced, fast, slow Shoot and score with increased success Apply basic principles suitable for attacking and defending	Work well as part of a team Find and use space in game situations Employ simple tactics in game situations	Understand the link between heart rate and breathing when exercising Describe how their bodies feel when exercising Keep and follow the rules of games Identify what they need to practice to improve their performance Explain the tactics they have used in games
Autumn 2 - Tennis		Perform the basic skills needed for the games with control and accuracy Hit the ball accurately towards a target Apply basic principles suitable for attacking	Send a ball into space at different speeds and heights to make it difficult for opponent Hit a ball into space at different speeds and heights to make it difficult for opponent Keep the rally going using a range shots Find and use space in game situations	Recognise and explain good performances Keep and follow the rules of games Describe how their bodies feel when exercising Learn how to evaluate and recognise their own success

Spring 1 - Gymnastics	Devise and perform a gymnastic sequence, showing a clear beginning, middle, and end Apply and develop a broader range of skills Show control, accuracy and fluency of movement when performing actions on their own Perform a range of actions and agilities with consistency, fluency and clarity of movement	Perform skills more accurately and consistently Create, perform and repeat sequences that include changes of dynamics e.g. changes of level, speed or direction Combine actions to make sequences with changes of speed, level and direction, and clarity of shape	Collaborate with others Show control, accuracy and fluency of movement when performing actions with a partner	Recognise what they do well and what they find difficult Understand the link between heart rate and breathing when exercising
Spring 2 - Dance	Show control, accuracy and fluency of movement when performing actions on their own Perform a range of actions and agilities with consistency, fluency and clarity of movement	Perform dances using a range of movement patterns Perform more complex dance phrases and dances that communicate character and narrative Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer Develop and vary dance phrases using canon, unison, repetition, and changes of direction, level, speed and pathway Create, perform and repeat sequences that include changes of dynamics e.g. changes of level, speed or direction Perform skills more accurately and consistently	Communicate what they want through their dances and perform with fluency and control, showing sensitivity to accompaniment and to others Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working with a partner and in a group Work well as part of a team	Explore and create characters and narratives in response to a range of stimuli Understand the link between heart rate and breathing when exercising Identify what they need to practice to improve their performance Describe, interpret and evaluate their own dance, taking account of character and narrative
Summer 1 - Athletics	Choose the appropriate speed to run at for the distance to be covered Choose the appropriate running speed to meet the demand of the task Show control, coordination and consistency when running Understand how to pace your speed when running over a increased distance Develop technique	Choose the appropriate throwing technique to meet the demands of the task Choose the appropriate jumping technique to meet the demands of the task Combine basic jump actions to form a jump combination Show control, coordination and consistency when throwing	Communicate, collaborate and compete with others Work well as part of a team	Describe how their bodies feel when exercising Devise suitable warm-up activities for the upcoming activities Learn how to evaluate and recognise their own success

		Show control, coordination and consistency when jumping		
Summer 2 - Rounders		Perform the basic skills needed for the games with control and accuracy Throw a ball increased accuracy Catch a ball with increasing consistency Hit a ball with increasing control Hit the ball accurately towards a target Show control, coordination and consistency when throwing	Take up space/positions that make it difficult for opponents Find and use space in game situations Participate in competitive games, modified where appropriate Employ simple tactics in game situations Work well as part of a team	Learn how to evaluate and recognise their own success Identify what they need to practice to improve their performance Recognise and explain good performances Explain the tactics they have used in games

Physical Education Curriculum Overview

Year 5

	Agility and Balance	Coordination	Competition and Teamwork	Personal Development in PE
Autumn 1 - Hockey	Change speed and direction to get away from a defender	Develop control whilst performing skills at speed Combine and perform skills with control Pass with accuracy, confidence and control Choose when to pass or dribble to keep possession of a ball Apply basic principles suitable for defending	Participate in competitive games, modified where appropriate Show good awareness of others in game situations Use different skills to keep possession of a ball as part of a team Defend by marking, covering and tracking opponents as appropriate Show good awareness of others in game situations	Choose skills that meet the needs of the situation Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles Understand how the muscles work, e.g. work by getting shorter, relax by getting longer Learn how to evaluate and recognise their own success Understand how physical activity can contribute to a healthy lifestyle Identify parts of the game where they are performing well
Autumn 2 - Tennis	Use good footwork that allows the ball to be hit with good technique	Hit the ball with purpose, varying speed, height and direction Play shots on the forehand and backhand side of body Direct the ball towards the opponents court or target area	Identify spaces and understand the tactic of hitting into gaps Show good awareness of others in game situations Participate in competitive games, modified where appropriate	Choose skills that meet the needs of the situation Learn how to evaluate and recognise their own success Explain why a performance is good Show good position on court Watch and evaluate the success of games

Spring 1 - Gymnastics	Make up longer sequences and perform them with fluency and clarity of movement	Link skills to make actions and sequences of movement Combine and perform gymnastic actions, shapes and balances more fluently and effectively Learn how to use skills in different ways and link them to make actions and sequences of movement Choose and apply basic compositional ideas to the sequences they create Perform movements accurately with a sense of rhythm	Collaborate with others	Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles Recognise part of a performance that could be improved and explain how Identify which aspects were performed consistently, accurately, fluently and clearly Provide constructive feedback about a performance Learn how to evaluate and recognise their own success
Spring 2 - Dance	Create dance motifs to show ideas, developing expressive qualities Explore, improvise and combine movement ideas fluently and effectively	Explore and practice movement ideas inspired by a stimulus Perform movements accurately with a sense of rhythm Perform dances using a range of movement patterns	Work effectively as part of a team	Create and structure motifs, phrases and sections of dances Explain how their body reacts and feels when taking part in different activities and undertaking different roles Use basic compositional principles when creating their dances Provide constructive feedback about a performance Continue to apply and develop a broader range of skills Recognise part of a performance that could be improved and explain how Identify which aspects were performed consistently, accurately, fluently and clearly
Summer 1 - Athletics	Choose the appropriate speed to run at for the distance to be covered Develop control whilst performing skills at speed Combine and perform skills with control	Choose the appropriate throwing technique to meet the demands of the task Choose the appropriate jumping technique to meet the demands of the task Perform skills with accuracy, confidence and control Run, jump, catch and throw in isolation and in combination	Communicate, collaborate and compete with others	Understand the importance of being physically fit Provide constructive feedback about a performance Understand how the muscles work, e.g. work by getting shorter, relax by getting longer Choose skills that meet the needs of the situation

		Choose the appropriate throwing technique to meet the demands of the task Choose the appropriate jumping technique to meet the demands of the task		Explain how their body reacts and feels when taking part in different activities and undertaking different roles
Summer 2 - Cricket	Develop technique	Hit the ball with purpose, varying speed, height and direction	Show good awareness of others in game situations Use skills and tactics to outwit opponents when fielding Use skills and tactics to outwit the opponent when batting, bowling or fielding Work as part of a team that covers the area to make it hard for the batter to score runs Identify spaces and understand the tactic of hitting into gaps Work effectively as part of a team	Choose skills that meet the needs of the situation Watch and evaluate the success of games Recognise part of a performance that could be improved and explain how Understand how physical activity can contribute to a healthy lifestyle Explain how their body reacts and feels when taking part in different activities and undertaking different roles Identify parts of the game where they are performing well

Physical Education Curriculum Overview

Year 6

	Agility and Balance	Coordination	Competition and Teamwork	Personal Development in PE
Autumn 1 – Tag Rugby	To Keep control of the ball when running and passing. Develop the physical characteristics needed. Speed, fitness, agility	To pass and catch the ball whilst running at different speeds. Passing accurately Passing on the move Learn to keep in a line and spread out Passing backwards and start to incorporate the rules of the game Successfully removing tags in accordance with the rules	To achieve tasks accurately as a team and individually. Attacking opposed Run at Spaces not Faces Marking the opposition Move forward to defend as a line Carefully consider the best way to score a try and win the game	Recap skills and tactics To be able to play a full game of tag rugby To understand the rules of a game of tag rugby
Autumn 2 - Tennis		Play shots on the forehand and backhand side of body Hit the ball with purpose, varying speed, height and direction Perform skills with accuracy, confidence and control	Adopt a good ready position Show good position on court Direct the ball towards the opponents court or target area Identify spaces and understand the tactic of hitting into gaps Apply basic principles suitable for attacking	Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles Learn how to evaluate and recognise their own success Identify parts of the game where they are performing well
Spring 1 - Gymnastics	Perform combinations of actions and movements that show clear differences between levels, speeds and direction Vary direction, levels and pathways, to improve the look of a sequence	Learn how to use skills in different ways and link them to make actions and sequences of movement Explore, improvise and combine movement ideas fluently and effectively Combine and perform gymnastic actions, shapes and balances more fluently and effectively Perform movements accurately with a sense of rhythm Use combinations of dynamics using the space effectively e.g. different pathways	Work effectively as part of a team	Learn how to evaluate and recognise their own success Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles Provide constructive feedback about a performance Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles

				Identify which aspects were performed consistently, accurately, fluently and clearly
Spring 2 - Dance	Combine and perform movements fluently and effectively Explore, improvise and combine movement ideas fluently and effectively	Perform movements accurately with a sense of rhythm Move in a way that reflects the music Create dance motifs to show ideas, developing expressive qualities Perform movements to an audience with rhythm and confidence Explore and practice movement ideas inspired by a stimulus	Perform dances with clarity and confidence Perform dances in canon Introduce and perform dances in unison Share ideas in small groups, working together to create a routine incorporating different elements	Begin to use basic compositional principles when creating their dances Use the imagination to perform actions to music
Summer 1 - Athletics	Choose the appropriate speed to run at for the distance to be covered Develop control whilst performing skills at speed	Choose the appropriate throwing technique to meet the demands of the task Choose the appropriate jumping technique to meet the demands of the task Perform skills with accuracy, confidence and control Run, jump, catch and throw in isolation and in combination Combine and perform skills with control	Communicate, collaborate and compete with others	Understand the importance of being physically fit Learn how to evaluate and recognise their own success Compare their performance with previous ones and demonstrate improvement to achieve their personal best Choose skills that meet the needs of the situation Develop an understanding of how to improve in different physical activities and sports
Summer 2 - Cricket	Begin to vary the speed and length of deliveries when bowling	Play shots that allow the ball to be hit to different areas of the field into spaces	Work as part of a team that covers the area to make it hard for the batter to score runs Use skills and tactics to outwit opponents when fielding Use skills and tactics to outwit opponents when bowling Use skills and tactics to outwit opponents when batting Identify spaces and understand the tactic of hitting into gaps	Choose skills that meet the needs of the situation Watch and evaluate the success of games Recognise part of a performance that could be improved and explain how Develop an understanding of how to improve in different physical activities and sports Identify parts of the game where they are performing well

			Work as part of a team that covers the area to make it hard for the batter to score runs Adapt games and activities making sure everyone has a role to play Use tactics that involve bowlers and fielders working together	
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Online Safety Curriculum

Nursery	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Text – Penguin Pig (Internet safety) - Read book and discuss whether we can believe everything on the Internet - Create own fictional characters similar to Penguin Pig - Talk about general online safety messages e.g. should be supervised, age appropriate, personal details, who to tell if there is a problem. I can identify ways that I can put information on the internet I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.	Text - Chicken Clicking (Internet safety) - Read book and discuss issues in book - Create a word bank of technical words - Discuss supervision and what should be allowed on computers - Create a wish list of what chicken clicking could buy the child I can talk about how I can use the internet to find things out. I can identify devices I could use to access information on the internet.	Look at a range of devices, tablets, computers, laptops, phones, home audio devices e.g echo/home I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know. I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location) I can describe who would be trustworthy to share this information with; I can explain why they are trusted.	Demonstrate searching, get children to search for terms given, model using Swiggle search engine I can talk about how I can use the internet to find things out. I can identify devices I could use to access information on the internet. I can give simple examples of how to find information	Text – Webster's Bedtime (Digital footprint and reputation) - Discussing different uses of devices and times of use I can recognise that I can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset	Text – Webster's Manners (Cyberbullying) - Discuss what to do if someone is mean to you online and how you should behave online I can identify rules that help keep us safe and healthy in and beyond the home when using technology.

Self image and identity – EinCW

- I can recognise that I can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset

Online relationships

- I can recognise some ways in which the internet can be used to communicate.
- I can give examples of how I (might) use technology to communicate with people I know.

Online reputation

- I can identify ways that I can put information on the internet

Online bullying

- I can describe ways that some people can be unkind online.
- I can offer examples of how this can make others feel.

Managing online information

- I can talk about how I can use the internet to find things out.
- I can identify devices I could use to access information on the internet.
- I can give simple examples of how to find information

Health, Well-being and lifestyle

- I can identify rules that help keep us safe and healthy in and beyond the home when using technology.
- I can give some examples.

Privacy and security

- I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)
- I can describe who would be trustworthy to share this information with; I can explain why they are trusted.

Reception**Autumn 1****Autumn 2****Spring 1****Spring 2****Summer 1****Summer 2****Text – Digi Duck’s Big Decision****(Internet Safety)**

- Read multiple times to get different messages across e.g. supervision, ages, photos sharing etc.
- Write captions for images in the story
- Write messages to Digi Duck and his friends

<http://www.childnet.com/shop>

I can describe ways that some people can be unkind online.

I can offer examples of how this can make others feel.

I can identify rules that help keep us safe and healthy in and beyond

Text - Smartie the Penguin**(Internet Safety)**

- Read the book
- Watch associated video – Red and Murphy talk to Smartie the Penguin
- Make masks/puppets
- Make a storyboard/video

I can recognise that I can say ‘no’/‘please stop’/‘I’ll tell’/‘I’ll ask’ to somebody who asks me to do something that makes me feel sad, embarrassed or upset

Privacy and security lesson

<https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/early-years-7/i-can-identify-rules-that-help-keep-us-safe-and-healthy-in-and-beyond-the-home-when-using-technology/?from=years>

I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)

I can describe the people I can trust and can share this with; I can explain why I trust them.

Recognising devices that use the internet

<https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/early-years-7/i-can-identify-rules-that-help-keep-us-safe-and-healthy-in-and-beyond-the-home-when-using-technology/?from=years>

I can recognise some ways in which the internet can be used to communicate.

I can give examples of how I (might) use technology to communicate with people I know.

I can identify ways that I can put information on the internet

Logging onto the computer**(Privacy and security)**

Remembering usernames and passwords.

Once skill is mastered, pupils to use computer for an appropriate game or website.

I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they are trusted.

I know that work I create belongs to me. I

Logging onto the computer**(Privacy and security)**

Remembering usernames and passwords.

Once skill is mastered, pupils to use computer for an appropriate game or website

I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they are trusted.

I know that work I create belongs to me. I can name my work so

the home when using technology.

I can give some examples.

I can talk about how I can use the internet to find things out.

can name my work so that others know it belongs to me.

that others know it belongs to me.

I can identify devices I could use to access information on the internet.

I can give simple examples of how to find information

Self image and identity – EinCW

- I can recognise that I can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset

Online relationships

- I can recognise some ways in which the internet can be used to communicate.
- I can give examples of how I (might) use technology to communicate with people I know.

Online reputation

- I can identify ways that I can put information on the internet

Online bullying

- I can describe ways that some people can be unkind online.
- I can offer examples of how this can make others feel.

Managing online information

- I can talk about how I can use the internet to find things out.
- I can identify devices I could use to access information on the internet.
- I can give simple examples of how to find information

Health, Well-being and lifestyle

- I can identify rules that help keep us safe and healthy in and beyond the home when using technology.
- I can give some examples.

Privacy and security

- I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)
- I can describe who would be trustworthy to share this information with; I can explain why they are trusted.

Copyright and ownership

- I know that work I create belongs to me.
- I can name my work so that others know it belongs to me.

Year 1

Autumn 1

Acceptable use policy and logging in

Discuss the Acceptable Use Policy with the pupils and ask them to sign a copy for their class book.

Pupils to practise logging onto the computer and into Purple Mash

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

Autumn 2

Kindness costs nothing

<https://projectevolve.co.uk/toolkit/resources/content/online-relationships/early-years-7/i-can-give-examples-of-when-i-should-ask-permission-to-do-something-online-and-explain-why-this-is-important/?from=years>

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

Spring 1

Gaming

Use Jessie and friends video:

<https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/>

Story book:

<https://www.thinkuknow.co.uk/globalassets/thinkuknow/documents/thinkuknow/parents/pdf/thinkuknow-jessie-friends-playing-games-the-storybook.pdf>

What games are appropriate for them and related to PEGI ratings

I can explain rules to keep myself safe when using technology both in and beyond the home.

Spring 2

Searching

<https://www.commonse.org/education/digital-citizenship/lesson/interne-t-traffic-light>

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.
I know how to get help from a **trusted adult** if we see content that makes us feel sad, uncomfortable worried or frightened.

Summer 1

Self image and identity

<https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/early-years-7/i-can-recognise-that-there-may-be-people-online-who-could-make-someone-feel-sad-embarrassed-or-upset/?from=years>

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.

Summer 2

That's private

<https://www.commonse.org/education/digital-citizenship/lesson/thats-private>

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.

sharing any personal information online, belonging to myself or others.

Rule headings

<https://projectevolve.co.uk/toolkit/resources/content/privacy-and-security/early-years-7/i-can-explain-that-passwords-are-used-to-protect-information-accounts-and-devices/?from=years>

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

Self image and identity – EinCW

- 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.

Online relationships

- 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

- 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

- I can describe how to behave online in ways that do not upset others and can give examples

Managing online information

- 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.
- 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

- I can explain rules to keep myself safe when using technology both in and beyond the home.

Privacy and security

- 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

- 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.

Year 2

Autumn 1

Acceptable use policy and logging in

Discuss the Acceptable Use Policy with the pupils and ask them to sign a copy for their class book.

Pupils to practise logging onto the computer and into Purple Mash.

I can explain simple guidance for using technology in different environments and settings

I can say how those rules/guides can help me.

I can explain what passwords are and can use passwords for my accounts and devices.

Autumn 2

Staying safe online (Internet safety)

Pupils and students understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them.

<https://www.commonse.org/education/digital-citizenship/lesson/pause-think-online>

I can describe and explain some rules for keeping my information private. I can explain how many devices in my home could be connected to the internet and can list some of those devices. I can describe how online information about me could be seen by others

Spring 1

Digital trails

<https://www.commonse.org/education/digital-citizenship/lesson/digital-trails>

Relate to gaming

Look at description of games and match them to the PEGI ratings, what do you think is appropriate

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.

Spring 2

Putting a STOP to online meanness

<https://www.commonse.org/education/digital-citizenship/lesson/putting-a-stop-to-online-meanness>

I can give examples of bullying behaviour and how it could look online.

I can explain why anyone who experiences bullying is not to blame.

I can talk about how anyone experiencing bullying can get help. 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.

Summer 1

Reaching out

<https://projectevolve.co.uk/toolkit/resources/content/privacy-and-security/early-years-7/i-can-explain-that-passwords-are-used-to-protect-information-accounts-and-devices/?from=years>

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

Summer 2

The power of words

<https://www.commonse.org/education/digital-citizenship/lesson/the-power-of-words>

I know who to talk to if I think someone has made a mistake about putting something online.

I can explain what passwords are and can use passwords for my accounts and devices.	I can use keywords in search engines	I can describe and explain some rules for keeping my information private.	I can explain how other people may look and act differently online and offline.	who can help me if I am not sure.
I can explain how many devices in my home could be connected to the internet and give examples (e.g. lights, fridges, toys, televisions).	I can demonstrate how to navigate a simple webpage to get information that I need (e.g. back, home, forward, links, tabs and sections)	I can explain how information put online about me can last for a long time.		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 explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri)	I can recognise that content on the internet may belong to other people.		I can identify who can help me if something happens online without my consent.
	I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.	I can describe why other people's work belongs to them.		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 some information I find online may not be true.			I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.

Self-image and identity – EinCW

- 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.
- I can explain how other people may look and act differently online and offline.

Online relationships

- 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

- 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

- I can give examples of bullying behaviour and how it could look online.
- 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

- I can use keywords in search engines
- I can demonstrate how to navigate a simple webpage to get information that I need (e.g. back, home, forward, links, tabs and sections)
- I can explain what voice activated searching is and how it might be used (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 true.

Health, Well-being and lifestyle

- I can explain simple guidance for using technology in different environments and settings.
- I can say how those rules/guides can help me.

Privacy and security

- I can describe how online information about me can be seen by others.
- I can describe and explain some rules for keeping my information private.
- I can explain what passwords are and can use passwords for my accounts and devices.
- 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

- I can recognise that content on the internet may belong to other people.
- I can describe why other people's work belongs to them.

Year 3

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Link to mental health and wellbeing Acceptable use policy and logging in Discuss the Acceptable Use Policy with the pupils and ask them to sign a copy for their class book. Pupils to practise logging onto the computer and into Purple Mash. I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can	Powerful Passwords (Privacy and Security) Pupils and students explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords. https://www.commonse.org/education/digital-citizenship/lesson/password-power-up I understand and can give reasons why passwords are important. I can describe simple strategies for creating	Writing Good emails (Relationships and Communication) Pupils and students learn how to communicate effectively by email, taking into account the purpose and audience of their message, and the tone they want to convey. Link to Purple Mash/different ways of communication I can describe ways people who have similar likes and interests can get together online. I can explain what it means to 'know someone' online and why this might be	Digital friendships (Relationships and communication) Pupils and students explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages. Relate to gaming and being left out of games and appropriate communication https://www.commonse.org/education/digital-citizenship/lesson/digital-friendships I can describe appropriate ways to behave towards other	Self-image and identity Create an avatar https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/7-11/i-can-explain-ways-in-which-someone-might-change-their-identity-depending-on-what-they-are-doing-online-e-g-gaming-using-an-avatar-social-media-and-why/?from=years I can explain what is meant by the term identity. I can explain how I can represent myself in different ways online. I can explain ways in which and why I might change my identity depending on what I am doing online e.g.	Managing information online Teach how to search – using key phrases, explain autocorrect, difference between fact and opinion. https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year4_unit_4_7/Unit%204.7%20-%20Effective%20Searching.pdf I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocorrect is and

explain that if they are not sure or feel pressured then they should tell a trusted adult.

I can describe how connected devices can collect and share anyone's information with others.

I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).

I can explain why some online activities have age restrictions, why it is important to follow

and keeping passwords private.

different from knowing someone offline.

I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.

I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.

I can explain how someone's feelings can be hurt by what is said or written online.

I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as

people online and why this is important.

I can give examples of how bullying behaviour could appear online and how someone can get support.

gaming, using an avatar, social media.

how to choose the best suggestion.

I can explain how the internet can be used to sell and buy things.

I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.

I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).

I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.

I can explain how to search for information about others online.

them and know who I
can talk to if others
pressure me to watch or
do something online
that makes me feel
uncomfortable (e.g. age
restricted gaming or
web sites).

sharing offline e.g.
sharing images and
videos.

I can give examples of
what anyone may or
may not be willing to
share about themselves
online. I can explain the
need to be careful
before sharing anything
personal.

I can explain who
someone can ask if they
are unsure about
putting something
online.

I can explain why
copying someone else's
work from the internet
without permission isn't
fair and can explain
what problems this
might cause.

Self-image and identity – EinCW

- I can explain what is meant by the term identity.
- I can explain how I can represent myself in different ways online.
- I can explain ways in which and why I might change my identity depending on what I am doing online e.g. gaming, using an avatar, social media.

Online relationships

- I can describe ways people who have similar likes and interests can get together online.
- I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.

- I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.
- I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.
- I can explain how someone's feelings can be hurt by what is said or written online.
- I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.

Online reputation

- I can explain how to search for information about others online.
- I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.
- I can explain who someone can ask if they are unsure about putting something online.

Online bullying

- I can describe appropriate ways to behave towards other people online and why this is important.
- I can give examples of how bullying behaviour could appear online and how someone can get support.

Managing online information

- I can demonstrate how to use key phrases in search engines to gather accurate information online.
- I can explain what **autocomplete** is and how to choose the best suggestion.
- I can explain how the internet can be used to sell and buy things.
- I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.
- I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).
- I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.

Health, Well- being and lifestyle

- I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).
- I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).

Privacy and security

- I can describe simple strategies for creating and keeping passwords private.
- I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.
- I can describe how connected devices can collect and share anyone's information with others.

Copyright and ownership

- I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.

Year 4

Autumn 1

Link to mental health and wellbeing

Acceptable use policy and logging in

Discuss the Acceptable Use Policy with the pupils and ask them to sign a copy for their class book.

Pupils to practise logging onto the computer and into Purple Mash

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

Autumn 2

Private and personal information

(Privacy and security, Information Literacy)

How can you protect yourself from online identity theft? Pupils and students think critically about the information they share online.

<https://www.commonse.nse.org/education/digital-citizenship/lesson/private-and-personal-information>

I can describe strategies for safe and fun experiences in a range

Spring 1

Rings of responsibility

(Self-image and identity, Relationships and communication)

Pupils explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens

Relate to gaming

<https://www.commonse.nse.org/education/digital-citizenship/lesson/your-rings-of-responsibility>

I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.

Spring 2

Online relationships

<https://projectevolve.co.uk/toolkit/resources/content/online-relationships/7-11/i-can-describe-strategies-for-safe-and-fun-experiences-in-a-range-of-online-social-environments-e-g-livestreaming-gaming-platforms/?from=years>

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

Summer 1

The key to keywords

–

(Digital Literacy)

Pupils and students learn strategies to increase the accuracy of their keyword searches and make inferences about the effectiveness of the strategies.

<https://www.commonse.nse.org/education/lesson/the-key-to-keywords-3-5>

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

Summer 2

Whose is it anyway?

(Creative credit and copyright, Information Literacy)

Pupils and students learn that copying the work of others and presenting it as one's own is called plagiarism. They also learn about when and how it's ok to use the work of others.

<https://www.commonse.nse.org/education/digital-citizenship/lesson/lets-give-credit>

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.

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.

Health, Well-being and lifestyle

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.

of online social environments.

I can give examples of how to be respectful to others online.

I can explain how my online identity can be different to the identity I present in 'real life'

Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.

I can describe how what one person perceives as playful joking and teasing (including '**banter**') might be experienced by others as bullying.

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).

I can explain how my online identity can be

affect how others feel about them (their reputation)..

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.

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

I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.

I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'.

I can describe how I can search for information within a wide group of technologies (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 that some people I 'meet online'

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.

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.

(e.g. through social media) may be computer programmes pretending to be real people.

I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.

Self image and identity – EinCW

- 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 relationships

- 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

- 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

- 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

- 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

- 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

- 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

- 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.

Year 5

Autumn 1

Link to mental health and well being

Acceptable use policy and logging in

Discuss the Acceptable Use Policy with the pupils and ask them to sign a copy for their class book.

Pupils to practise logging onto the computer and into Purple Mash.

I can explain what a **strong password** is and demonstrate how to create one.

Autumn 2

Self-image and identity lesson

<https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/7-11/i-can-explain-how-identity-online-can-be-copied-modified-or-altered/?from=years>

I can explain how identity online can be copied, modified and altered

I can demonstrate responsible choices about my online identity, depending on context

Spring 1

Online relationships

<https://projectevolve.co.uk/toolkit/resources/content/online-relationships/7-11/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/?from=years>

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.

Spring 2

What is cyberbullying?

<https://www.commonse.org/education/digital-citizenship/lesson/is-it-cyberbullying>

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.

I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.

Summer 1

Research of a historical character or fictional character

Link to history or English

Create a profile for the character

Add in warnings to a blog post about content that may not be appropriate for other children e.g contains swearing or vulgar content

https://www.purplemash.com/&app/pup/my_identity

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

Summer 2

Data and how it is used about you

<https://www.commonsense.org/education/digital-citizenship/lesson/big-big-data>

<https://www.barefootcomputing.org/resources/stop-think-do-i-consent>

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 am 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'.

<https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/7-11/i-can-describe-ways-technology-can-affect-health-and-well-being-both-positively-e-g-mindfulness-apps-and-negatively/?from=years>

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 well-being 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 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.

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).

individual and why these may be incorrect.

I can use different search technologies.

I can evaluate digital content and can explain how I make choices from search results.

I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence.

I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).

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

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.

Link to maths – pupils to do survey related to mental health and wellbeing of pupils when using devices and then present research to parents.

I can explain what is meant by a 'hoax'.

I can explain why I need to think carefully before I forward anything online. I can explain why some information I find online may not be honest, accurate or legal.

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 either by accident or on purpose).

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.

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.

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.

I can explain what app permissions are and can give some examples

Self-image and identity – EinCW

- I can explain how identity online can be copied, modified and altered
- I can demonstrate responsible choices about my online identity, depending on context

Online relationships

- 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

- 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

- 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.
- 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

- 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 am 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

- 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 well-being 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

- 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.
- I can explain what app permissions are and can give some examples

Copyright and Ownership

- 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

Year 6

Autumn 1

Acceptable use policy, logging in and changing passwords

Discuss the Acceptable Use Policy with the pupils and ask them to sign a copy for their class book.

Pupils to practise logging onto the computer and into Purple Mash.

Discuss the need for secure and updated passwords. Pupils change their passwords.

I can describe effective ways people can manage passwords (e.g. storing them securely or

Autumn 2

Talking safely online (Internet safety, relationships and communication)

Link to gaming and 'banter' in social media

<https://www.commonse.nse.org/education/digital-citizenship/lesson/chatting-safely-online>

Pupils learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online

I can explain how sharing something online may have an

Spring 1

Explore time online

<https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/7-11/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/?from=phases>

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).

Spring 2

Don't feed the phish

<https://www.commonse.nse.org/education/digital-citizenship/lesson/dont-feed-the-phish>

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.

I can explain how search engines work

Summer 1

Things spread quickly online

Link to gaming and social media and too much time online in Y5 lesson

<https://www.tes.com/teaching-resource/things-spread-quickly-online-a-lesson-to-get-your-class-moving-for-safer-internet-day-11825786>

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**.

I can describe how to capture bullying content as evidence (e.g. **screen-grab**, **URL**, **profile**) to

Summer 2

Stereotypes lesson

<https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/7-11/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/?from=phases>

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.

saving them in the browser).	impact either positively or negatively.	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).	and how results are selected and ranked.	share with others who can help me.	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 what to do if a password is shared, lost or stolen.	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 how to use search technologies effectively.	I can explain how someone would report online bullying in different contexts.	
I can describe how and why people should keep their software and apps up to date, e.g. auto updates.			I can describe how some online information can be opinion and can offer examples.		I can explain the importance of asking until I get the help needed.
I can describe simple ways to increase privacy on apps and services that provide privacy settings.			I can explain how and why some people may present 'opinions' as 'facts';		
I can demonstrate the use of search tools to find and access online content which can be reused by others.			why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.		
I can demonstrate how to make references to and acknowledge sources I have used from the internet.			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 influence people's 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.

Self-image and identity – EinCW

- 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

- 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

- 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

- 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

- 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.
- 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 influence people's 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 on-line **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.

Health, Well-being and lifestyle

- 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).

Privacy and security

- 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.

Copyright and ownership

- 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 and acknowledge sources I have used from the internet.