

Topics covered in lessons and assembly programme in 3 year rolling curriculum 2022 – 2025

	EYFS/KS1	KS2
Types of Abuse – Including rights of the child.	<p>PHSE Self-Awareness What feeling angry means. What feeling upset means. Behaviour which hurts others’ bodies or feelings is wrong. Examples of how our feelings can be hurt. How this may make us feel angry, worried or upset. What teasing means and how people who are teased might feel. Why teasing or name-calling is not acceptable. What we can do if others are excluding us or being unkind. What is meant by hurtful behaviour and bullying (including verbal, physical and emotional, (e.g., omission/exclusion), that this can happen online. All bullying is abusive and some can be prejudice-based (e.g., because of someone’s skin colour, religion, the way they look, their disability or their family setting). That this is unacceptable behaviour and that a trusted adult needs to be told about it. Different positive responses we can take towards unkind behaviour and bullying. What we can say or do if we or someone else is being bullied. Actions/ behaviours that show we are being polite and courteous to other people. Ways of playing and working cooperatively. ‘Being fair’ to one another</p>	<p>PHSE Self-care, Support and Safety We do not have to trust someone just because they say we should. No adult should ever ask us to keep a secret but that sometimes we don’t tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise. We should not keep any secret that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us. When and why to ask an adult for help if we’re asked to share information or keep a secret. ‘Degrees of trust’ — those people we can trust with less important things, and those we can trust with our most important things (e.g. possessions, information about us or our feelings). If we don’t feel sure about sharing information or feel pressured, we don’t have to. How others may put us under pressure to do something. What a ‘dare’ is and what people might say or do if they are ‘daring’ us. Basic strategies for saying ‘no’ to pressure or dares. Whom to tell in different situations and what we could say. When we might take back our trust if we feel someone no longer deserves it. How we might feel if someone has dared us to do something. Strategies to resist pressure to behave in inappropriate ways. What we can say and do and where to get help if we have been pressurised, or seen someone else being pressurised, to do something risky.</p>
	<p>Assemblies; Anti-Bullying Week. Empower children to counter the harm and hurt that bullying causes. Being aware how unkind words and actions can make others feel.</p>	
Mental Health and Well-being	<p>PHSE Self-Awareness Recognise that there is self and there are others. Recognise that being unique means we might like and be good at different things from other people. Know the things we can do for ourselves to help us develop our strengths and those areas where we need help from others.</p>	<p>PHSE Self-care, Support and Safety What we and others can do to prevent the spread of germs and why this is important. Things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with.</p>

Managing Feelings

Kinds of feelings we may have experienced; those we like and those we don't like. What makes us feel upset, angry, worried, anxious, frightened. Vocabulary for some good (comfortable) and not so good (uncomfortable) feelings; how they might make our body feel. When we experience a change or a loss we may feel sad/ unhappy. Signs, actions, facial expressions, body language which can help us identify how others might be feeling. No-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to.

Healthy Lifestyles

Foods that we like and dislike to eat. Examples of healthy foods. Examples of foods that should only be eaten once in a while. Why some foods are healthier than others. Why we might need to eat foods we might not like very much. What it means to eat a healthy, balanced diet. Examples of taking care of our bodies (e.g. skin, hair or teeth). Importance of simple rules for sun safety. How we feel if we have not had enough sleep. Hygiene routines. Physical activities we like doing; describe how they might make us feel (physically and emotionally). Sleeping well is one way we can stay healthy. Why it is important to take care of personal hygiene. Different ways to be physically healthy. How the physical activities we enjoy doing help to keep us healthy. How to tell someone that we are feeling ill, uncomfortable, or are in pain. When we are hurt or unwell. We may have to go to bed, see a nurse or doctor, or go to the hospital. We may be given medicines to help us get better and that these will be given to us by a nurse or doctor (or by our parent/carer looking after us). What it means to be hurt, unwell, uncomfortable or in pain.

Managing Feelings

When we experience a change or a loss, we may feel sad/ unhappy. Signs, actions, facial expressions, body language which can help us identify how others might be feeling. No-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to. Communication skills for expressing the intensity of a feeling. Strategies that can help us manage not so good (uncomfortable) feelings and the people who can help us. Strategies to help us manage very strong feelings, including in response to change and loss. Why it is important that others know how we are feeling. Ways we can help others to feel better if they are feeling sad or upset. How rest and spending time doing things we enjoy can help to make us feel happy. When we get upset, angry or frustrated our actions can affect others as well as ourselves. How to respond appropriately to others' feelings.

Healthy Lifestyles

Occasions when we can make choices about the foods that we like to eat. What can help us choose what to eat. Some people may not be able to eat certain foods because they will make them ill (allergies). Foods we should only eat occasionally and why eating too much of them could harm our health. Influences on our food choices, and when these might be positive or negative. Routines for going to bed/going to sleep. What might happen if we don't take care of our personal hygiene. Benefits of balancing exercise, food and rest. What might happen to our bodies if we don't protect them from overexposure to the sun. Why it is important to take care of our bodies both now and in the future. Things that can stop us sleeping well, and ways to manage these. Spending excessive time on electronic devices can affect sleep, mental and physical wellbeing.

Physical Education Curriculum

Rebound, Gymnastics, Fundamental skills, multi sports, Apparatus, Athletics

	Physical Education Curriculum Rebound, Gymnastics, Fundamental skills, multi sports, Apparatus, Athletics	
	Assemblies; <ul style="list-style-type: none"> • Making resolutions; personal, class, department, school. A time to reflect and explore feelings. • Mindfulness Yoga. Identify feelings and learn to regulate. • National Heart Month, how can we keep our hearts healthy? What could happen if our hearts aren't looked after? • Sun Awareness Week, take care of ourselves, keeping safe, our physical health • National Vegetarian Week, Have some understanding about the vegetarian diet and its benefits. • Make Music Day, things we are good at, skills for learning, playing and working together. How is it celebrated round the world? • Wimbledon Fortnight. What are your favourite sports? Knowing how to look after your body, including resting. Why is exercise good for you? • World Well-being week. How can you boost your physical, mental or emotional well-being? How can we look out for the well-being of our loved ones and others in the community? 	
Online Safety	PHSE What we can do if others are excluding us or being unkind. What is meant by hurtful behaviour and bullying (including verbal, physical and emotional, (e.g., omission/exclusion), that this can happen online. Computing Identity- who am I? Identify and access online content including choosing games/music to play. E-Safety rules- how to use the internet safely. What can the internet be used for? Identify and access online content	PHSE May sometimes hear or read something (including online) that is rude and unkind about other people and explain ways we can safely respond, including how to report it. We should not 'like' or 'forward' such comments online; identify whom we could talk to about them Computing Identity- who am I? Identify and access online content including choosing games/music to play. Begin to understand what information needs to be kept private. Begin to understand that information online can be shared. Create basic rules for ESafety.
	Assemblies; Safer internet day. Raising awareness at home, school and within the community. Knowing how to stay safe online. Who can help me? How can we join together to make a better internet for everyone?	
CSE/Risk of Exploitation	PHSE Self-care, Support and Safety Ways we can help keep ourselves physically safe in school. Why it is important to help keep ourselves physically safe.	PHSE Self-care, Support and Safety Feelings associated with not feeling safe (e.g. worried, scared, frightened) Trusted adults who can help us if we feel this way. Ways of

	<p>Ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends. How we know when we might need to ask for help. People at home, school and in other settings who are responsible for helping us keep physically safe. Identify trusted adults in school. Things we would call 'personal' and things we would call 'private'. What keeping something secret means. Someone who can help us if we are afraid or worried. Why 'trust' is not the same as 'like'. What is meant by trust? How we feel when we trust someone. Reasons for keeping personal information private. Difference between a 'surprise' and a 'secret'. People do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid or sad. How to ask for help or attract someone's attention if something happens that makes us feel sad, worried or frightened. People who look after us and help us to take care of ourselves.</p>	<p>making it clear to others when we need help. Rules for keeping safe near water, railways, roads and fire. Different responsibilities we may have to help keep ourselves and others safe. When someone might need first aid because they are hurt/ injured. Why it is important to persist with asking for help if our initial requests are not met or understood. Ways of keeping safe in a variety of relevant situations and identify possible risks and hazards. Strategies for keeping physically safe in situations when we might feel afraid. When a situation is an emergency and explain or demonstrate how to get help, including how to call 999.</p>
<p>Domestic Abuse (Healthy Relationships)</p>	<p>PHSE Self-Awareness People who are special to us. Ways we might let them know they are special to us. What is meant by 'family'? What makes our family, friends, teachers, carers special to us. People who make up our family. Qualities our special people/friends may have. Positive feelings we may have when we spend time with friends and family. Ways our special people care for us and help us with problems and difficulties. Times when we may feel unhappy with our friends or family members. Positive ways we could let others know how we are feeling. Ways in which friends, classmates, family members may disagree and 'fall out'. Ways of 'making up' after a falling out.</p>	<p>PHSE Self-Awareness How other people may feel differently to us about the same situation and offer some examples. How to treat ourselves and others with respect. Why it is important to listen to others' point of view; How to demonstrate active listening; How to demonstrate simple ways of resolving disagreements. What it means to 'fall out' with friends or family. What might make someone feel that they are in an unhappy or unhealthy friendship or relationship. Our feelings about other people can change and that this is okay. Kind ways of letting people know our feelings towards them have changed. What we can say, do or whom we can tell if we are worried or unhappy in a friendship or relationship. When have we listened to others and worked collaboratively. Ways of sharing opinions, thoughts and ideas on things that matter to us. Why it may be upsetting for others if we don't wait for our turn. Ways of playing and working with others so that everyone feels happy and is</p>

		<p>able to do their best. Working collaboratively towards shared goals. Occasions when we have worked as a team or in a group to achieve something. How to recognise if someone else has missed their 'turn'; how this might make them feel; how to resolve this. Why listening and respecting others' points of view helps us to get on with others. Demonstrate ways of improving our own practice when working in a team. Offer constructive feedback to support others working in our team. Why 'turn-taking' can help everyone to feel included.</p>
	<p>Assemblies;</p> <ul style="list-style-type: none"> • Welcome back to school, expressing feelings appropriately eg nervous, excited. New friends, new classes, new staff, new department. <p>Different types of relationships; family, friends and romantic relationships including same sex. Different relationships. Positive/healthy relationships. Importance of consent. Recognising right from wrong including the law. Respectful engagement with others.</p>	
	<ul style="list-style-type: none"> • As part of personal development, we empower children to have individuality and help them understand that everyone is unique. • We praise children for demonstrating honesty, kindness, and respect for others. • We give children opportunities to voice their opinions and encourage them to listen to other people's views. • We help children understand that "no" means "no" and make sure they know who to talk to if they are ever uncomfortable with something they have been asked them to do. • We work with children to resolve conflicts using restorative justice and help them understand how others might be affected. • We talk to children about bullying in all its forms and make sure they know how to get help if they need it. 	
<p>Female Genital Mutilation</p>	<p>PHSE Changing and Growing Differences between a baby, child and adult. How our needs have changed since we were a baby. Stages of the human life cycle. Needs of babies, children, adults and older people differ. Vocabulary for some of the main body parts, including genitalia. Bodies change as people become adults. Main physical differences between male and female bodies. Ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection. Our bodies belong to us and that we have a right to feel safe. Respect other people's bodies and to ask for permission before we touch them</p>	<p>PHSE Changing and Growing Different types of relationships. People who make up our family. Different types of family. Features of a healthy and positive friendship or family relationship. Whom to tell if something in our family life makes us unhappy or worried. Whom we can talk to about growing and changing. Physical changes that occur as we grow up (e.g. body shape, height,). (UKS2) What happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes. Correct vocabulary to name male and female reproductive organs. During and after puberty, some people enjoy masturbating, and this should be done in private. People experience the physical and emotional changes of puberty over</p>

	<p>Science Life Cycles. Explore the differences in Human and Animal Life Cycles,</p>	<p>different lengths of time. Reliable sources of advice on growing and changing. Different types of physical contact; explain how to differentiate between acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical contact. We have the right to protect our bodies from Inappropriate/ unwanted touching.</p> <p>Science Life Cycles and growth. Explore the differences in Human and Animal Life Cycles,</p>
	<p>Assemblies; How my body changes and grows, baby to adult, changes at puberty, personal hygiene routines, why are these important?</p>	
<p>Forced Marriage Honour Based Violence</p>		
<p>Substance Misuse</p>	<p>PHSE Medication that can help people to keep well; when this might be used. The difference between things that go on our body (creams, lotions) and things that go in our bodies (injections, tablets, liquid medicine).</p> <p>DT Use of Tools: Using glue safely</p>	<p>PHSE Substances or chemicals around the home that we should never taste or swallow; and where we might come across them. Some symptoms we may experience when we are not feeling well. People sometimes need to take medicines in different forms, including tablets, injections, inhalers. Why it is important not to touch, taste or take medicines without a trusted adult being with us. Why we should never take someone else's medication. Difference between someone who can give us medicines/ drugs (e.g. doctors, nurses, pharmacists) and someone who cannot (e.g. our friends). Sometimes we may be given an injection by a doctor or nurse to help to prevent us from catching a disease (vaccination). Why we should not accept medicines/ drugs from anyone (unless a responsible/ qualified person has given it to them for us, e.g. our parents/carers/trusted adults). Smoking and drinking alcohol can affect people's health. Why there are rules about what we</p>

		<p>can and should not put inside our bodies; and explain what these are. Possible side effects of substances that are not meant for children to consume (e.g. alcohol). No-one should ever make us, or try and persuade us to drink alcohol, smoke, taste or swallow anything we are not sure is safe or that is against our wishes, and that we have a right to say no</p> <p>DT Use of Tools: Using glue safely</p>
	<p>Assemblies; Drug Awareness, taking care of ourselves, trusting others, feeling unwell, Emergency situations.</p>	
<p>Gang Activity Youth Violence Knife crime</p>	<p>DT Use of Tools:</p> <ul style="list-style-type: none"> • Scissors • Cooking - Knife (adult supported) 	<p>DT Use of Tools:</p> <ul style="list-style-type: none"> • Scissors • Cooking - Knife (adult support-some independence) • Butter knife
	<p>Assemblies;</p> <ul style="list-style-type: none"> • Being safe in the community. Public and Private, accidents and risks, understanding rules. Who can help and support us? 	
<p>Prevent - Radicalisation and Extremism</p>	<p>PHSE The World I Live In Different groups that we may belong to (e.g. family, school, clubs, faith). Things we do in the groups we belong to. How being part of a group makes us feel.</p> <p>Food Technology Seasonal ingredients and savoury food items, link to festivals Introduce pupils to 'snack time' Explore food items from around the world Exploring culture; Design and make simple food relating to different countries. Exploration sessions for pupils to experience different culture through taste testing different foods from other cultures. Beginning to state preference and likes and dislikes.</p>	<p>PHSE The World I Live In Specific things we take part in as a member of these groups. What it means to be part of a community. Different groups that make up our community. How it feels to be part of a community. Ways we can help people to feel welcome in the different groups and communities we belong to.</p> <p>English Reading Coming to England by Floella Benjamin Writing Narration of personal interest, Describing our own families, labels and captions</p> <p>Food Technology Exploring celebration food items from around the world (Sweet) and how these are presented, Introduction to cooking utensils/ cookery room, Seasonal ingredients and sweet food items, link to festivals</p>

	<p>Geography What's in my country? Focus: Me and my UK. UK countries, capitals and seas. Map skills</p> <p>History Black History Month A study of the lives of significant individuals in the past who have contributed to national and international achievement</p>	<p>Introduce students to 'snack time', Explore food items from around the world.</p> <p>Exploring culture - Design and make simple food relating to different countries. Exploration sessions for pupils to experience different culture through taste testing different foods from other cultures.</p> <p>Geography Football Around the World Link to world cup - the people and its capital Extending knowledge beyond local area to include South America Location and characteristics of human and physical features</p> <p>History Black History Month A study of the lives of significant individuals in the past who have contributed to national and international achievement</p>
	<p>Celebrating festivals and local traditions Assemblies;</p> <ul style="list-style-type: none"> • Local and community history month. Celebration of those around us. Fun/surprising facts about our community • Goose Fair, what happens there? What was it like? Were there rides? What is Goose Fair? What is Goose Fairs history? • Black History Month, what does it mean? Why are we celebrating it? Exploring faiths, beliefs, and values of others. Appreciation of cultural influences. • Remembrance Day and Remembrance Sunday. Having an awareness of the sacrifices people made for us. How was conflict resolved? How do we resolve conflict now? • Thanksgiving, US holiday celebrating harvest. Learning about other cultures and traditions • Burns night, appreciating others' cultural differences and participating in cultural opportunities. • Mothers' day. How is this celebrated? By who? Why? Who else can we share/show our love for on this day? Other women in my life, different relationships we have • St Georges Day, belonging to a community, how do we celebrate different days? Is it the same for everyone? • Pride Month, celebrating diversity and peoples' right to live and how they choose without discriminations. How have people fought for the rights/power to be their true selves? How is Pride celebrated? • Fathers' day, who else can we share our love for this day? Who are the special men in my life? Different types of relationships we have? 	

	<ul style="list-style-type: none"> • St Andrews Day. Who celebrates it? How is it celebrated? Understand ways different people celebrate. • Gypsy, Roma and Traveller History Month. Celebrate the diversity that communities bring to the UK. Information about Roma history. 	
British Values		
1. Democracy	<ul style="list-style-type: none"> • School Council • Eco Council • The importance of school, Education and what we learn in assembly • Story of Guy Fawkes • Primary Parliament 	
2. The rule of law.	<p>Establishing new classroom rules, regulations and reward systems.</p> <p>PHSE The World I Live In Examples of things we are allowed/not allowed to do in school (rules). Rules help us; rules we have in the classroom and at home. Rules in school that help to keep us safe and how they do this. Rules and laws help us to live and work with other people outside of school. What would happen if we did not have rules and laws or if people ignored them?</p> <p>Community Inclusion Safety Rules Developing learning rules and conventions for community skills visits through the immersion room and school site. Road Safety</p>	<p>Establishing new classroom rules, regulations and reward systems.</p> <p>PHSE The World I Live In Rules and laws help us to live and work with other people outside of school. What would happen if we did not have rules and laws or if people ignored them?</p> <p>Community Inclusion Safety Rules Developing learning rules and conventions for community skills visits through the immersion room and school site. Road Safety</p>
	<p>Assembly;</p> <ul style="list-style-type: none"> • Environment week. Knowing the rules/laws rights and wrong; why should we recycle? Being part of the community. • Road Safety. Rules and expectations related to road safety. Highway code. 	
3. Individual liberty.	<ul style="list-style-type: none"> • Black History Month – Key figures in history campaigning for freedom • Pupils encouraged to make independent choices with the knowledge that they are in a safe, secure environment • Robust anti bullying culture 	

	<ul style="list-style-type: none"> • Remembrance Day Assembly and 1 minute silence. • World Book Day – Self Expression • Charitable events e.g., Children in Need 	
4. Mutual respect	<p>PHSE The World I Live In Simple differences and similarities between people. Things that all people have in common. Identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010). Recognise that people who share one characteristic (e.g. race, religion, gender or disability) are all different and unique. Different jobs that people we know do. Ways in which different adults who work in school contribute to school life. Ranges of jobs that people might have and the qualities they might need to do them. A job we might like to do in the future. Jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); How the community is helped through the work they do. Why we should not call emergency services for a joke or a dare; the possible impact this might have on ourselves or others. How strengths, qualities and things we learn in school might link to possible future jobs.</p>	<p>PHSE The World I Live In Ways in which we may take care of people and/or animals. Why it is important to take care of people, animals and all living things. Our own home and how we and family members may take care of it. How we can take care of our school environment. Importance of routines in taking care of people or pets. What might happen if the wider environment is not taken care of (e.g. litter, graffiti, vandalism, pollution). Never make assumptions about people because they belong to a particular group or share a particular characteristic. Reasons for why some people might be rude or unkind towards others because they are ‘different’ (prejudiced) and treat them unfairly because of it (discriminate). It is always unacceptable to be rude or unkind towards other people; Whom we could talk to if we experienced or observed this. May sometimes hear or read something (including online) that is rude and unkind about other people and explain ways we can safely respond, including how to report it. We should not ‘like’ or ‘forward’ such comments online; identify whom we could talk to about them</p>
	<p>Assemblies;</p> <ul style="list-style-type: none"> • World Frog Day. Do you like frogs? Fun facts about frogs. Frogs have become increasingly endangered; how can we help them? • National Tree Week. Taking care of the environment. How do I look after my local community? • End of term assembly. Celebrate others achievements • World Wildlife Day. The importance of taking care of our environment. Recognising right from wrong. Being part of the community with the same goal. • International Nurses Day, how do nurses help us? What do they do? How can we help them? • International Red Panda Day, have you ever seen one? Fun facts about the Red Panda. • International Week of Deaf People, how can we help the deaf community feel connected to wider society? Become more educated in communicating with deaf people, contribute to positive change and breaking down barriers. 	

- European Day of Languages, promote language learning and celebrate the linguistic and cultural diversity of Europe.

5. Tolerance of those of different faiths and beliefs

Art and Design
Art from different religions – looking at pattern and iconography found in celebrations of different gods. Gain Knowledge and skills around creating prints and patterns of religious symbols

Religious Education
 Religions: Christianity, religions in my class community, What is Christmas? Religions: Christianity How do people celebrate?
 Religions: Hinduism, What is Easter? Religions: Christianity. What can we learn from stories? Christianity Hinduism What makes places special? Religions: Hinduism, Christianity, Judaism, Islam Diwali, Christmas, Hannukah How are they celebrated? Easter, Eid How are they celebrated? Stories of Jesus Exploring and experiencing bible stories. Exploring importance of churches, mosques and synagogues. Looking at artefacts from Christianity and Judaism.

Art and Design
Art from Different Religions – looking at pattern and iconography found in celebrations of different gods. Create repeated and rotated patterns using religious symbols

Religious Education
 Creation stories, Christmas, Special Places, Easter, Shabbat, Rosj Hashana and Yom Kippur. Exploring importance of churches, mosques and synagogues. Looking at artefacts from Christianity and Judaism. Stories of Jesus Exploring and experiencing bible stories. Easter, Eid How are they celebrated? Diwali, Christmas, Hannukah How are they celebrated? How do we show we care for others? Pupils to learn about their uniqueness as a family in the community.

- Assemblies;**
- Mawlid; Muslim festival celebrating Muhammad’s birthday. Getting on with others without showing prejudice and disclination. Experiencing others’ beliefs. Being part of the community. Understanding others
 - Diwali, understanding people believe in different things. Experiencing others’ beliefs. Understanding others.
 - Christingle, what does Christingle mean? Learn about the different elements of the Christingle. Celebrating faith and beliefs.
 - Christmas, how is it celebrated around the world? Respect other faiths and beliefs. Respect others. Celebrating diversity.
 - Chinese New Year, learn to respect people, celebrate diversity.
 - Story of Easter. Traditional celebrations, do my friends celebrate Easter? How do they?
 - Ramadan. Understanding people around us have different faiths, feelings and values. Learning more about mine/other peoples’ faiths and appreciating others’ cultures.
 - Navratri. Are you part of a community that celebrates this festival? Understanding others, experiencing others’ beliefs.
 - Holocaust Memorial Day. Understanding others’ cultures and how to respect them.
 - Passover. The main theme is redemption, what does this mean? What are the rituals which are carried out?

