

PERSONAL DEVELOPMENT

Vision – ‘all things are possible’

At Benedict Biscop we believe that **PERSONAL DEVELOPMENT** contributes to all aspects of school life, by giving the children the skills, knowledge and understanding to lead confident, happy, healthy, independent and productive lives.

Giving careful consideration to our school vision, ethos, context and the needs of our pupils, our **PERSONAL DEVELOPMENT** curriculum aims to prepare our pupils:

- for the challenges and opportunities ahead as they grow up in an increasingly complex world
- to learn about how they can keep themselves safe on and offline
- to encourage and promote respectful relationships
- to gain an economic understanding
- to know how to be healthy (including mentally healthy)
- to develop resilience and self-efficacy
- to understand the importance of courageous advocacy

This will ensure our pupils become successful adults who make a positive contribution to society and be prepared for a life in modern Britain and beyond.

At Benedict Biscop we have tailored the PSHE Associations’ ‘Programme of Study’ and their core themes of: Health and Wellbeing; Relationships; and Living in the Wider World, incorporated the DFE Citizenship non-statutory programme of study alongside elements unique to our school context to create our own **PERSONAL DEVELOPMENT** curriculum. Each year group covers content related to each theme every year, ensuring that a spiral programme is in place: one that revisits themes, gradually extending thinking, expanding knowledge and developing skills. We avoid, where possible, ‘one-off’, stand-alone sessions that will not be revisited, and instead make constant links to previous learning and experiences, and build upon these.

Learning at Benedict Biscop embraces a range of teaching and learning experiences, underpinned by our interactive speaking and listening curriculum; these experiences may be delivered through whole-class teaching, group activities, individual tasks and assemblies, where pupils will have the opportunity to engage in investigations and problem solving, rooted in real life scenarios.

Our curriculum also encompasses key UNCRC articles as specific curriculum themes in every year group. Global Citizenship and advocacy are woven throughout and complements our RE curriculum. School are Kidsafe providers and the scheme has been incorporated into the relationships element of our curriculum. Our curriculum is enhanced further with learning specific to our context i.e. water safety. Pupils are encouraged to take part in charity work and volunteering, including consulting with and supporting our local community. Regular visits and visitors to school further supports us to broaden the curriculum and enhance the experiences of our pupils.

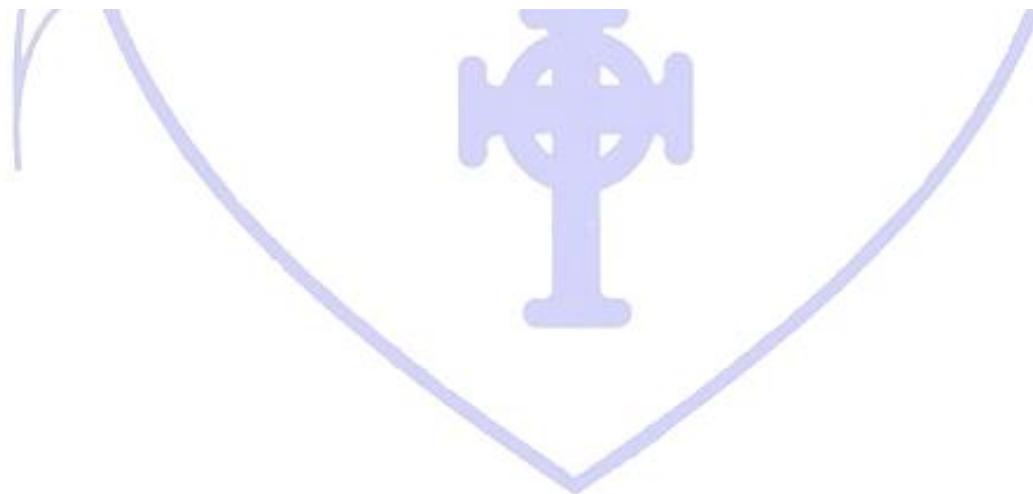
Spiritual, moral, social and cultural development and British Values are promoted through all PSHE teaching

Spiritual development: We explore the beliefs and experiences of ourselves and others; discuss the importance of respecting all beliefs and faiths; learn about and discuss our feelings and values and those of others.

Moral development: We learn about and discuss things that are right and wrong; learn about the law and the importance of it; begin to consider our actions and the consequence of them; consider, discuss and debate ethical issues; offer reasoned views.

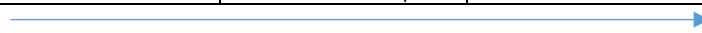
Social development: We consider all of the groups and communities that we are part of; participate in our local community; learn how to resolve conflict; engage with the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance.

Cultural development: We become aware of cultural influences; learn about the role of Britain's parliamentary system; understand, accept, respect and celebrate diversity.





PROGRESSION

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Rights and Responsibilities</p> <p>Autumn 1</p>	<p>-To know who my key worker is and where my key worker group meets</p> <p>-To listen when someone else is talking</p> <p>-ELG: Self-Regulation <i>Show an understanding Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</i></p> <p>-To follow instructions</p> <p>-To look after the environment and to tidy resources away carefully.</p> <p>-ELG: Managing Self <i>Explain the reasons for rules, know right from wrong and try to behave accordingly</i></p> <p>-ELG: Building relationships <i>Work and play cooperatively and take turns with others</i></p>	<p>-To learn the school rules and to know why we have them</p> <p>-To know that everyone at school has rights and with these rights become responsibilities</p> <p>-To understand why teamwork is important in creating a positive class/school environment</p> <p>-To know that I am part of a House Team and how I can earn House points</p> <p>-To begin to understand and respect the process of democracy</p> <p>-To take part in an election and vote a class representative</p> <p>-To create our own class charter</p>	<p>REVISIT: -The school rules</p> <p>-Our rights</p> <p>-What democracy is.</p> <p>-To understand the role of a 'councillor/Rights Knight'</p> <p>-To take part in an election and vote a class representative</p> <p>-To understand what responsibility, we have in class and how we can act responsibly in class</p> <p>-To create our own class charter</p>	<p>REVISIT: -The school rules</p> <p>-what democracy is.</p> <p>-To understand the role of a 'councillor/Rights Knight'</p> <p>-To take part in an election and vote a class representative</p> <p>-To understand what responsibility, we have in class and school and how we can act responsibly</p> <p>-To understand that there are universal rights there to protect everyone.</p> <p>To understand that children have a special set of rights set out in the United Nations Rights of the Child.</p> <p>-To create our own class charter</p>	<p>REVISIT: -The school rules</p> <p>-what democracy is.</p> <p>-To understand the role of a 'councillor/Rights Knight'</p> <p>-To take part in an election and vote a class representative</p> <p>-To understand what responsibility, we have in class and school and how we can act responsibly</p> <p>-To understand that there are universal rights there to protect everyone.</p> <p>To understand that children have a special set of rights set out in the United Nations Rights of the Child.</p> <p>-To create our own class charter</p> <p>-To understand the role of our queen in our country and it's rule of law</p>	<p>REVISIT: -The school rules</p> <p>-what democracy is.</p> <p>-To understand the role of a 'councillor/Rights Knight'</p> <p>-To take part in an election and vote a class representative</p> <p>-To understand what responsibility, we have in class and school and how we can act responsibly</p> <p>-To understand that there are universal rights there to protect everyone.</p> <p>To understand that children have a special set of rights set out in the United Nations Rights of the Child.</p> <p>-To understand the role of our queen in our country and it's rule of law</p> <p>-that Britain has shared rules and to think about why they are important</p> <p>-To create our own class charter</p> <p>Summer term: -To understand the role and responsibilities of a House Captain -To be given the opportunity to apply to become a House captain</p>	<p>REVISIT: -The school rules</p> <p>-what democracy is.</p> <p>-To understand the role of a 'councillor/Rights Knight'</p> <p>-To take part in an election and vote a class representative</p> <p>-To understand what responsibility, we have in class and school [now we are the oldest role models] and how we can act responsibly</p> <p>-To understand that there are universal rights there to protect everyone.</p> <p>To understand that children have a special set of rights set out in the United Nations Rights of the Child.</p> <p>-To understand the role of our queen in our country and it's rule of law</p> <p>-that Britain has shared rules and to think about why they are important</p> <p>-To create our own class charter</p>
Room to talk [R2T]	*Children are introduced to 'Trusted' adults and are	-To know the purpose of R2T -To discuss why we might access R2T	REVISIT: What R2T is and the procedures for accessing it. 				

Autumn 1	<i>encouraged to talk about how they feel.</i>	-To know how we access R2T					
<p>Friendships</p> <p>Autumn 1</p>	<p>-To understand what a friend is.</p> <p>-To describe their feelings.</p> <p>-ELG: Self-Regulation <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</i></p> <p>-To know that people can make us feel different things by what they say or do.</p> <p>-To think about what is kind and unkind behaviour.</p> <p>-To describe how they feel when someone is unkind.</p> <p>-ELG: Building relationships to show sensitivity to their own and other's needs</p> <p>-ELG: Building relationships form positive attachments to adults and friendships with peers.</p>	<p>-To identify qualities of 'a good friend'.</p> <p>-To understand why we sometimes fall out.</p> <p>-To think about how people may feel when we are unkind to them.</p> <p>-To recognise when we get angry.</p> <p>-To learn ways to help ourselves calm down.</p> <p>-To know what it feels like and looks like to be worried.</p> <p>-To understand what we can do to make friends when we have 'fallen out'.</p> <p>-To know what we mean by 'fair' and 'unfair'.</p>	<p>REVISIT: qualities of a good friend.</p> <p>-To understand why we sometimes fall out.</p> <p>-To identify things, we can do to maintain positive friendships.</p> <p>-To recognise what is fair, unfair, kind unkind, right and wrong.</p> <p>-To develop strategies to resolve conflict e.g. negotiation and compromise.</p> <p>-To agree on consequences for inappropriate behaviours.</p>	<p>-To begin to recognise how we can demonstrate positive relationships in class and school</p> <p>-To know that our feelings and bodies can be hurt by others.</p> <p>-To identify how our feelings can get hurt.</p> <p>-To know what kind of physical contact is acceptable and comfortable.</p> <p>-To know to tell a trusted adult when it is not acceptable or comfortable.</p> <p>-To know that school follows RESTORATIVE PRACTICE and if we fall out in school with our friends, what will happen.</p>	<p>REVISIT: traits of a positive and healthy relationship.</p> <p>- that school follows RESTORATIVE PRACTICE and if we fall out in school with our friends, what will happen.</p> <p>- To identify traits of unhealthy relationships (e.g. family members, peer to peer).</p> <p>-To know who they can talk to if they need support.</p>	<p>REVISIT: - <i>that school follows RESTORATIVE PRACTICE and if we fall out in school with our friends, what will happen.</i></p> <p>-To recognise what constitutes a positive, healthy relationship.</p> <p>REVISIT: -traits of unhealthy relationships (e.g. family members, peer to peer).</p> <p>-To think about how we can form and maintain positive and healthy relationships.</p>	<p>REVISIT: To recognise what constitutes a positive, healthy relationship.</p> <p>-To think about how we can form and maintain positive and healthy relationships.</p> <p>- that school follows RESTORATIVE PRACTICE and if we fall out in school with our friends, what will happen.</p> <p>-To think about how we can form relationships when meeting new friends [preparation for transition].</p> <p>-To discuss how friendship grouped can often change when pupils move to different secondary schools.</p>
<p>Personal safety</p> <p>Autumn</p>	<p>Cycling Awareness <i>Pupils are taught about cycling safety through our OPAL provision and risk assessments.</i></p> <p>Beach Schools -To know how to ascend and descend steps to the beach safely. -To know what to do if a stranger approaches.</p>	<p>OPAL Children are made aware of the risk associated with our outdoor equipment. They are involved in benefit risk assessments, which are regularly reviewed.</p>					<p>Cycling Awareness/Bikeability [1-week Autumn term] →</p> <p>-To begin to know how to check that your bicycle is ready for a journey</p> <p>-To know how to set off. Pedal, slow down and stop safely</p> <p>-To know how to cycle safely and responsibly</p> <p>-To identify and respond to hazards on roads</p> <p>-To know how to start and stop on-road journeys</p> <p>-To maintain a suitable riding position</p> <p>-To know how to communicate with other road users</p> <p>-To understand some signals, signs and road markings</p>

	<p>-To know what to do if a dog approaches. [DOGS TRUST VISIT TO SCHOOL].</p> <p>-To know that how to behave when there are waves.</p> <p>-To know how to behave in caves and on the cliffs.</p> <p>Bonfire Night</p> <p>-To know what fireworks are and how they can be dangerous</p> <p>-To know general risks of fire</p> <p>-To know simple safety instructions regarding fire</p> <p>-Visit from Fire Brigade</p>	<p>-To know how we cross at junctions.</p> <p>Water safety RNLI visit</p> <p>KS1 and KS2 specific focus</p> <p>Bonfire Night</p> <p>-REVISIT: what fireworks are and how they can be dangerous</p> <p>-To know that under 18s are not allowed to buy fireworks</p> <p>-To know general risks of fire</p> <p>-REVISIT: To know simple Bonfire Night safety instructions [e.g. never play with fireworks, only adults should handle and light them, sparkler safety]</p> <p>-To know what to do if our clothes catch fire [Stop, drop and roll]</p>	<p>Bonfire Night</p> <p>-REVISIT: how they can be dangerous</p> <p>-That under 18s are not allowed to buy fireworks</p> <p>-General risks of fire</p> <p>-To understand what the firework code is and how it keeps us safe</p> <p>-To know what to do if our clothes catch fire [Stop, drop and roll]</p>	<p>SWIMMING-LESSONS</p>		<p>Basic First Aid</p> <p>-To know basic emergency first aid procedures [RedSky Charity link]</p>	
<p>Mutual respect and tolerance</p> <p>Autumn 2</p>	<p>-To talk about ourselves and our experiences.</p> <p>-To begin to identify things that we have in common with others.</p>	<p>-To know that people have similarities and differences.</p> <p>-To identify what makes us special and unique.</p> <p>-To identify special people and what makes them special</p> <p>-To know that we should treat ALL people with respect.</p> <p>-To know that our law helps protect certain differences [protected characteristics – focus on race and disability].</p> <p>-To understand that if people who look after them make them feel unhappy or unsafe they can go to someone trusted</p>	<p>REVISIT: how we are all special and why we respect differences and similarities between people [looking specifically at the protected characteristics– focus on race and disability]</p> <p>-To know that some people can be unkind others because they are different to themselves</p> <p>-To think about how being unkind to someone would make them feel.</p> <p>-To know that they belong to different groups and communities such as school and family [ensuring that different family make-up are incorporated]</p>	<p>-REVISIT: how we are all special and why we respect differences and similarities between people [looking specifically at the protected characteristics – focus on race and disability and incorporate Religion/belief</p> <p>-To know that we may have different opinions to others , but to respect their view [if necessary constructively challenge other points of view, trying to see things from this point of view]</p> <p>- To recognise different types of relationships including those between acquaintances, friends, relatives and families</p>	<p>-REVISIT: how we are all special and why we respect differences and similarities between people [looking specifically at the protected characteristics] Starting to look also at gender stereotypes</p> <p>-To know that we may have different opinions to others , but to respect their view [if necessary constructively challenge other points of view, trying to see things from this point of view]</p> <p>-To identify traits of unhealthy relationships (e.g. family members, peer to peer) and know who they can talk to if they need support</p>	<p>-REVISIT: how we are all special and why we respect differences and similarities between people [looking specifically at the protected characteristics]</p> <p>-To know what the term stereotypes means</p> <p>-To identify and know how to challenge stereotypes.</p> <p>-To understand what discrimination is [looking at language linked to sexual orientation and gender]</p> <p>-To understand that marriage and civil partnerships are examples of public demonstrations of the commitment made between 2 people</p>	<p>-REVISIT: how we are all special and why we respect differences and similarities between people [looking specifically at the protected characteristics]</p> <p>To identify traits of unhealthy relationships and know who they can talk to if they need support</p> <p>What marriage and civil partnerships are.</p> <p>-To know who are the legal age to make that commitment.</p> <p>-To know what LGBTQ+ means.</p>
<p>Managing hurtful behaviour and bullying</p>	<p>-To begin to understand what online and offline means.</p>	<p>-REVISIT: ways that some people can be unkind [both in person and online] and how</p>	<p>-REVISIT: what bullying is</p> <p>-To know and describe different types of</p>	<p>-REVISIT: What bullying is; different types of bullying [including online bullying] and</p>	<p>- What bullying is and different types of bullying [including online bullying] and how</p>	<p>What bullying is and different types of bullying [including online bullying]</p>	<p>REVISIT: ways people can be bullied through a range of media (e.g.</p>

<p>*CURRICULUM FOCUS during anti-bullying week * covered alongside Computing curriculum objectives</p> <p>Autumn 2</p>	<p>-To start to learn about ways that some people can be unkind online e.g. say unkind things or share a picture that we don't want others to see. -To think about how this can make others feel. -ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p>	<p>this can make others feel. -Our rights and responsibilities [i.e. to protect our bodies and feelings] -To learn what bullying is. -To learn about how to behave in person and online in ways that do not upset others. -To compare how staying safe online is similar to staying safe in the real world [using the context of a virtual field trip with an actual real-life trip]. -To create a class safety promo film for staying safe [using things they have discussed in previous lessons].</p>	<p>bullying e.g. Racist, online -To think about how bullying can make someone feel. -To know that anyone who experiences bullying is not to blame. -To discuss the similarities a differences with bullying in person and online. -To discuss that the information shared online leaves a digital trail [foot print]. -To understand that being safe online is similar to being safe in real life. -To learn about where anyone experiencing bullying can get help.</p>	<p>how bullying can make someone feel -To learn about different places that bullying can take place e.g. phone, internet, in the school yard. -To give examples of how bullying behaviour could appear online. - To discuss that some digital trails/footprints can be harmful to others. -To learn ways to behave towards other people online and why this is important. -To know how someone being bullied online/offline can get support [focus on what they can do inside school or outside of school].</p>	<p>bullying can make someone feel -To know what online technologies mean -To describe ways people can be bullied through a range of media (e.g. image, video, text, chat). -To learn about how we can tell if someone is upset, hurt or angry online. -To learn about how content they post might affect others [i.e. their feelings and how it may affect how others feel about them (their reputation)]. -To begin to understand what 'rings of responsibility are' - To build a digital web of their real life family friends and community connections and talk about the routes for support within their network. -REVISIT: how someone being bullied online/offline can get support [focus on what they can do inside school or outside of school].</p>	<p>REVISIT: ways people can be bullied through a range of media (e.g. image, video, text, chat). -To compare physical bullying with online bullying and how they can affect people differently. -To know that what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. -To discuss how people may feel in different situations and why people do/respond in different ways online. -To know when to talk to a trusted adult is they are worried about themselves or others. -To identify a range of ways to report concerns and access support both in school and at home about bullying [both on and off line]. -To know how to block abusive users. -To describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p>	<p>image, video, text, chat). REVISIT: how people may feel in different situations and why people do/respond in different ways online [using scenarios that are relevant to context and also linked to discrimination, trolling, prejudice-based language] -To understand and use the terms upstander and bystander -To participate in scenarios looking at why people behave the way they do and how they could have behaved differently [focusing on bystander and upstander roles] -To know possible de-escalation strategies when dealing with digital drama. -To know how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. -To know how someone would report online bullying in different contexts.</p>
<p>Online relationships/Internet safety and harms *covered alongside Computing curriculum objectives</p> <p>Spring 1</p>	<p>-To begin to recognise some ways in which the internet can be used to communicate. -To give examples of how I (might) use technology to communicate with people I know.</p>	<p>REVISIT: How people use technology to communicate with people they know -To know when I should ask permission to do something online -To know why this is important to get</p>	<p>REVISIT: How people use technology to communicate with people they know -To know that someone might use technology to communicate with others they don't know offline</p>	<p>-To know ways people who have similar likes and interests can get together online. -To know that having a relationship with someone online is different to in person and that to 'know someone' online might</p>	<p>-To know the benefits of safe online relationships (e.g. livestreaming, gaming platforms). -To know how we might to be respectful to others online.</p>	<p>REVISIT: To know the benefits of safe online relationships (e.g. gaming communities or social media groups). -To name specific forms of communication online (e.g. emojis, memes and GIFs).</p>	<p>-To know that sharing something online may have an impact either positively or negatively. -To know how to be kind and show respect for others online. -To know the importance of respecting boundaries</p>

	<p>-To begin to know 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.</p> <p>-ELG: Managing Self <i>Explain the reasons for rules, know right from wrong and try to behave accordingly</i></p> <p>-ELG: Self-Regulation <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</i></p>	<p>permission to do things online.</p> <p>-To know how to use the internet [with adult support] to communicate with people I know (e.g. video call apps or services).</p> <p>-To know why it is important to be considerate and kind to people online and to respect their choices.</p> <p>-To know that things online may not always be seen in the same way by others.</p>	<p>-To know why communication with people we don't know online can be risky. (e.g. email, online gaming, a pen-pal in another school / country).</p> <p>-To know who I should ask before sharing things about myself or others online.</p> <p>-To know ways to ask for, give, or deny my permission online.</p> <p>-To know I have a right to say 'no' when someone asks permission to share something about me online.</p> <p>-To know who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p> <p>-To identify who can help me if something happens online without my consent.</p> <p>-To know how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p> <p>-To know why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p>	<p>be different from knowing someone offline.</p> <p>-To know what is meant by 'trusting someone online', why this is different from 'liking someone online',</p> <p>-To know it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>-To know that people's feelings can be hurt by what is said or written online.</p> <p>-To know why it is important to give and gain permission before sharing thing online.</p> <p>-To know that sharing online has the same principles as sharing offline e.g. sharing images and videos</p>	<p>REVISIT: -To know what is meant by 'trusting someone online', why this is different from 'liking someone online', -To know it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>-To know what might healthy and unhealthy online behaviours might look like.</p> <p>-To know that content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</p>	<p>REVISIT: -To know what is meant by 'trusting someone online', why this is different from 'liking someone online', -To know it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>-To know that there are some people who might communicate with me online who may want to do me or my friends harm.</p> <p>- To know that is not my / our fault if someone online wants to cause me/my friends harm.</p> <p>-To know how someone can get help if they are having problems.</p> <p>-To know when to tell a trusted adult.</p>	<p>regarding what is shared about others online.</p> <p>-To know what to do to support others if their online boundaries are not respected.</p> <p>-To know how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p> <p>-To know 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;</p> <p>- To know who can help if someone is worried about this inappropriate sharing of images.</p>
<p>Privacy * covered alongside Computing curriculum objectives</p> <p>Spring 1</p>	<p>-To know some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>-To know who would be trustworthy to share this information with.</p>	<p>REVISIT: examples of my personal information (e.g. name, address, birthday, age, location, where someone lives and goes to school, family names).</p>	<p>REVISIT: that passwords are used to protect information.</p> <p>-To know what is meant by 'private' and 'keeping things private'.</p> <p>-To know rules for keeping personal</p>	<p>-To know what we mean by keeping something confidential or secret.</p> <p>-To think about when they should and should not agree to this.</p> <p>-To know when it is right to share information</p>	<p>To know what personal boundaries are.</p> <p>-To know strategies for keeping personal information private, depending on context.</p> <p>-To know that internet use is never fully private</p>	<p>-To know how to create a strong password</p> <p>-To know that many free apps or services may read and share private information (e.g. friends, contacts, likes, images,</p>	<p>-REVISIT: To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable,</p>

		<p>-To know who would be trustworthy to share this information with.</p> <ul style="list-style-type: none"> - To know the difference between secrets and nice surprises and the importance of not keeping secrets that make them feel uncomfortable. -To know that passwords are used on devices/online to protect our information -To explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. 	<p>information private (e.g. creating and protecting passwords).</p> <ul style="list-style-type: none"> -To know that some people have devices in their homes connected to the internet (e.g. lights, fridges, toys, televisions). 	<ul style="list-style-type: none"> -To learn strategies for creating and keeping passwords private. -To know people should only share information with people they choose to and can trust. -To know that if they are not sure or feel pressured then they should tell a trusted adult. REVISIT: -that some people have devices in their homes connected to the internet (e.g. lights, fridges, toys, televisions). -To know connected devices can collect and share anyone's information with others. 	<p>and is monitored, e.g. adult supervision.</p> <ul style="list-style-type: none"> -To know that some online services may seek consent to store information about me. -To know what the digital age of consent is. 	<p>videos, voice, messages, geolocation) with others.</p> <ul style="list-style-type: none"> -To know app permissions are. -To know how to manage requests for images of themselves and others; what is and is not appropriate to ask for and share. -To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong 	<p>anxious or that they believe to be wrong</p> <ul style="list-style-type: none"> -To know ways people can manage passwords securely (e.g. storing them securely or saving them in the browser). -To know what to do if a password is shared, lost or stolen. -To know why people should keep their software and apps up to date -To know simple ways to increase privacy on apps -To know some online content targets people to gain money or information illegally. -To learn strategies to help me identify such content (e.g. scams, phishing). -To know that online services have terms and conditions that govern their use.
<p><u>Living in the wider world</u></p> <p>Spring 2</p>	<p>-To know what money is</p> <p>-ELG: Building relationships form positive attachments to adults and friendships with peers.</p>	<p>-REVISIT: -To know what money is</p> <ul style="list-style-type: none"> -To know what forms money comes in -To know that money comes from different sources -To know that everyone has different strengths -To identify different jobs that people they know or people who work in the community do 	<ul style="list-style-type: none"> -To know that people make different choices about how to save and spend money -To learn about the difference between needs and wants -To know that sometimes people may not always be able to have the things they want - To know that money needs to be looked after [looking at different ways of doing this] - To know that jobs help people to earn 	<ul style="list-style-type: none"> - To know about the different ways to pay for things and the choices people have about this - To recognise that people, have different attitudes towards saving and spending money -To think about what influences people's decisions when spending or saving -To think about what makes something 'good value for money' - To recognise positive things about 	<ul style="list-style-type: none"> - To know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) - To recognise that people, make spending decisions based on priorities, needs and wants - To learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them 	<ul style="list-style-type: none"> - To know different ways to keep track of money - To learn about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe - To identify that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid 	<ul style="list-style-type: none"> - To learn about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations - To identify the ways that money can impact on people's feelings and emotions - To identify the kind of job that they might like to do when they are older - To recognise a variety of routes into

			<p>money to pay for things</p> <ul style="list-style-type: none"> - To identify some of the strengths and interests someone might need to do different jobs 	<p>themselves and their achievements.</p> <ul style="list-style-type: none"> -To set goals to help achieve personal outcomes - To know that there is a broad range of different jobs/careers that people can have -To know that people often have more than one career/type of job during 	<ul style="list-style-type: none"> -To know about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) 	<ul style="list-style-type: none"> - To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation 	<p>careers (e.g. college, apprenticeship, university)</p> <p><i>*To participate in Cleadon CE Academy Careers Fair [Summer term]</i></p>
<p>KIDSAFE</p> <p>Spring 2-Summer 1</p>	<p>EYFS PROGRAMME:</p> <ul style="list-style-type: none"> -To know what Kidsafe is -To describe how we keep safe everyday -To know what yukky feelings are -To know what to do when you get yukky feelings -To know who are trusted adults -To know when to use our voice to say NO -To tell a trusted adult when we get yukky feelings 	<p>FULL PROGRAMME 1</p> <p>REVISIT: What the Kidsafe programme is.</p> <ul style="list-style-type: none"> -To know what yukky feelings are -To know what to do when you get yukky feelings -To know who are trusted adults -What bullying is -To know vocabulary to describe our feelings -To know what we mean by Trust -To identify who are trusted adults. -To learn strategies to deal with bullying -To know how to use our voice to keep safe -To know how we can keep safe when using technology e.g. internet, watching TV, computer games -To know the Kidsafe rules for keeping our private places safe -To know what are good secrets and yukky secrets -To know that trusted adults can give people yukky feelings 	<p>NEW PRE-PROGRAMME 2 COVERED IN EITHER YEAR 3 or YEAR 4</p> <p>REVISIT: What the Kidsafe programme is.</p> <ul style="list-style-type: none"> -To know what yukky feelings are -To know what to do when you get yukky feelings -To know who are trusted adults -What bullying is [including cyber bullying] -To know what we mean by Trust -To know the Kidsafe rules for keeping our private places safe -To know how to use our voice to keep safe -To talk about feelings of loss with a bereavement [e.g. context death of a pet] -To know that watching/playing violent games can cause use harm -To know what peer pressure is -To know strategies to help us resist peer pressure -To recognise angry feelings -To think about how we control our anger -To know how parents arguing can impact on children 	<p>FULL PROGRAMME 2</p> <p>REVISIT:</p> <ul style="list-style-type: none"> -To know what yukky feelings are -To know what gives us yukky feelings -To talk about feelings of loss with a bereavement [e.g. context death of a pet] -To know what bullying is -To know who is a trusted adult -To know what may prevent someone sharing if they are being bullied -To know that watching/playing violent games can cause use harm -To know who to tell and when if someone is being bullied online -To know what peer pressure is and strategies for how to resist it -To know what anger is and how to deal with it -To know what domestic abuse is and that it has an impact on children [in 			

			-to talk about what to do when parents/carers argue and/or split up		the context of seeing parents arguing].		
					NSPCC VISIT – 2-year cycle		
<p>Healthy lifestyles [minds]</p> <p>* covered alongside PE healthy lifestyles curriculum objectives</p> <p>Summer 1</p>	<p>-To develop vocabulary to describe their feelings to others</p> <p>-To develop simple strategies for managing different feelings.</p> <p>-ELG: Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge</p> <p>-ELG: Managing self Set and work towards simple goals, being able to wait for what they want and control their immediate impulses.</p> <p>CONTINUITY DAY/PREPARATION FOR NEXT ACADEMIC YEAR</p>	<p>REVISIT: vocabulary to describe their feelings to others</p> <p>-Simple strategies for managing different feelings. Explicitly taught what Zentangling is.</p> <p>-To learn about what is a healthy lifestyle</p> <p>-To identify things that positively and negatively affects their health [physical, mental and emotional].</p>	<p>REVISIT: Zentangling as a strategy for mindfulness</p> <p>-To know what constitutes, and how to maintain, a healthy lifestyle.</p> <p>-To know what positively and negatively affects their physical, mental and emotional health.</p> <p>-To learn about and identify good and not so good feelings.</p> <p>-To extend their vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>-To know about people who look after them, their family and school networks, who to go to if they are worried.</p>	<p>-REVISIT: what positively and negatively affects their physical, mental and emotional health.</p> <p>-To make informed choices and to begin to understand the concept of a 'balanced lifestyle'</p> <p>-To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>-To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>-To recognise when they need help and to develop skills to ask for help.</p> <p>-To know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p>	<p>SCHOOL NURSE VISIT – Well-being</p> <p>-REVISIT: what positively and negatively affects their physical, mental and emotional health.</p> <p>*To make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>-REVISIT: How to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>- skills to ask for help.</p> <p>- people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p>		
<p>Healthy lifestyles [bodies]</p> <p>* covered alongside PE healthy lifestyles curriculum objectives</p> <p>Summer 2</p>	<p>-ELG: Managing Self Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>	<p>REVISIT: what a healthy lifestyle is</p> <p>-To know the benefits of physical activity, rest, healthy eating and dental health.</p> <p>-To know the importance of maintaining personal hygiene.</p> <p>-To know how some diseases are spread and can be controlled.</p> <p>-To know the responsibilities, they</p>	<p>REVISIT: what constitutes, and how to maintain a healthy lifestyle [including the benefits of physical activity, rest, healthy eating and dental health].</p> <p>-To know the importance of, and how to, maintain personal hygiene.</p> <p>REVISIT: how some diseases are spread and can be controlled.</p>	<p>HYGIENE</p> <p>-REVISIT: what positively and negatively affects their physical, mental and emotional health and how to maintain a healthy lifestyle</p> <p>-To know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>-To learn about taking</p>	<p>HEALTHY EATING</p> <p>-REVISIT: what positively and negatively affects their physical, mental and emotional health and how to maintain a healthy lifestyle</p> <p>-How the choices we make can have positive and negative consequences on our bodies.</p> <p>-To think about what constitutes a balanced diet.</p>	<p>PUBERTY</p> <p>SCHOOL NURSE VISIT- puberty</p> <p>-REVISIT: what positively and negatively affects their physical, mental and emotional health and how to maintain a healthy lifestyle</p> <p>-To know how their body will, and their emotions may, change as they</p>	<p>DRUGS</p> <p>-SAFETY WORKS VISIT: visit to a life-sized town of scenarios including drug awareness</p> <p>-REVISIT: what positively and negatively affects their physical, mental and emotional health and how to maintain a healthy lifestyle</p> <p>-To learn about which, why and how,</p>

		<p>have for their own health</p> <ul style="list-style-type: none"> -To develop simple skills to help prevent diseases spreading e.g. hand washing. *To know that household products, can be harmful if not used properly. 	<p>-The responsibilities they have for their own health and that of others;</p> <p>REVISIT: simple skills to help prevent diseases spreading e.g. hand washing.</p> <ul style="list-style-type: none"> -To know that household products, including medicines, can be harmful if not used properly. 	<p>care of their body, understanding that they have the right to protect their body.</p>	<ul style="list-style-type: none"> -To think about what might influence our choice of diet. -To learn about how we can protect our body by making informed choices about the things we eat. 	<p>approach and move through puberty.</p> <ul style="list-style-type: none"> -To learn about human reproduction. -To know that they have the right to protect their body from inappropriate and unwanted contact, understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime. 	<p>commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety.</p> <ul style="list-style-type: none"> -To know that some drugs are restricted and some are illegal to use and give to others.
<p>What I believe 'RIGHTS' themes</p> <p>*Personal development and British Values are taught throughout each of our 'Rights' themes in a cross curricular approach.</p> <p>Spring or Summer theme</p>	<p>Spring</p> <p>*not covered as a specific theme – children will look at the 'Right to an education' through there theme 'Light and dark: living in Victorian Sunderland'.</p> <p>Pupils will look at:</p> <ul style="list-style-type: none"> -How not everyone is able to go to school in the world -How changes in Britain's laws during the Victorian period made education compulsory -Discussing how difference between class and gender affected access to education -How delivery of education has changed [i.e. content, behaviour management] 	<p>Spring – What I believe: I have the right to a safe place to live</p> <p>Pupils will look at:</p> <ul style="list-style-type: none"> -Environmental change within the local area and how this impacts our safety -how new housing will lead to increased traffic [completing a local traffic survey] -litter within the local area and how we can support our community through litter picks [completing a litter pick within the local area] -How land use has changed for new housing -How some people within Sunderland are Homelessness -Engage in community support for homelessness [charity fundraising and foodbank donations] -How budgeting can support low income families [shopping/meals] 	<p>Summer – What I believe: I have the right to choose religion and beliefs</p> <p>Pupils will look at:</p> <ul style="list-style-type: none"> -How different cultures show their beliefs and faith based on where they live -Similarities they have with children who live in different contexts [partnership work with contrasting school in North East England and partner school in China] -Pilgrimages and religious sites that people visit to show their belief [Kumbhmela, Holy Island] -Pupils will visit different places of worship, identifying similarities and difference [Mandir & St Matthews] -revisiting different religions previously studied i.e. Judaism and Islam 	<p>Summer – What I believe: I have the right to choose religion and beliefs</p> <p>Pupils will look at:</p> <ul style="list-style-type: none"> -How different cultures show their beliefs and faith based on where they live -Similarities they have with children who live in different contexts [partnership work with contrasting school in North East England and partner school in China] -Pilgrimages and religious sites that people visit to show their belief [Kumbhmela, Holy Island] -Pupils will visit different places of worship, identifying similarities and difference [Mandir & St Matthews] -revisiting different religions previously studied i.e. Judaism and Islam 	<p>Summer – What I believe: Everyone and everything has the right to be alive</p> <p>Pupils will look at:</p> <ul style="list-style-type: none"> -Environmental issues such as de-forestation, sustainability and pollution -What we can do to reduce the impact of these issues [energy saving, recycling, purchases] -Plan and implement an advocacy 'Rights Knights' project within school. -revisiting Fairtrade [covered within whole school worship]. 	<p>Summer – What I believe: No one is allowed to punish you in a cruel or harmful way</p> <p>Pupils will look at:</p> <ul style="list-style-type: none"> -The Rule of Law in Britain and the relevance/importance of rules in modern society [i.e. anti-social behaviour] -Rules that will impact them through Police visit -Changes in crimes and punishments throughout periods of history [making links with periods studied i.e. Tudors, women's rights]. -How exploration has led to new civilisations and new rules. 	<p>Summer – What I believe: I have the right to protection from any kind of exploitation</p> <p>Pupils will look at:</p> <ul style="list-style-type: none"> -What individual liberty means -How we live in a democratic society, discussing how their voice is heard [through school council, restorative practice, questionnaires] -Links with coal mining and the balloting of miners for strike action. -How societies through history have mistreated individuals i.e. because of their race or beliefs -How exploitation is still occurring in modern society i.e. modern-day slavery and how we can protect ourselves.

Suggested educational visits:

Year	Autumn	Spring	Summer
EYFS	Beach School, local community, pantomime		
1	Beach School, local study – Herrington Park, pantomime, 'Toys and games in the past' – Sunderland Winter Gardens	Beach School, Beamish	Beach School, Synagogue
2	Local study – Herrington Park, pantomime, Walkwise	Local area – litter pick and traffic survey; Food bank, St Matthew's Church	Land, Sea and Air Museum, Nissan, Mosque
3	Bowes museum 'Prehistoric exhibition', Durham University museum Stone-Bronze-Iron age workshop	Durham University museum Egyptian exhibition	Mandir, Holy Island
4	'Greek pottery collection' – Sunderland Winter Gardens	Segedunum, Hadrian's Wall, Gurdwara	'Rainforest Explorers' – Sunderland Winter Gardens
5	Bede's World, Sunderland Glass Centre	Bowes museum 'Tudor Feast'	Mosque, week outdoor residential
6	Beamish	Lowry exhibition – Sunderland Winter Gardens, Woodhorn	Safety works, weekend outdoor residential