PSHE Curriculum

PSHE aspects will be taught explicitly through:

Dot.com programme:

This will be the main teaching of PSHE for years 1 to 5 , and will be reinforced across the curriculum. Year 6 PSHE is based around the work carried out by visitors eg NPSCC/Lives not Knives.

Zones of Regulation:

From Autumn 2020 Fairchildes will be using Zones of Regulation. PSHE lessons for the first 25 weeks of the year will be taken up in training the children to understand the Zones, to link them to their own feelings, to become aware of their own triggers and the triggers of others and to learn strategies to control their emotions.

Science

Particular units of work have objectives that crossover with PSHE. It is essential that all of the science and PSHE objectives are included in the planning

Computer science

The E-safety units have objectives that crossover with PSHE. It is essential that all of the computer science and PSHE objectives are included in the planning

Other

Particular units of work have objectives that cross over with PSHE. It is essential that all of the subject specific and PSHE objectives are included in the planning

Outside Agencies

Outside agencies will be invited into school to support PSHE such as; NSPCC, Lives not Knives, Emergency services, Drop in Bus, Life Education Van etc

British Values will be promoted in everything that we do in the school. This will enable our children to:

- develop their self-knowledge, self-esteem and self-confidence
- distinguish right from wrong and to respect the civil and criminal law in England
- accept responsibility for their behaviour, show initiative, and to understand how they contribute positively to the lives of those living and working in the locality of the school and to society more widely
- acquire a broad general knowledge of and respect for public institutions and services in England
- acquire an appreciation of and respect for their own and other cultures
- have respect for other people
- have respect for democracy and support and participation in the democratic processes, including respect for the basis on which the law is made and applied in England

Mental Health:

Keeping a healthy mind is important at Fairchildes. Children learn to speak about their mental health from a young age. Zones of Regulation allows children to gain:

- Emotional self-understanding and self regulation.
- an understanding of how to manage sensory input from their environment.
- brain based skills, such as impulse control, sustaining attention, planning, problem solving.
- self awareness

Our counselling service SPIL is an integral part of school life. Children are encouraged to refer themselves

In addition these areas will be reinforced across the whole curriculum and school:

- To make choices that improve their health and well-being
- To know what makes a healthy lifestyle, including the benefits of exercise and healthy eating. Fairchildes holds the Healthy Schools Award. (Please see the Healthy Schools and PE policies)
- To think about what may happen before deciding what to do
- To know all actions have a consequence, good or bad, and they are responsible for their own actions

The curriculum objectives are split into year groups, however there are overarching concepts and skills that impact across the year groups. (PSHE- association document 2017)

Overarching concepts developed through the Programme of Study

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)

2. **Relationships** (including different types and in different settings, including online)

3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)

4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world

5. **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)

6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)

7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)

8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)

9. **Career** (including enterprise, employability and economic understanding)

Essential Skills and Attributes developed through the Programme of Study

Personal effectiveness	Interpersonal and social effectiveness
1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)	1. Empathy and compassion (including impact on decision-making and behaviour)
2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)	2. Respect for others' right to their own beliefs, values and opinions
3. Resilience (including self-motivation, perseverance and adaptability)	3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
4. Self-regulation (including promotion of a positive, growth mind-set[1] and managing strong emotions and impulses)	4. Skills for employability, including
5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms	• Active listening and communication (including assertiveness skills)
6. Self-organisation (including time management)	• Team working
7. Strategies for identifying and accessing appropriate help and support	• Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence	• Leadership skills
	• Presentation skills
9. Recalling and applying knowledge creatively and in new situations	5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)	6. Recognising, evaluating and utilising strategies for managing influence
	7. Valuing and respecting diversity
	8. Using these skills and attributes to build and maintain healthy relationships of all kinds

Managing risk and decision-making (integral to all of the above)

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
4. Assessing the validity and reliability of information
5. Identify links between values and beliefs, decisions and actions
6. Making decisions

EYFS

Personal, Social and Emotional development	Understanding the World
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - 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. - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy choices. - work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and others' needs.	- Talk about the lives of the people around them and their roles in society. - Knows similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

KS1

Year	Science	Computer science (Programs used include 'Think You know' and 'Common sense Media')	Other curriculum areas.	Other
1		- identify characteristics of people who are worthy of their trust - know what is meant by personal information and develop awareness of why it is special - know they can access a range of information on the internet - can navigate age-appropriate websites - to know what to do if they find something inappropriate online	History: - Famous people - the importance and effect of trying hard and perseverance - Grace Darling - putting others before yourself, being brave Science/Geog: David Attenborough - importance of looking after the world/animals in the wild.	- what improves and harms their local, natural and built environments and about some of the ways people look after them - that money comes from different

● to know how information and data is shared and used online – (Y1 Sharing pictures) ● To know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (Yr 1 Media balance is important) ● To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. (Y1 Safety in my online neighbourhood).	RE: Develop respect for those who have different beliefs and customs to me; class and school rules; how you can look after your family and friends (duty of care); was Jesus a good friend.	sources and can be used for different purposes, including the concepts of spending and saving ● about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices

Year 1 Dot.Com		
Health and Wellbeing	**Relationships**	**Living in the wider world**
● to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health ● to recognise that choices can have good and not so good consequences ● to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals ● about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings ● rules for and ways of keeping physically and emotionally safe (including internet safety, difference between secrets and surprises and understanding not to keep adults' secrets, road safety, safety in the environment eg rail, water, fire) ● about people who look after them, family networks, safe people to go to, ways to help people look after them ● to recognise that they share a responsibility for keeping themselves and others say, when to say yes/no/I'll ask/I'll tell ● to know that if a friend is hurting themselves in some way, then this is not a good secret	● to communicate their feelings to others, to recognise how others show feelings and respond ● to recognise how their behaviour affects others ● the difference between secrets and surprises and the importance of not keeping adult secrets only surprises ● to recognise what is fair/unfair, kind/unkind, right/wrong ● to share their opinions on things that matter to them and explain their views through discussions ● to listen to other people and play and work cooperatively (including strategies to resolve arguments) ● to offer constructive support and feedback to others ● to identify and respect the differences and similarities between people ● to identify their special people (family, friends, carers), what makes them special and how special people care for one another ● to judge what kind of physical contact is acceptable, comfortable, unacceptable and	▢ how to contribute to life in the classroom ▢ to help construct and follow, class rules and understand how these rules help them ▢ that people and other living things have needs and that they can have responsibilities to meet them (including taking turns, sharing and understanding the need to return anything borrowed) ▢ that they belong to various groups and communities such as family and school

● to know that there are harmful and safe products, and that medicines are only safe if prescribed by a doctor and the correct dosage is taken	uncomfortable and how to respond (including who to tell and how to tell them) ● that people's bodies and feelings can be hurt ● to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say ● that there are different types of teasing and bullying, that these are wrong and unacceptable ● how to resist teasing and bullying, and what to do if they experience or witness it		

Year	Science	Computer science (Programs used include 'Think You know' and 'Common sense Media')	Other curriculum areas.	Other
2	● the importance of and how to maintain personal hygiene ● how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others ● about the process of growing from young to old and how people's needs change ● about growing and changing and new opportunities and responsibilities that increasing independence may bring ● the names for the main parts of the body (including external genitalia) ● the similarities and differences between boys and girls	● develop awareness of relevant e-safety issues and understand that personal information is unique to them ● identify characteristics of people who are worthy of their trust ● can use the internet purposefully to answer specific questions ● know that not everything they encounter on the internet is true ● To know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (Yr 2 – Pause and think) ● To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. (Y2 How Tech makes you feel). ● To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. (Y2 – Internet Traffic lights)	● RE-Developing respect for those who have different beliefs and customs ● Geography -Developing respect for the environment and the needs of others ● History- understand how events from the past affect the and develop an understanding of how the changes affect life for us now ● Art developing an awareness of other cultures	● what improves and harms their local, natural and built environments and about some of the ways people look after them ● that money comes from different sources and can be used for different purposes, including the concepts of spending and saving ● about the role money plays in their lives including how to manage their

		money, keep it safe, choices about spending money and what influences those choices

Year 2 Dot.Com		
Health and Wellbeing	**Relationships**	**Living in the wider world**
- to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health - what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health - to recognise that choices can have good and not so good consequences - to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals - about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings - that household products, including medicines, can be harmful if not used properly - about change and loss and the associated feelings - rules for and ways of keeping physically and emotionally safe (including internet safety, difference between secrets and surprises and understanding not to keep adults' secrets, road safety, safety in the environment eg rail, water, fire) - about people who look after them, family networks, safe people to go to, ways to help people look after them - to recognise that they share a responsibility for keeping themselves and others say, when to say yes/no/I'll ask/I'll tell - know how other people or situations can make them feel not valued and respected or insecure and unsafe - to identify some harmful products: tobacco, alcohol, drugs and know the impact they have on the body	- to communicate their feelings to others, to recognise how others show feelings and respond - to recognise how their behaviour affects others - the difference between secrets and surprises and the importance of not keeping adult secrets only surprises - to recognise what is fair/unfair, kind/unkind, right/wrong - to share their opinions on things that matter to them and explain their views through discussions - to listen to other people and play and work cooperatively (including strategies to resolve arguments) - to offer constructive support and feedback to others - to identify and respect the differences and similarities between people - to identify their special people (family, friends, carers), what makes them special and how special people care for one another - to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) - that people's bodies and feelings can be hurt - to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say - that there are different types of teasing and bullying, that these are wrong and unacceptable	- how to contribute to life in the classroom - to help construct and follow, class rules and understand how these rules help them - that people and other living things have needs and that they can have responsibilities to meet them (including taking turns, sharing and understanding the need to return anything borrowed) - that they belong to various groups and communities such as family and school

	how to resist teasing and bullying, and what to do if they experience or witness it	

KS2

KS2 Dot.Com		
Health and Wellbeing	**Relationships**	**Living in the wider world**
• what positively and negatively affects their physical, mental and emotional health (including the media) • how 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 • to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals • 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 • to recognise that they may experience conflicting emotions and when they might need to listen to their emotions to overcome them • about change, including transitions, loss, separation, divorce and bereavement • to differentiate between the terms 'risk', 'danger' and 'hazard' • to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience • to recognise their increasing independence brings increased responsibility to keep themselves and others safe • that pressures to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media • 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	▢ to recognise and respond appropriately to a wider range of feelings in others ▢ to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships ▢ to recognise ways in which a relationship can be unhealthy and who to talk to if they need support ▢ to be aware of the different types of relationship, including those between acquaintances, friends, relatives and families ▢ that their actions affect themselves and others ▢ to judge what kind of physical contact is acceptable/unacceptable and how to respond ▢ the concept of 'keeping something confidential or secret', when we should/should not agree to this and when it is right to 'break a confidence' or 'share a secret' ▢ to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about people's feelings and try to see, respect and if necessary constructively challenge their points of view ▢ to work collaboratively towards shared goals ▢ to develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves ▢ that differences and similarities arise from a number of factors: family, cultural, ethnic, race and religious diversity, age, sex, gender identity, sexual orientation and disability ▢ to realise the nature and consequences of discrimination, teasing, bullying and aggressive bullying (including cyber	▢ to research, discuss and debate topical issues, problems and events concerning health and wellbeing, to know that their opinion matters and that can offer their recommendations to appropriate people. ▢ to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing ▢ to appreciate the range of national, regional, religious and ethnic identities in the UK.

- school rules about health and safety, basic emergency aid procedures, where and how to get help - what is meant by the term 'habit' and why habits can be hard to change - how their body will, and emotions may, change as they approach and move through puberty - about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers - about people who are responsible for helping them stay healthy and safe and ways that they can help these people - to know that when people are feeling unhappy it may make them want to self-sabotage/self-harm, particularly in situations which are out of their control e.g. divorce, bereavement etc. - to know that self-sabotage and self-harm can take many forms - that self-sabotage and self-harming can have consequences on their physical and mental health, and can impact and affect their family and friends including the physical and mental health of family/friends - that a consequence of self-sabotage and self-harm is that they may not be trusted by others, which in turn can make them feel worse and how they can break this cycle - know how other people or situations can make them feel not valued and respected or insecure and unsafe - to consider how to manage parental expectations and why parents might have unrealistic expectations or expectations that are not suitable for them. - to know when and how they can ask for help and how to find their voice - know that a good friend would encourage them to say something if they are self-harming, or would get help for them on their behalf - to know that in life nobody can control or fix everything	bullying, prejudice based language, how to respond and ask for help) ⬚ to recognise and manage 'dares' ⬚ to recognise and challenge stereotypes ⬚ to have the opportunity to recognise bullying and abuse in all its forms (including in person, online and text)	

Year	Science	Computer science	Other curriculum areas	Other
3	● Developing confidence to ask questions about what they observe ● Working collaboratively to test and explore scientific ideas ● Make their own decisions about the most appropriate scientific enquiry ● Respect for scientific equipment ● Learning about the importance of nutrition and a healthy lifestyle	● develop awareness of online protocols, in order to stay safe on the web ● develop strategies for staying safe when using the internet ● use the internet to undertake independent and appropriate research and attempt to distinguish between fact and fiction ● to know that people sometimes behave differently online, including by pretending to be someone they're not. (Y3 Who's Magnus) 　● To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 　● To know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	● RE-Developing respect for those who have different beliefs and customs ● Developing respect for the environment and the needs of others ● Geography- human geography- develop an understanding for human geography, types of settlement and the people living in them ● History- understand how events from the past affect them ● Develop an understanding for different social groups across the ages ● Understand how the changes affect life for us now ● Develop confidence in asking questions about change and cause	● strategies for keeping physically and emotionally safe including road safety (including cycle safety), safety in the environment (including rail, water and fire safety) and safety online (including social media, the responsible use of ICT and mobile phones) ● swimming lessons ● Croydon Council Road Safety - how to cross roads practical session with year 4 (don't know if they will offer this again) ● Y4 trip to Croydon Minster for carols ● Healthy Schools' week

Year 3 Dot.Com		
Health and Wellbeing	**Relationships**	**Living in the wider world**
● the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others ● what positively and negatively affects their physical, mental and emotional health (including the media)	● to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so ● to recognise and respond appropriately to a wider range of feelings in others	● ⬚ to explore and critique how the media present information ● why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- 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
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions to overcome them
- about change, including transitions, loss, separation, divorce and bereavement
- to differentiate between the terms 'risk', 'danger' and 'hazard'
- to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience
- to recognise their increasing independence brings increased responsibility to keep themselves and others safe
- that pressures to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media
- 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
- school rules about health and safety, basic emergency aid procedures, where and how to get help

- to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- to recognise ways in which a relationship can be unhealthy and who to talk to if they need support
- to be aware of the different types of relationship, including those between acquaintances, friends, relatives and families
- that their actions affect themselves and others
- to judge what kind of physical contact is acceptable/unacceptable and how to respond
- to the concept of 'keeping something confidential or secret', when we should/should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about people's feelings and try to see, respect and if necessary constructively challenge their points of view
- to develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise and to give
- that differences and similarities arise from a number of factors: family, cultural, ethnic, race and religious diversity, age, sex, gender identity, sexual orientation and disability
- to realise the nature and consequences of discrimination, teasing, bullying and aggressive bullying (including cyber bullying, prejudice based language, how to respond and ask for help)

- to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
- to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

Year	Science	Computer science	Other curriculum areas	Other

4	● to know the physical and emotional changes that take place during puberty (See additional plans for Puberty lessons)	● understand and abide by the school acceptable use policy
		● are aware of the need to develop a set of online protocols to stay safe online
		● safely use the internet for research and follow lines of enquiry
		● understand the function of a search engine and the importance of using correct search criteria
		   ● use the internet as a resource to support their work, and begin to understand plagiarism
		   ● To know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (Yr 4 – The power of words)
		   ● How information and data is shared and used online (Yr 4 – Is seeing believing?)
		● know that not everything they encounter on the internet is true and know what to do if they find something they are uncomfortable with
			● RE - good Samaritan story, rules and communities
			● Literacy - Varjak Paw - addressing discrimination
				● strategies for keeping physically and emotionally safe including road safety (including cycle safety), safety in the environment (including rail, water and fire safety) and safety online (including social media, the responsible use of ICT and mobile phones)
				● swimming lessons
				● Croydon Council Road Safety - how to cross roads practical session with year 4 (don't know if they will offer this again)
				● Y4 trip to Croydon Minster for carols
				Healthy Schools' week

Year 4 Dot.Com		
Health and Wellbeing	**Relationships**	**Living in the wider world**
● To recognise opportunities to make their own choices about food, what might influence those choices and the benefits of eating a balanced diet ● Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others	● to recognise and respond appropriately to a wider range of feelings in others ● to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships ● to recognise ways in which a relationship can be unhealthy and who to talk to if they need support	● to think about the lives of people living in other places, and people with different values and customs ● why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

	• to be aware of the different types of relationship, including those between acquaintances, friends, relatives and families
	• that their actions affect themselves and others
	• to judge what kind of physical contact is acceptable/unacceptable and how to respond
	• the concept of 'keeping something confidential or secret', when we should/should not agree to this and when it is right to 'break a confidence' or 'share a secret'
	• to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about people's feelings and try to see, respect and if necessary constructively challenge their points of view
	• to work collaboratively towards shared goals
	• to develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
	• that differences and similarities arise from a number of factors: family, cultural, ethnic, race and religious diversity, age, sex, gender identity, sexual orientation and disability
	• to realise the nature and consequences of discrimination, teasing, bullying and aggressive bullying (including cyber bullying, prejudice based language, how to respond and ask for help)
	• to recognise and manage 'dares'
	  to recognise and challenge stereotypes
	  to have the opportunity to recognise bullying and abuse in all its forms (including in person, online and text)
		• to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
		• that there are different kinds of responsibilities, rights and duties at home, school, in the community and towards the environment
		• to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
		• what being part of a community means, and about the varied institutions that support communities locally and nationally

Year	Science	Computer science	Other curriculum areas	Other

5	● to know the physical and emotional changes that take place during puberty (See additional plans for puberty lessons)	● understand the potential risks of providing personal information in an increasing range of online technologies both within and outside school
		● develop a set of online protocols to stay safe online
		● recognise inaccuracies and bias on the web and evaluate websites for their validity
		  ● How information and data is shared and used online (Yr 5– ONLINE TRACKS)
		  ● To have an awareness of the risks associated with people they have never met – (Y5 keeping games fun and friendly.
		  ● To know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. (Y5 A super digital citizen)
			RE- Discussions about community and the responsibilities children have/will have to their community.
			
			History- Holocaust discussion around Anne Frank and general WW2 study. Empathising with those that were maltreated during WW2.
			
			Literacy- Apartheid discussions. Journey to Jo'burg. Discussions on race and discrimination.
				● strategies for keeping physically and emotionally safe including road safety (including cycle safety), safety in the environment (including rail, water and fire safety) and safety online (including social media, the responsible use of ICT and mobile phones)
				● swimming lessons
				● Croydon Council Road Safety - how to cross roads practical session with year 4 (don't know if they will offer this again)
				● Y4 trip to Croydon Minster for carols
				Healthy Schools' week

Year 5 Dot.Com		
Health and Wellbeing	Relationships	Living in the wider world
● To recognise opportunities to make their own choices about food, what might influence those choices and the benefits of eating a balanced diet ● To recognise how images in the media do not always reflect reality and can affect how people feel about themselves ● Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their	● that civil partnerships and marriages are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment ● to be aware that marriage is a commitment freely entered into by both people, that no one should	● to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation ● to explore and critique how the media present information ● know the impact of the media and visual imagery on their self-confidence and self-

- immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others
- the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
- to know what constitutes self-sabotage and self-harming and identify that this is often a way a person shows they are struggling to cope and feel out of control
- to know that sometimes when people are feeling bad at home or school, it can make them hurt themselves physically, mentally or sabotage friendships
- to be aware how hurting themselves can impact on others
- to identify strategies for coping or seeking help when they feel they want to hurt themselves
- know that adults can put academic pressure on them, how they can manage this or seek help
- Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others (Effects to health and effects to life outcomes eg. life of crime)

- enter into a marriage if they don't absolutely want to do so
- to have the opportunity to learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation

- to recognise and respond appropriately to a wider range of feelings in others
- to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- to recognise ways in which a relationship can be unhealthy and who to talk to if they need support
- to be aware of the different types of relationship, including those between acquaintances, friends, relatives and families
- that their actions affect themselves and others
- to judge what kind of physical contact is acceptable/unacceptable and how to respond
- the concept of 'keeping something confidential or secret', when we should/should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about people's feelings and try to see, respect and if necessary constructively challenge their points of view
- to work collaboratively towards shared goals
- to develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- that differences and similarities arise from a number of factors: family, cultural, ethnic, race and religious diversity, age, sex, gender identity, sexual orientation and disability

- esteem, how images are often manipulated to look more appealing and how they can stereotype groups or individuals
- to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- that these universal rights are there to protect everyone and have primacy both over national law and family and community practices

	● to realise the nature and consequences of discrimination, teasing, bullying and aggressive bullying (including cyber bullying, prejudice based language, how to respond and ask for help) ● to recognise and manage 'dares' ● to recognise and challenge stereotypes ● to have the opportunity to recognise bullying and abuse in all its forms (including in person, online and text) ● To know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. (Y5 The power of words)		

Year	Science	Computer science	Other curriculum areas	Other
6	● that bacteria and viruses can affect health and that following simple routines can reduce their spread ● about human reproduction and understand the mechanics of sexual intercourse ● to know the physical and emotional changes that take place during puberty ● to understand that there may be peer pressure surrounding sexual intercourse and relationships ● to be able to make informed decisions about relationships and sex (See additional plans for Puberty lessons)	● evaluate their use of technology including the use of email, social networking, online gaming and mobile phones and consider how they present themselves online ● confidently and competently use the internet tool for research and critically evaluate websites for their use ● know that not all information is accurate or unbiased and develop strategies for identifying the origin of a website ● are aware of copyright issues and know that not all resources they find on the internet are legal to use or copy (even if sources are identified) ● How to critically consider their online friendships and sources of information including awareness of risks associated with people they have never met. – (Y6 Digital friendships)	Science - SRE lessons ICT - E Safety lessons RE - Rules we live by Science - Bacteria and viruses in Summer 1.	● strategies for keeping physically and emotionally safe including road safety (including cycle safety), safety in the environment (including rail, water and fire safety) and safety online (including social media, the responsible use of ICT and mobile phones) ● swimming lessons ● Croydon Council Road Safety - how to cross roads practical session with year 4

● To know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. (Y6 Is it cyberbullying?)	(don't know if they will offer this again) ● Y4 trip to Croydon Minster for carols Healthy Schools' week

Year 6 Dot.Com		
Health and Wellbeing	**Relationships**	**Living in the wider world**
● know that adults can put academic pressure on them, how they can manage this or seek help ● to consider how to manage parental expectations and why parents might have unrealistic expectations or expectations that are not suitable for them. ● To know the different types of abuse and to report concerns or abuse, and the vocabulary and confidence needed to do so.	● Talk about relevant software that the children are using eg. Tik tok, Snapchat, Instagram etc How safe are they? How can the children keep themselves and their friends safe online? ● Online relationships ● What sorts of boundaries are appropriate in friendships with peers and others including (in digital context). ● About the concept of privacy and the implications of it for children and adults; including 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) whom they do not know. ● How to recognise and report feelings of being unsafe or feeling bad about any adult ● How to ask for advice for themselves or others, and to keep trying until they are heard. ● Where to get advice eg. family, school and/or other sources ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	● about the role money plays in their own and others' lives, including how to manage money and about being a critical consumer ● to develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' ● that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment ● bout enterprise and the skills that make someone 'enterprising' ● To research, discuss and debate topical issues, problems and events concerning health and wellbeing. ● To learn about Gangs, how they work to influence vulnerable children. How to keep yourself safe.

	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. ● ● To know what a stereotype is, and how stereotypes can be unfair, negative or destructive	

Suggested Reading List. (These are just a few suggestions from each year group)

Year group	Title and author	Linked to...
Nursery	Colour Monster A friend for bear Something Else Citizenship series Bad mood bear Bog Baby Somebody swallowed Stanley Pete the cat and his magic sunglasses The huge bag of worries It's my party	Zones of regulation Valuing friendships Accepting differences -being honest/being fair/making friends/following rules feelings/ being kind doing the right thing/. caring for others caring for the environment being positive/zones of regulation feeling worried sharing
Reception	The Colour Monster: Anna Lleanas Giraffes can't Dance Za-za's Baby Brother Can't you sleep Little Bear Fluffy and Scruffy The Bad tempered Ladybird	Feelings and Zones of Regulation Kindness, feeling special, similarities and differences Changes to a family Feelings: Scared, lonely Sharing and teamwork Kindness
1	Goldilocks Elves and Shoemaker A Friend for Little Bear - Harry Horse	Staying safe Kindness Loneliness, how to treat your friends

	Threadbear - Mick Inkpen The Dragon Kite - Kenneth Steven	Developing confidence Loneliness, making friends, kindness
2	Beegu But Martin Dear Greenpeace There's an orangutan in my bedroom Elmer Giraffes Can't Dance Great Fire Of London	Kindness, celebrating differences Caring for our environment Endangered species Developing confidence Safety
3	The Twits The Boy in the Back of The Class StoneAge Boy Flat Stanley The Truth Pixie	Kindness, cruelly to animals and morals Respecting other cultures, refugees Friendship Bullying Self esteem, socially accepted behaviour
4	Varjak Paw When Jessie Came Across the Sea How to Train Your Dragon Kensuke's Kingdom	Addressing discrimination Respecting other cultures/immigrants Bullying qualities of a good friend: love, faith, honour, loyalty, friendship and selflessness
5	Journey to Jo'burg Canterbury Tales Diary of Anne Frank Wonder Cloudbusting Goodnght Mr Tom	Discrimination, racism. Parables on greed, pride, etc. Disability, anxiety, friendship, family, overcoming barriers Bullying and allergies Illiteracy, anxiety, loss, depression, overcoming difficulties.
6	The Boy In The Tower There's A Boy in the Girls Bathroom - Holes Way Home The Rabbits Oliver Twist - Charles Dickens	Companionship, depression, mental health and family. Behaviour, friendship, bullying, anxiety, mental health Friendship, bullying, anxiety Homelessness, friendship Immigration Poverty and child exploitation.