



	Y1	Y2
Types of Abuse – Including rights of the child.	<p>PSHE – Jigsaw coverage of keeping safe from Year 1-Year 2</p> <ul style="list-style-type: none"> • (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult • (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard • (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so • (R32) where to get advice e.g. family, school and/or other sources. 	
	<p>NSPCC Speak out. Stay safe assembly: Children’s Rights Case study used to introduce the different forms of abuse:</p> <ul style="list-style-type: none"> • Not looked after properly • Privates are private • Hurting children’s feelings • Hitting • Hurting online • Bullying <p>PSHE Being Me In My World</p> <ul style="list-style-type: none"> • Understand that they are safe in their class • Identifying helpful behaviours to make the class a safe place • Understand that they have choices • Understanding that they are special • Identify what it’s like to feel proud of an achievement • Recognise feelings associated with positive and negative consequences • Understand that their views are important <p>NSPCC Speak out. Stay safe assembly: ➤ Privates are private</p> <p>Autumn- All About Me – understanding different body parts in Science</p>	<p>NSPCC Speak out. Stay safe assembly: Children’s Rights • Get help when they need it Case study used to introduce the different forms of abuse:</p> <ul style="list-style-type: none"> • Not looked after properly • Privates are private • Hurting children’s feelings • Hitting • Hurting online • Bullying <p>PSHE Being Me In My World</p> <ul style="list-style-type: none"> • Know about rewards and consequences and that these stem from choices • Know that it is important to listen to other people • Understand that their own views are valuable • Understand the rights and responsibilities of class members • Know how to make their class a safe and fair place • Recognise own feelings and know when and where to get help • Recognise the feeling of being worried
Mental Health and Well-being	<p>PSHE – Jigsaw coverage of mental wellbeing from Year 1-Year 2 (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p>	

	<p>(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</p>	
	<p>Children's Mental health Week</p> <p>Workshops on mental health and wellbeing lead by Nottingham City Mental Health team</p> <p>Geography- My home/family/local area</p>	<p>Children's Mental health Week</p> <p>Workshops on mental health and wellbeing lead by Nottingham City Mental Health team</p> <p>DT - Spring 2 Cooking and nutrition</p>
Online Safety	<p>PSHE – Celebrating Difference</p> <ul style="list-style-type: none"> • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know that people are unique and that it is OK to be different • Know skills to make friendships • Know that people have differences and similarities 	<p>PSHE – Celebrating Difference</p> <ul style="list-style-type: none"> • Know the difference between a one-off incident and bullying • Know that sometimes people get bullied because of difference • Know that friends can be different and still be friends • Know there are stereotypes about boys and girls • Know where to get help if being bullied • Know that it is OK not to conform to gender stereotypes • Know it is good to be yourself • Know the difference between right and wrong and the role that choice has to play in this
	<p>Purple Mash Unit 1.1</p> <ul style="list-style-type: none"> • To log in safely and to understand the idea of ownership of their creative work • To learn how to find saved work in the Online Work area and find teacher comments. • To learn how to search Purple Mash to find resources. • To become familiar with the icons and types of resources available in the Topics section. • To start to add pictures and text to work. • To explore the Tools and Games section of Purple Mash. • To learn how to open, save and print. • To understand the importance of logging out. 	<p>Read Digiducks Big Decision and discuss as a part of Online Safety topic in computing https://www.childnet.com/resources/digiduck-stories/digiducks-big-decision/</p> <p>Purple Mash Unit 2.2 and 2.5</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • To know how to refine searches using the Search tool. • To use digital technology to share work on Purple Mash to communicate and connect with others locally. • To have some knowledge and understanding about sharing more globally on the Internet. • To introduce Email as a communication tool using 2Respond simulations. • To understand how we should talk to others in an online situation. • To open and send simple online communications in the form of email. • To understand that information put online leaves a digital footprint or trail. • To identify the steps that can be taken to keep personal data and hardware secure.
	PSHE -Relationships	PSHE -Relationships

CSE/Risk of Exploitation	<ul style="list-style-type: none"> • Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like 		<ul style="list-style-type: none"> • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can identify the negative feelings associated with keeping a worry secret • Can identify who they trust in their own relationships 	
	PSHE Relationships 1. Know how to make friends 2. Try to solve friendship problems when they occur 3. Help others to feel part of a group 4. Show respect in how they treat others 5. Know how to help themselves and others when they feel upset or hurt 6. Know and show what makes a good relationship	1. I can identify the members of my family 2. and understand that there are lots of different types of families 3. I can identify what being a good friend means to me 4. I know appropriate ways of physical contact to greet my friends and know which ways I prefer 5. I know who can help me in my school community 6. I can recognise my qualities as person and a friend 7. I can tell you why I appreciate someone who is special to me	PSHE Relationships 1. To know how to make friends 2. Try to solve friendship problems when they occur 3. Help others to feel part of a group 4. Show respect in how they treat others 5. Know how to help themselves and others when they feel upset or hurt 6. Know and show what makes a good relationship	1. I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate 2. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not 3. I can identify some of the things that cause conflict with my friends 4. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret 5. I recognise and appreciate people who can help me in my family, my school and my community 6. I can express my appreciation for the people in my special relationships
Female Genital Mutilation	NSPCC Speak out. Stay safe assembly: ➤ Privates are private (PANTS)			
	RSE Changing Me 1. Understand that everyone is unique and special. 2. Can express how they feel when change happens. 3. Understand and respect the changes that they see in themselves. 4. Understand and respect the changes that they see in other people. 5. Know who to ask for help if they are worried about change. 6. Are looking forward to change.	1. I am starting to understand the life cycles of animals and humans 2. I can tell you some things about me that have changed and some things about me that have stayed the same 3. I can tell you how my body has changed since I was a baby 4. I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus	RSE Changing Me 1. Understand that everyone is unique and special. 2. Can express how they feel when change happens. 3. Understand and respect the changes that they see in themselves. 4. Understand and respect the changes that they see in other people. 5. Know who to ask for help if they are worried about change. 6. Are looking forward to change.	1. I can recognise cycles of life in I can tell you about the natural process of growing from young to old and understand that this is not in my control 2. I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old 3. I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private 4. I understand there are different types of touch and can tell you which ones I like and don't like
Substance Misuse	PSHE – Healthy Me <ul style="list-style-type: none"> • Know that all household products, including medicines, can be harmful if not used properly • Know that medicines can help them if they feel poorly 		PSHE – Healthy Me <ul style="list-style-type: none"> • Know that it is important to use medicines safely • Know how medicines work in their bodies 	

Safety in the Community/At home	PSHE – Healthy Me <ul style="list-style-type: none"> • Know the difference between being healthy and unhealthy • Know some ways to keep healthy • Know how to make healthy lifestyle choices • Know how to keep safe when crossing the road • Know how to keep themselves clean and healthy • Know that germs cause disease/illness • Know about people who can keep them safe <p>PSHE – Additional lesson on sun safety from Jigsaw</p> <p>DT – Summer 1 Healthy eating</p> <p>Financial Education lesson from Nationwide</p>		PSHE – Healthy Me <ul style="list-style-type: none"> • Know what their body needs to stay healthy • Know what relaxed means • Know why healthy snacks are good for their bodies • Know which foods given their bodies energy • Know what makes them feel relaxed/stressed • Know how to make some healthy snacks <p>PSHE – Additional lesson on sun safety from Jigsaw</p> <p>Financial Education lesson from Nationwide</p>	
Knife crime	DT Use of Tools – making a sandwich/making a mechanism <ul style="list-style-type: none"> • Scissors • Cooking - Knife (adult supported) • Butter knife • Saw (adult supported) <p>History- discussion fighting and weapons in Spring 2 topic (The Normans)</p>		DT Use of Tools: <ul style="list-style-type: none"> • Scissors • Cooking - Knife (adult support-some independence) • Needle when sewing 	
Prevent - Radicalisation and Extremism	RE- exploring Religions of Christianity/Judaism Black History Month		History Topic WW1 <ul style="list-style-type: none"> • Know why WW1 happened. • Know what it would have been like to live in the trenches. Black History Month	
	PSHE Being Me <ol style="list-style-type: none"> 1. To know how to help others to feel welcome 2. To try to make our school community a better place 3. To think about everyone’s right to learn 4. To care about other people’s feelings 5. To know how to work well with others 6. To choose to follow the Learning Charter 7. To discuss hopes and fears for the year. 	<ol style="list-style-type: none"> 1. I know how to use my Jigsaw Journal 2. I understand the rights and responsibilities as a member of my class 3. I understand the rights and responsibilities for being a member of my class 4. I know my views are valued and can contribute to the Learning Charter 	PSHE Being Me <ol style="list-style-type: none"> 1. To know how to help others to feel welcome 2. To try to make our school community a better place 3. To think about everyone’s right to learn 4. To care about other people’s feelings 5. To know how to work well with others 6. To choose to follow the Learning Charter 	I can identify some of my hopes and fears for this year I understand the rights and responsibilities for being a member of my class and school I understand the rights and responsibilities for being a member of my class I can listen to other people and contribute my own ideas about rewards and consequences I understand how following the Learning Charter will help me and others learn I can recognise the choices I make and understand the consequences I am choosing to follow the Learning Charter

		<ol style="list-style-type: none"> 5. I can recognise the choices I make and understand the consequences 6. I understand my rights and responsibilities within our Learning Charter 	<ol style="list-style-type: none"> 7. To discuss hopes and fears for the year. 	
Child on child Abuse (Including Bullying)	NSPCC Speak out. Stay safe assembly: Children's Rights: Bullying November – Anti-bullying Week activities and assembly		NSPCC Speak out. Stay safe assembly: Children's Rights: Bullying November – Anti-bullying Week activities and assembly	
	PSHE Relationships <ol style="list-style-type: none"> 1. Know how to make friends 2. Try to solve friendship problems when they occur 3. Help others to feel part of a group 4. Show respect in how they treat others 5. Know how to help themselves and others when they feel upset or hurt 6. feel upset or hurt 7. Know and show what makes a good relationship 	<ol style="list-style-type: none"> 1. I can identify the members of my family 2. and understand that there are lots of different types of families 3. I can identify what being a good friend means to me 4. I know appropriate ways of physical contact to greet my friends and know which ways I prefer 5. I know who can help me in my school community 6. I can recognise my qualities as person and a friend <p>I can tell you why I appreciate someone who is special to me</p>	PSHE Relationships <ol style="list-style-type: none"> 1. To know how to make friends 2. Try to solve friendship problems when they occur 3. Help others to feel part of a group 4. Show respect in how they treat others 5. Know how to help themselves and others when they feel upset or hurt 6. Know and show what makes a good relationship 	<ol style="list-style-type: none"> 1. I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate 2. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not 3. I can identify some of the things that cause conflict with my friends 4. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret 5. I recognise and appreciate people who can help me in my family, my school and my community 6. I can express my appreciation for the people in my special relationships
	PSHE Celebrating difference <ol style="list-style-type: none"> 1. Accept that everyone is different 2. Include others when working and playing 3. Know how to help if someone is being bullied 4. Try to solve problems 5. Try to use kind words <p>Know how to give and receive compliments</p>	<ol style="list-style-type: none"> 1. I can identify similarities between people in my class 2. I can identify differences between people in my class 3. I can tell you what bullying is I understand how being bullied might feel I know some people who I could talk to if I was feeling unhappy or being bullied 4. I know how to make new friends 5. I can tell you some ways I am different from my friends 6. I understand these differences make us all special and unique 	PSHE Celebrating difference <ol style="list-style-type: none"> 1. Accept that everyone is different 2. Include others when working and playing 3. Know how to help if someone is being bullied 4. Try to solve problems 5. Try to use kind words 6. Know how to give and receive compliments 	<ol style="list-style-type: none"> 1. I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. 2. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends. 3. I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) 4. I understand that bullying is sometimes about difference I can recognise what is right and wrong 5. and know how to look after myself

				<p>6. I understand that it is OK to be different from other people and to be friends with them I can tell you some ways I am different from my friends</p>
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