



	Y3	Y4	Y5	Y6
Types of Abuse – including rights of the child	<u>PSHE – Jigsaw coverage of online relationships from Year 3- Year 6 (specifically covered in Celebrating Differences)</u> <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: (assembly and workshop) Children’s Rights The Sack of Worries activity is used to introduce the definitions of abuse:</p> <ul style="list-style-type: none"> ➤ Neglect ➤ Physical abuse ➤ Emotional abuse ➤ Sexual abuse ➤ Bullying ➤ Online abuse <p>UG- themes of neglect, spoke about what to do if you’re parents are always busy.</p> <p>The Firework Maker’s Daughter- The roles and responsibilities of a parent.</p>	<p>NSPCC Speak out. Stay safe assembly: (assembly and workshop) Children’s Rights The Sack of Worries activity is used to introduce the definitions of abuse:</p> <ul style="list-style-type: none"> ➤ Neglect ➤ Physical abuse ➤ Emotional abuse ➤ Sexual abuse ➤ Bullying ➤ Online abuse <p>Who Let The Gods Out Text – Eliot's mother is mentally unstable and unable to look after Eliot, a child. Eliot looks after his mother by cooking and cleaning for her and reading/worrying about her bills. Conversation about neglect and that this situation is not okay, empathy of this child and what he could do.</p> <p>Romans topic – life of a Roman child, learning to fight compared to now.</p> <p>Greeks topic – Life of a Greek child, going to school to fight (Sparta) and comparisons to now.</p> <p>Escape from Pompeii – links to child neglect – children running through the streets unsupervised and playing with strangers compare.</p>	<p>NSPCC Speak out. Stay safe assembly: (assembly and workshop) Children’s Rights The Sack of Worries activity is used to introduce the definitions of abuse:</p> <ul style="list-style-type: none"> ➤ Neglect ➤ Physical abuse ➤ Emotional abuse ➤ Sexual abuse ➤ Bullying ➤ Online abuse <p>‘Alright Charlie’ - CSE To reduce young people’s risk of grooming and CSE (more info in CSE section)</p> <p>The Great Project in Autumn 2 Linking to domestic abuse and healthy/unhealthy relationships.</p> <p>The Industrial Revolution – rights of the child in the workhouse compared to now. Street Child Text.</p>	<p>NSPCC Speak out. Stay safe assembly: (assembly and workshop) Children’s Rights The Sack of Worries activity is used to introduce the definitions of abuse:</p> <ul style="list-style-type: none"> ➤ Neglect ➤ Physical abuse ➤ Emotional abuse ➤ Sexual abuse ➤ Bullying ➤ Online abuse <p>Autumn 2 English text Goodnight Mr Tom- neglect, emotional and physical abuse, bereavement, war.</p> <p>Autumn 2: History-historical protection of children, impact of war on Jewish children</p> <p>Autumn 2: Computing-online safety</p> <p>Summer 2: English text Wonder-Themes of bullying and abuse.</p>
<p>Mental Health and Well-being</p>	<p>PSHE – Jigsaw coverage of mental wellbeing from Year 3- Year 6</p> <ul style="list-style-type: none"> • (H1) that mental well-being is a normal part of daily life, in the same way as physical health • (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 • (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 • (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness • (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • (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 			

	<ul style="list-style-type: none"> (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) (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 			
	<p>Children's Mental health Week</p> <p>Workshops on mental health and wellbeing lead by Nottingham City Mental Health team</p> <p>PSHE unit- Being Me In My World/Celebrating Differences – developing understanding that it's okay to be who you are.</p> <p>Science- Animals including Humans Know about and explain the importance of a nutritious, balanced diet</p> <p>UG- Conscience Ally- How to talk through making a decision</p> <p>Financial Education lesson with Nationwide</p> <p>Iron man- how to reason with ones self to reach a decision.</p>	<p>Children's Mental health Week</p> <p>Workshops on mental health and wellbeing lead by Nottingham City Mental Health team</p> <p>Science- Animals including Humans</p> <ul style="list-style-type: none"> Identify and name the parts of the human digestive system Know the functions of the organs in the human digestive system Identify and know the different types of human teeth Know the functions of different human teeth Know how to compare the teeth of herbivores and carnivores. Use and construct food chains to identify producers, predators and prey <p>Who Let the Gods out text – family is worrying about paying bills – Discussions about understanding bills and how to get help.</p> <p>The Lion, The Witch and The Wardrobe text; worry around family in WW2 and moving away from home to live with strangers in tough times.</p> <p>PSHE – Healthy me –How to keep a healthy mind</p> <p>Financial Education lesson with Nationwide</p> <p>Rivers Topic – flooding case study – discussions around lives of those affected by floods</p>	<p>Children's Mental health Week</p> <p>Workshops on mental health and wellbeing lead by Nottingham City Mental Health team</p> <p>Science- Animals including Humans</p> <ul style="list-style-type: none"> Create a timeline to indicate stages of growth in humans Know what puberty is <p>The Explorer Summer 1: Understanding that mental health can be supported through friendships.</p> <p>PSHE – Knowing who to talk to if you are struggling with someone.</p> <p>Financial Education lesson with Nationwide</p>	<p>Children's Mental health Week</p> <p>Workshops on mental health and wellbeing lead by Nottingham City Mental Health team</p> <p>Summer term - Transitional visits to secondary school- supporting emotional wellbeing and change.</p> <p>Science- Animals including Humans</p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system Know the function of the heart, blood vessels and blood Know the impact of diet, exercise, drugs and lifestyle on health Know the ways in which nutrients and water are transported in animals, including humans <p>Financial Education lesson with Nationwide</p>
<p>Online Safety</p> <p><i>Purple Mash Online Safety teaching</i></p>	<p>PSHE – Jigsaw coverage of online relationships from Year 3- Year 6</p> <ul style="list-style-type: none"> (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) 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 (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. (R21) 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 Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32) where to get advice e.g. family, school and/or other sources. 			

Jigsaw coverage of Internet Safety and Harm

- (H11) that for most people the internet is an integral part of life and has many benefits
- (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being
- (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- (H14) why social media, some computer games and online gaming, for example, are age restricted
- (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- (H17) where and how to report concerns and get support with issues online.

Purple Mash unit 3.2 and 3.5

- Know what makes a password safe, how to keep passwords safe and consequences of sharing passwords.
- Understand how the internet can be used to communicate
- How to blog to communicate with a wider audience.
- Understanding of whether what is on websites is true, looking at spoof website and creating a spoof page themselves.
- Understanding why proof sites exist and how to check that information is accurate.
- Understand the meaning of age restriction symbols and digital media devices.
- PEGI restrictions and why they exist
- Where to seek help if they see inappropriate content online or have inappropriate contact from others.
- How to use email safely

PSHE - Being Me In My World

- (R21) 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
- Being safe
- (R25) what sorts of boundaries are

Purple Mash unit 4.2 and 4.7

- Understand how to protect themselves from online identity theft
- Understand information online leaves a digital footprint or trail and that this can aid identity theft.
- Benefits and risks of installing software including apps
- Understand copying work of others is called plagiarism and understand the consequences of this
- Identify appropriate behaviour when contributing or participating to collaborative online learning projects
- Identify the positive and negative influences of technology on health and the environment.
- Understand the importance of balancing game/screen time with other parts of life.
- Assess whether an information source is true and reliable

PSHE - Being Me In My World

- (R21) 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
- Being safe
- (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- (R32) where to get advice e.g. family, school and/or other sources.

Purple Mash unit 5.2

- Greater understanding of impact sharing digital content can have
- Review sources of support when using technology
- Review pupils' responsibility to one another in their online behaviour
- Know how to maintain secure passwords
- Understand advantages and disadvantages, permissions and purposes of altering an image digitally and the reasons for this
- Awareness of appropriate and inappropriate text, photos and videos, and the impact of sharing these online.
- Learn about reference sources in their work
- Search the internet with a consideration for the reliability of the results and check validity.
- Understand the impact of incorrect information online.
- Understanding reliability through different methods of communication

PSHE - Being Me In My World

- (R21) 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
- Being safe
- (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- (R32) where to get advice e.g. family, school

Purple Mash unit 6.2 and 6.4

- Identify benefits and risks of mobile devices, broadcasting of location of the device (eg location apps)
- Identify secure sites by looking for privacy seals of approval
- Identify the benefits and risks of giving personal information, device access to different software.
- Review meaning of digital footprint and how/why people use their information and online presence to create a virtual image of themselves as a user.
- Know clearly appropriate online behaviour and to protect themselves from possible online dangers, bullying and inappropriate behaviour.
- Begin to understand how information online can persist and give away details of those who share or modify it.
- Understand the importance of balancing game and screen time
- Explore reasons why they may be tempted to spend more time playing games, and impact of this on their health.
- Identify positive and negative influences of technology on health and the environment.
- Understand how to contribute to an existing blog, and how/ why blog posts are approved by the teacher.

	<p>appropriate in friendships with peers and others (including in a digital context)</p> <ul style="list-style-type: none"> (R32) where to get advice e.g. family, school and/or other sources. 	<p>PSHE Celebrating Differences</p> <ul style="list-style-type: none"> Consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal. Explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. Discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. 	<p>and/or other sources.</p> <p>NSPCC Online Safety workshops for individual pupils</p>	<ul style="list-style-type: none"> Understand the importance of commenting on blogs <p><u>PSHE - Being Me In My World</u></p> <ul style="list-style-type: none"> (R21) 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 Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32) where to get advice e.g. family, school and/or other sources. <p>NSPCC Online Safety workshops for individual pupils</p>
<p>CSE/ Risk of Exploitation</p>	<p>PSHE – Jigsaw coverage of changing me units through Year 3- Year 6</p> <p>Changing adolescent body</p> <p>(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>(H35) about menstrual well-being including the key facts about the menstrual cycle.</p>			

			<p>PSHE – Changing Me</p> <ul style="list-style-type: none"> • Children learn that having a baby is a personal choice. • Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. • Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities <p>Online exploitation aspect – covered in Online Safety.</p> <p>Sexual aspect – covered through RSHE.</p> <p>‘Alright Charlie’ is a preventative resource pack that addresses child sexual exploitation (CSE) and grooming in a way that is age appropriate. It includes identifying the warning signs of grooming and CSE, Identify at least one trusted adult they would talk to about grooming and CSE, Highlight how they would talk to this trusted adult</p> <p>Autumn 2 Topic Focus – Slavery</p> <ul style="list-style-type: none"> • Slavery • Tolerance of other cultures • Tolerance of others background <p>Counting on Katherine (Spring 2) – Black women being paid little to be ‘human computers’ and having unkind working conditions.</p> <p>Street Child (Spring 1) - Exploitation of children and the poor in the workhouse and factories.</p>	<p>PSHE – Changing Me</p> <ul style="list-style-type: none"> • They explore what it means to be being physically attracted to someone and the effect this can have upon the relationship. • They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don’t want to do. <p>Online exploitation aspect – covered in Online Safety.</p> <p>Spring 1 English text - Middleworld- Belonging/ coercion/Gang crime</p> <p>Spring 1-topic - Mayans- slavery awareness and sacrifice</p>
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<p>Domestic Abuse (inc. Healthy Relationships)</p>	<p>PSHE – Jigsaw coverage of relationships/changing me units through Year 3- Year 6</p> <p>Families and the people who care for me</p> <ul style="list-style-type: none"> • (R1) that families are important for children growing up because they can give love, security and stability • (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives • (R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterized by love and care • (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up • (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
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- (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends

(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships

(R14) the conventions of courtesy and manners

(R15) the importance of self-respect and how this links to their own happiness

(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.

Changing adolescent body

(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

(H35) about menstrual well-being including the key facts about the menstrual cycle.

<p><u>PSHE – Celebrating Differences</u></p> <ul style="list-style-type: none"> • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that conflict is a normal part of relationships • Know that some words are used in hurtful ways and that this can have consequences • Know why families are important • Know that everybody’s family is different • Know that sometimes family members don’t get along and some reasons for this <p><u>PSHE - Relationships</u></p> <ul style="list-style-type: none"> • Know that different family members carry out different roles or have different responsibilities within the family • Know some of the skills of friendship, e.g. taking turns, being a good listener • Know some strategies for keeping themselves safe online • Know that they and all children have rights (UNCRC) • Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc • Know how some of the actions and work of people around the world help and influence my life • Know the lives of children around the world can be different from their own 	<p><u>PSHE Celebrating Differences</u></p> <ul style="list-style-type: none"> • Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying • Know the reasons why witnesses sometimes join in with bullying and don’t tell anyone • Know that sometimes people make assumptions about a person because of the way they look or act • Know there are influences that can affect how we judge a person or situation • Know what to do if they think bullying is or might be taking place • Know that first impressions can change <p><u>PSHE - Relationships</u></p> <ul style="list-style-type: none"> • Know some reasons why people feel jealousy • Know that loss is a normal part of relationships • Know that negative feelings are a normal part of loss • Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe • Know that jealousy can be damaging to relationships • Know that memories can support us when we lose a special person or animal 	<p>RSHE Relationships and sex education-Puberty, male and female changes, puberty and hygiene.</p> <p>The Great Project: Autumn term Session One (Healthy Relationships) – Promotes the importance of children developing healthy, positive relationships</p> <p>Session Two (Domestic Abuse) – Explores what domestic abuse is, how children can access support, and what support services are available</p> <p>Session Three (Excuses and Choices) – Considers the reasons behind domestic abuse, with a focus on dispelling commonly used excuses/myths</p> <p>Session Four (Respecting Each Other) – Looks at gender inequalities and promoting gender respect</p> <p><u>PSHE Celebrating Differences</u></p> <ul style="list-style-type: none"> • Know external forms of support in regard to bullying e.g. Childline • Know that bullying can be direct and indirect • Know what racism is and why it is unacceptable • Know what culture means • Know that differences in culture can sometimes be a source of conflict • Know that rumour-spreading is a form of bullying online and offline • Know how their life is different from the lives of children in the developing world <p><u>PSHE - Relationships (linking to online safety)</u></p> <ul style="list-style-type: none"> • Know that there are rights and responsibilities in an online community or social network • Know how to stay safe when using technology to communicate with friends 	<p>RSHE Relationships and sex education-Puberty, male and female changes, puberty and hygiene</p> <p>PSHE - Relationships</p> <ul style="list-style-type: none"> • Know the stages of grief and that there are different types of loss that cause people to grieve • Know that sometimes people can try to gain power or control them • Know how to use technology safely and positively to communicate with their friends and family <p>Autumn 2 English-Text Goodnight Mr Tom, domestic abuse themes.</p> <p>Summer 1 PSHE- Relationships-What are the ingredients for a healthy relationship?</p>
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| | | | <ul style="list-style-type: none">• Know that a personality is made up of many different characteristics, qualities and attributes• Know that belonging to an online community can have positive and negative consequences | |
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Female Genital Mutilation	Additional Jigsaw Lesson on sensitive issues – Summer term in Changing Me Unit: <ul style="list-style-type: none"> understand that every part of my body is important and which parts are private know I can always ask someone for help and advice if I am worried about my body 	Additional Jigsaw Lesson on FGM – Summer term in Changing Me Unit: <ul style="list-style-type: none"> know that no-one can make changes to my body without my permission and that FGM is illegal in the UK be able to identify who to ask for help and advice about myself or a friend, even if it is something that is hard to talk about 	Additional Jigsaw Lesson on FGM – Summer term in Changing Me Unit: <ul style="list-style-type: none"> know that no-one can make changes to my body without my permission and that FGM is illegal in the UK be able to identify who to ask for help and advice about myself or a friend, even if it is something that is hard to talk about 	FGM in class workshop from Equation (local DV charity in Summer term)
Forced Marriage Honour Based Violence	RSHE <ul style="list-style-type: none"> Explore the differences between males and females Personal space Family differences 	RSHE <ul style="list-style-type: none"> To explore the human lifecycle. To identify some basic facts about puberty. To explore how puberty is linked to reproduction <p>Discussions around marriage in relationships in PSHE and legal age limit to get married.</p>	RSHE <p>Relationships and sex education-Puberty, male and female changes, puberty and hygiene</p> <p>The Great Project also covers types of violence/forced marriages.</p>	RSHE <p>Relationships and sex education-Puberty, male and female changes, puberty and hygiene</p> <p>Spring 1 topic - Mayans- developing understanding of slavery awareness</p>
Substance Misuse	PSHE Spring 2 – Healthy Me <ul style="list-style-type: none"> Learn about medicines, how they work and how to use them safely. 	PSHE Spring 2 – Healthy Me <ul style="list-style-type: none"> Learn about smoking and its effects on health; Learn about the effects of alcohol and then look at the reasons why people might drink or smoke. Learn about peer pressure and how to deal with it successfully. 	PSHE Spring 2 – Healthy Me <ul style="list-style-type: none"> Investigate the risks associated with smoking and how it affects the lungs, liver and heart. Learn about the risks associated with alcohol misuse <p>The Great Project – understanding that some people become violent after drinking alcohol.</p>	PSHE Spring 2 – Healthy Me <p>They learn about different types of drugs and the effects these can have on people’s bodies.. They also learn about mental health/illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.</p> <p>Autumn 2-Goodnight Mr Tom-Alcoholism</p> <p>Autumn 2-Animals including humans-Drug and alcohol effects on body, illegal and legal drugs and substances</p>

Gang Activity Youth Violence Knife crime	<p>Additional PSHE (Jigsaw lesson) on Knife Crime:</p> <ul style="list-style-type: none"> know why some people might carry knives make an informed decision about how to keep myself and other people safe when I am out by myself and with friends <p>History Stone Age to Iron Age</p> <ul style="list-style-type: none"> Know how tools changed over the periods. 	<p>Additional PSHE (Jigsaw lesson) on Knife Crime:</p> <ul style="list-style-type: none"> know why some people might carry knives make an informed decision about how to keep myself and other people safe when I am out by myself and with friends 	<p>Additional PSHE (Jigsaw lesson) on Knife Crime:</p> <ul style="list-style-type: none"> know why some people might carry knives make an informed decision about how to keep myself and other people safe when I am out by myself and with friends <p>Street Child – Themes of crime and gang culture. The Industrial Revolution – Prison reforms, and how urbanisation meant crime rates rose, is there more crime in urban or rural areas? Why?</p> <p>Galleries of Justice – visit to the courtroom to understanding that children are part of it.</p> <p>PSHE – age limits. Knowing that you have to be certain ages to take part in activities, but that you can be sent to court at the age of 10.</p>	<p>Knife Crime (Tools Down) Workshop ran by external facilitator from Remedi (also includes learning about County Lines)</p> <p>Choices and Consequences workshop at National Justice Museum ran by the Ben Kinsella Trust</p> <p>PSHE – Healthy Me</p> <ul style="list-style-type: none"> The children learn about exploitation as well as gang culture and the associated risks. <p>DT Use of Tools:</p> <ul style="list-style-type: none"> Scissors Clay knife Carving equipment <p>Spring 1- English text Middleworld-themes of trafficking, gun crime and gang culture.</p>
Prevent - Radicalisation and Extremism	<p>History Stone Age to Iron Age</p> <ul style="list-style-type: none"> Know that different tribes had leaders. 	<p>History Ancient Greece</p> <ul style="list-style-type: none"> Know how religion affected the ancient Greeks. Know key facts about the Ancient Olympic games. Know how they are similar or different to the modern Olympics. Know how Greek inventions affect us today – link to education/language, democracy, olympics To know how Sparta and Athens were different (money, law, slavery, etc). <p>Poland WW2 knowledge – radicalisation of the Nazi's and their link to invasion of territory/touches upon Hitler</p> <p>Greeks and Roman topic – links to misogynistic values, men and women being treated differently – women not allowed to go to school, women treated as property, forced to do traditional gender role chores</p>	<p>Autumn 1 Book: Boy at the Back of the Class.</p> <ul style="list-style-type: none"> Ahmet escaping from Syria and moving to the UK due to conflict in his country. Refugees non-chronological report. <p>Autumn 2 Topic focus:</p> <ul style="list-style-type: none"> Remembrance Day Conflict and resolution Religious tolerance <p>Spring 2, Industrial Revolution, Slavery–</p> <ul style="list-style-type: none"> Slavery Tolerance of other cultures Tolerance of others background <p>History - Local Study - Trade and Industry in Nottingham</p> <ul style="list-style-type: none"> Know how the lace industry affected Nottingham's architecture, population etc Compare lives of the rich and poor during the industrial revolution – linking to lace industry <p>Summer term – Rainforest tribes. Radicalisation of rainforest tribes – cut off from the outside world so know of no other way.</p>	<p>History – WW2</p> <p>Know what the impact of the Blitz was on our locality – caves used as air raid shelters, bombing in Nottingham. Know what it would have been like to be evacuated. Compare life as a child in Britain to Germany (link to holocaust) Know why WW2 started. Know key events of WW2 incl holocaust.</p> <p>Autumn 1 –WW2 evacuation day- tolerance of different cultures.</p> <p>Autumn 1 English texts:</p> <ul style="list-style-type: none"> The Boy in the striped Pyjamas/Letters from the Lighthouse – linked to the Holocaust <p>Autumn 2 - Holocaust Centre trip -religious tolerance. Includes a Survivor talk.</p> <p>Spring 1 topic - Mayans- slavery awareness</p> <p>Spring 1-English, September 11th Twin towers</p>

		<p>Story of Boudicca – Romans – Treatment of Boudicca vs male leader unequal (king died, Boudicca was attacked)</p> <p>PSHE unit – Celebrating differences; accepting of other’s differences and activities around using differences as positives.</p> <p>Black History day – Activities about celebrating black culture</p> <p>RE lessons taught – broadening knowledge, understanding and tolerance of other religions</p>		<p>Summer 2 English text Wonder- tolerance of others and differences (disabilities)</p> <p>Graduation – aspirations and dreams.</p>
First aid			<p>PSHE – Healthy Me</p> <ul style="list-style-type: none"> Children are taught a range of basic first aid and emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. 	<p>Workshop with St John’s Ambulance on First Aid</p>
Child on child(Including Bullying)	<p>November – Anti-bullying Week activities and assembly</p> <p>PE- Invasion games- How to play without hurting others.</p> <p>Ancient Egypt – Discussions on the hierarchy and how times have changed to ensure equal rights.</p>	<p>November – Anti-bullying Week activities and assembly</p> <p>PSHE lessons – Bullying, jealousy, problem solving around each of these issues</p> <p>Lion The Witch and the Wardrobe text – Bullying of older brother to younger sister – discussions around child’s attitude and diary entries to try and understand each child’s feelings.</p> <p>PE – invasion games – how to avoid hurting others</p>	<p>November – Anti-bullying Week activities and assembly</p> <p>PSHE – Celebrating difference – Direct and indirect and bullying.</p> <p>The Great Project – Peer on Peer abuse</p> <p>Votes for Schools – covers SMSC, Prevent, British Values and UN sustainable development goals – covers Black history month, anti-bullying week, disabilities, neurodiversity, Pride and Gypsy/Roma/Traveller History Month. (Weekly Oracy assembly)</p> <p>Spring 2 English Text - Tom’s Midnight Garden explores the timeless themes of friendship, loss, aging, and time.</p> <p>Summer 2 English text focus:</p> <ul style="list-style-type: none"> Tolerance of others Differences Bullying 	<p>November – Anti-bullying Week activities and assembly</p> <p>Overarching themes</p> <ul style="list-style-type: none"> Responsibility Stress Confident communication Resistance strategies Pressure and peer pressure Becoming a good citizen Where to get help <p>Summer 2-English text-Wonder themes of bullying</p> <p>Autumn 1-English text-Boy in striped PJs- themes of sibling rivalry and unkindness</p> <p>Autumn 1-PSHE-Being me-How can I be a good member of my community?</p>

<p>Other safety knowledge and understanding</p>	<p>PSHE – Healthy Me</p> <ul style="list-style-type: none"> • The children make healthy snacks and discuss why they are good for their bodies. • They also learn about their heart and lungs, what they do and how they are very important. The children discover facts about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health <p>Fire safety- How to be safe around fireworks and other dangerous flammable objects.</p> <p>Extreme Earth – How to keep myself safe around unavoidable disasters.</p> <p>Extreme earth- Natural disasters are out of our hands and sometimes people get hurt, but things that have been caused by humans and hurt us aren't okay and should be spoken about.</p> <p>Spring 2: Road safety quiz</p>	<p>PSHE – additional lesson on oral hygiene</p> <p>Electricity Science unit – safety around using electrical items both at home and in school. Safety around using the equipment in the lesson.</p> <p>Spring 2: Road safety quiz</p> <p>Fire safety- How to be safe around fireworks and other dangerous flammable objects.</p>	<p>PSHE – additional lesson on oral hygiene</p> <p>Spring term – Y5 Bikeability with Ridewise</p> <p>Spring 2: Road safety quiz</p> <p>Fire safety- How to be safe around fireworks and other dangerous flammable objects.</p>	<p>PSHE – additional lesson on oral hygiene</p> <p>Spring- Electrical safety in Science</p> <p>Summer 1-Bikeability and road safety with Ridewise</p> <p>Spring 2: Road safety quiz</p> <p>Fire safety- How to be safe around fireworks and other dangerous flammable objects.</p>
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