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| **Whole school curriculum overview** |

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|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn 1 | **Identity, society and equality**  **Me and others**  **Pupils learn:**   * about what makes themselves and others special * about roles and responsibilities at home and school * about being co-operative with others | **Identity, society and equality**  **Me and others**  **Pupils learn:**   * I can start to understand empathy. * I can start to empathise with others and how they may be feeling.   **Mindmate** | **Identity, society and equality**  **Celebrating difference Pupils learn:**   * Pupils learn about valuing the similarities and differences between themselves and others * Pupils learn about what is meant by community * Pupils learn about belonging to groups | **Identity, society and equality**  **Democracy**  **Pupils learn:**   * about Britain as a democratic society * about how laws are made learn about the local council | **Identity, society and equality**  **Stereotypes, discrimination and prejudice (including tackling homophobia) Pupils learn:**   * about stereotyping, including gender stereotyping * workshop from Diversity Role Models or Equaliteach about prejudice and discrimination and how this can make people feel | **Identity, society and equality**  **Human rights**  **Pupils learn:**   * about people who have moved to Leeds from other places, (including the experience of refugees) * about human rights and the UN Convention on the Rights of the Child about homelessness |
| Autumn 2 | **C:\Users\sally martin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2WFAUCLP\red-308663_640[1].pngKeeping safe and managing risk**  **Feeling safe**  **Pupils learn:**   * safety in familiar situations * about personal safety * about people who help keep them safe outside the home | **Keeping safe and managing risk**  **C:\Users\sally martin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2WFAUCLP\red-308663_640[1].pngIndoors and outdoors**  **Pupils learn:**   * about keeping safe in the home, including fire safety * about keeping safe outside * about road safety | **C:\Users\sally martin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2WFAUCLP\red-308663_640[1].pngKeeping safe and managing risk**  **Bullying – see it, say it, stop it**  **Pupils learn:**   * to recognise bullying and how it can make people feel * about different types of bullying and how to respond to incidents of bullying about what to do if they witness bullying | **C:\Users\sally martin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2WFAUCLP\red-308663_640[1].pngKeeping safe and managing risk**  **Playing safe**  **Pupils learn:**   * how to be safe in their computer gaming habits * about keeping safe near roads, rail, water, building sites and around fireworks about what to do in an emergency and basic emergency first aid procedures | **C:\Users\sally martin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2WFAUCLP\red-308663_640[1].pngKeeping safe and managing risk**  **When things go wrong Pupils learn:**   * about keeping safe online * about problems that can occur when someone goes missing from home | **C:\Users\sally martin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2WFAUCLP\red-308663_640[1].pngKeeping safe and managing risk**  **Keeping safe - out and about**  **Pupils learn:**   * about feelings of being out and about in the local area with increasing independence * about recognising and responding to peer pressure * about the consequences of anti-social behaviour (including gangs and gang related behaviour) |
| Spring 1 | **Mental health and emotional wellbeing**  **Feelings**  **Pupils learn:**   * about different types of feelings * about managing different feelings * about change or loss and how this can feel | **Mental health and emotional wellbeing**  **Friendship**  **Pupils learn:**   * about the importance of special people in their lives * about making friends and who can help with friendships * about solving problems that might arise with friendships | **Mental health and emotional wellbeing**  **Strengths and challenges**  **Pupils learn:**   * about celebrating achievements and setting personal goals * about dealing with put-downs * about positive ways to deal with set-backs | **Mental health and emotional wellbeing**  **Strong emotions**  **Pupils learn:**   * recognise and respond appropriately to a wider range of feelings in others * extend their vocabulary to enable them to explain both the range and intensity of their feelings to others   **Mindmate** | **Mental health and emotional wellbeing**  **Dealing with feelings**  **Pupils learn:**   * about a wide range of emotions and feelings and how these are experienced in the body * about times of change and how this can make people feel about the feelings associated with loss, grief and bereavement | **C:\Users\sally martin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2WFAUCLP\red-308663_640[1].pngMental health and emotional wellbeing**  **Healthy minds**  **Pupils learn:**   * what mental health is * about what can affect mental health and some ways of dealing with this about some everyday ways to look after mental health about the stigma and discrimination that can surround mental health |
| Spring 2 | **Drug, alcohol and tobacco education**  **C:\Users\sally martin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2WFAUCLP\red-308663_640[1].pngWhat do we put into and on to bodies? Pupils learn:**   * about what can go into bodies and how it can make people feel * about what can go on to bodies and how it can make people feel | **C:\Users\sally martin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2WFAUCLP\red-308663_640[1].pngDrug, alcohol and tobacco education**  **Medicines and me**  **Pupils learn:**   * why medicines are taken * where medicines come from * about keeping themselves safe around medicines   **Asthma lesson for Year 2, 3 or 4**  that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use | **Drug, alcohol and tobacco education**  **Tobacco is a drug**  **Pupils learn:**   * the definition of a drug and that drugs (including medicines) can be harmful to people * about the effects and risks of smoking tobacco and secondhand smoke * about the help available for people to remain smoke free or stop smoking   **Asthma lesson for Year 2, 3 or 4**  that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use | **C:\Users\sally martin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2WFAUCLP\red-308663_640[1].pngDrug, alcohol and tobacco education**  **Making choices**  **Pupils learn:**   * that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them * about the effects and risks of drinking alcohol * about different patterns of behaviour that are related to drug use   **Asthma lesson for Year 2, 3 or 4**  that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use | **C:\Users\sally martin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2WFAUCLP\red-308663_640[1].pngDrug, alcohol and tobacco education**  **Different influences Pupils learn:**   * about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis * about different influences on drug use – alcohol, tobacco and nicotine products * strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol | **C:\Users\sally martin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2WFAUCLP\red-308663_640[1].pngDrug, alcohol and tobacco education**  **Weighing up risk**  **Pupils learn:**   * about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs * about assessing the level of risk in different situations involving drug use about ways to manage risk in situations involving drug use |
| Summer 1 | **Careers, financial capability and economic wellbeing**  **Money – Where does it come from?**  **Pupils learn:**   * Know where people get their money from * Understand that earning and saving money can enable them to plan for their future. | **Careers, financial capability and economic wellbeing**  **Needs and wants**  **Pupils learn:**   * Understanding the difference between needs and wants. * Know what they and their family need and wants different things. * Understand what we might not always be able to have the things we want or need. | **Careers, financial capability and economic wellbeing**  **What are the links between jobs and money?**  **Pupils learn:**   * Describe different jobs that they need to do to earn money. * Understand that some jobs pay more than others and that one factors in choosing a job. * Understand that the choices they make about money will affect their lives. | **Careers, financial capability and economic wellbeing**  **How does money affect my choices?**  **Pupils learn:**   * Pupils will understand how money choices can affect emotional health * Pupils will understand the concept of debt and the impact it can have on a person and their family * Pupils will know sources of advice available to support emotional wellbeing | **Careers, financial capability and economic wellbeing**  **How can I pay for things?**  **Pupils learn:**   * Pupils understand there are many different payment methods * Pupils understand what is the most appropriate way of paying in different situations * Pupils understand and use appropriately some of the key language relating to debit and credit card use• * Pupils learn about other methods of payments * Pupils work creatively and collaboratively to present their ideas | **Careers, financial capability and economic wellbeing**  **Where can I keep my money safe?**  **Pupils learn:**   * Pupils recall different places to keep money safe * Pupils explain different choices to keep money safe * Pupils begin to understand the consequences of losing money or having it stolen * Pupils explain how they might feel if they lose money or have it stolen |
| Summer 2 | **Physical health and wellbeing**  **Fun times**  **Pupils learn:**   * about food that is associated with special times, in different cultures * about active playground games from around the world * about sun-safety | **Physical health  and wellbeing**  **What keeps me healthy?**  **Pupils learn:**   * about eating well * about the importance of physical activity, sleep and rest about people who help us to stay healthy and well and about basic health and hygiene routines | **Physical health  and wellbeing**  **What helps me choose? Pupils learn:**   * about making healthy choices about food and drinks * about how branding can affect what foods people choose to buy about keeping active and some of the challenges of this | **Physical health  and wellbeing**  **What is important to me?**  **Pupils learn:**   * why people may eat or avoid certain foods (religious, moral, cultural or health reasons) * about other factors that contribute to people’s food choices (such as ethical farming, fair trade and seasonality) about the importance of getting enough sleep | **Physical health  and wellbeing**  **In the media**  **Pupils learn:**   * messages given on food adverts can be misleading * about role models * about how the media can manipulate images and that these images may not reflect reality | **Physical health  and wellbeing**  **Life changes**  **Pupils learn:**   * learn that major life changes can be fun and exciting, at the same time as being daunting for some * talk about moving on to secondary school * recognise and respond appropriately to a wider range of feelings in others |
| Summer 2 – RSHE *Ten Ten* | **Created and loved by God:**  **I am unique**  **Feelings, likes and dislikes** | **Created and loved by God:**  **Girls and boys**  **Clean and healthy**  **The cycle of life** | **Created and loved by God:**  **We don’t have to be the same**  **Respecting our bodies** | **Created and loved by God:**  **What is puberty?**  **Changing bodies** | Created and Loved by God:  Made to Grow  Gifts and talents  Girls’ bodies  Boys’ bodies  Spots and Sleep | Created and Loved by God:  Body Image  Peculiar feelings  Emotional Changes  Seeing stuff on line  Making Babies  Menstruation |

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**The red flag demarcates lessons which link directly to safeguarding**