

SRE coverage

CYCLE 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overall topics	'What a wonderful world'		'Famous People'		'Carnival of Animals'	
Computing	Word Processing Skills/ Computer Safety To know that people sometimes behave differently online, including pretending to be someone they are not. 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. To learn the rules and principals for keeping safe online, how to recognise risks, harmful content and contact and how to report them.					
RE	Special Places Pupils should know • the importance of respecting others, even	Special Words and Stories Pupils should know	Special People Pupils should know	Special Symbols and Objects Pupils should know	Special Ways of Living Pupils should know • the importance of respecting others, even	Special Things in Nature Pupils should know

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	<p>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.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • 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. • 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. <p>Pupils should know</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<p>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</p>	<ul style="list-style-type: none"> • 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
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			<p>or have different preferences or beliefs</p> <ul style="list-style-type: none"> • the importance of self-respect and how this links to their own happiness. • 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. 			
Multicultural Week (same in both cycles)				<p>To know 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 characterised by love and care.</p>		
PE (same in both cycles)						

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Phunky Foods (same in both cycles)	To discuss how exercise keeps you healthy and why we need both. Regular exercise as well as sleep and rest to stay healthy.		What constitutes a healthy diet (including the understanding of calories and other nutritional content. Know the principles of planning and preparing a range of healthy meals. To know the characteristics of a poor diet and risks associated with unhealthy eating. (including ex obesity, tooth decay)and other behaviours(eg alcohol and the impact on diet and health).		To understand the importance for good oral hygiene, flossing and visiting the dentist regularly	
PSHE and Citizenship (same in both Cycles)	New Beginnings Pupils should know <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not 	Getting on and Falling Out Pupils should know <ul style="list-style-type: none"> • 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. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, 	Going For Goals <ul style="list-style-type: none"> • where to get advice e.g. family, school and/or other sources. • 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 • how to recognise and talk about their emotions, including 	Good to be Me .I can tell you the things I like doing and the things I don't like doing. I can tell you about my gifts and talents. I can tell you something that makes me feel proud. I know when I learn best. I can tell you what I have learnt. I can tell you the things that I am good at and those	Relationships Pupils should know <ul style="list-style-type: none"> • the conventions of courtesy and manners. • where to get advice e.g. family, school and/or other sources. • that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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 	Changes Pupils should know <ul style="list-style-type: none"> • about the concept of privacy and the implications of it for both 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

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	<p>make others feel lonely or excluded.</p> <ul style="list-style-type: none"> • the conventions of courtesy and manners. • 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. • 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. • what sorts of boundaries are appropriate in friendships with peers and others • where to get advice e.g. family, school and/or other sources. • that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 	<p>managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. The importance of permission-seeking and giving in relationships with friends, peers and adults. • the conventions of courtesy and manners. • 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. • what sorts of boundaries are appropriate in friendships with peers and others • where to get advice e.g. family, school and/or other sources. • that there is a normal range of emotions (e.g. happiness, sadness, 	<p>having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • 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 wellbeing or ability to control their emotions (including issues arising online). • 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>that I find more difficult.</p> <p>I can tell when I am being impulsive and when I am thinking things through.</p> <p>I can tell when a feeling is weak and when it is strong.</p> <p>I can tell when I am feeling excited.</p> <p>I can tell or show how I feel when I am excited.</p> <p>I can say and show you when I am feeling good and happy.</p> <p>I can tell or show what feeling proud looks like.</p> <p>I know more names for feelings than I did before.</p> <p>I can use more words to express my feelings.</p> <p>I can tell when I am feeling worried or anxious.</p> <p>I can tell you some things that make me feel anxious.</p> <p>I can tell when I am feeling proud.</p> <p>I can tell you something that</p>	<p>relation to different experiences and situations</p> <ul style="list-style-type: none"> • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • 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 wellbeing or ability to control their emotions (including issues arising online). • 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>encounter (in all contexts, including online) whom they do not know.</p> <ul style="list-style-type: none"> • where to get advice e.g. family, school and/or other sources. • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • 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 wellbeing or ability to control
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	<ul style="list-style-type: none"> • 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 wellbeing or ability to control their emotions (including issues arising online). • 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>anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <ul style="list-style-type: none"> • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 		<p>makes me feel proud. I can help another person feel proud.</p> <p>I can be still and quiet and relax my body. I know what it feels like to be relaxed. I can show or tell you what relaxed means. I know what makes me feel relaxed and what makes me feel stressed. I can tell you what places help me to relax. I can explain some things that help me stop worrying. I can change my behaviour if I stop and think about what I am doing.</p> <p>I can tell when it is right to stand up for myself. I know how to stand up for myself.</p> <p>I can use the problem-solving process.</p>	<ul style="list-style-type: none"> • 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 feeling unsafe or feeling bad about any adult. 	<p>their emotions (including issues arising online).</p> <ul style="list-style-type: none"> • 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. • how and when to seek support including which adults to speak to in school if they are worried about their health. • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep
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		<ul style="list-style-type: none"> • 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 wellbeing or ability to control their emotions (including issues arising online). • 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. 				<ul style="list-style-type: none"> can affect weight, mood and ability to learn. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
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Cycle 2

CYCLE 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overall topics	'We are Britain'		'Changes'		'Great Fire of London'	
Science	Animals including humans- year 1 (humans and senses)	Animals and humans- year 2 (living and non living)	Animals and humans- year 2 (offspring and growing)			

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	<p>To identify, name, draw and draw the basic parts of the human body.</p> <p>To identify and say which part of the body is associated with each sense.</p>	<p>To describe the importance of exercise, healthy diets and good hygiene.</p>	<p>To understand that humans and other animals produce offspring and that these offspring grow into adults.</p>			
Computing	<p>Computing Skills/Internet Safety</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • 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 wellbeing. • 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. • why social media, some computer games and online gaming, for 					

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	<p>example, are age restricted.</p> <ul style="list-style-type: none"> • 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. • where and how to report concerns and get support with issues online. 					
RE	<p>Special People</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • 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 . Stereotyping can be unfair, negative, or destructive. 	<p>Special Places</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • 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 	<p>Special Ways of Living</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. <p>Pupils should know</p> <ul style="list-style-type: none"> • 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 	<p>Special Things in Nature</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • 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 	<p>Special Words and Stories</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • 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 	<p>Special Symbols and Objects</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • 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

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To do	<p>Pupils should know</p> <ul style="list-style-type: none">• what a stereotype is, and how stereotypes can be unfair, negative or destructive.• the importance of permission-seeking and giving in relationships with friends, peers and adults.• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for themselves or others, and to keep trying until they are heard.• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
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