

Year 1

PSHE & RSE - RELATIONSHIPS – To understand and appreciate the relationships we have with friends and how these are affected by our and their feelings, to identify special friends (family, carers) and what makes them special, To begin to develop skills for friendships, To understand how the choices we make have a consequence (friendship issues / anti-bullying)
MYSELF AND OTHERS – To understand that living things including humans Grow Up to become adults, To be able to identify the stages of human life cycle from baby to adult, To understand the human life cycle **DIFFERENCES** – To understand that as we grow up we can do and achieve different things **GROWING UP** – That at different stages of the human life cycle we can do and achieve different things and the reasons why this is possible **Health and wellbeing** Why we need to make healthy lifestyle choices and do them, such as brushing teeth, washing hands and faces etc How to attract attention if they are in danger. Knowing how to keep physically and emotionally safe (including road safety, safety in the environment).

E Safety – We are treasure hunters -Web access and safe practices are encouraged. Any filming is done with appropriate consent and assent. **We are TV chefs** - Learn about copyright, recognising, that this cannot be published or copied without their permission. **We are painters** - Learn to turn the screen off and tell their teacher if they encounter material that concerns them. If work is uploaded to a public area, the importance of protecting the children's identities is recognised,. **We are collectors** - they use technology safely, showing respect for intellectual property observing copyright conditions. The pupils are taught to turn the screen off and let their teacher know if they have any concerns over content they encounter. Introduced to the school's Acceptable Use Policy. **We are storytellers** - to be aware of copyright material showing appropriate respect for intellectual property when using technology.. **We are celebrating** - If they send cards by email they use a class address and consider some aspects of using email safely.

RE - Use some religious words and phrases to recognise and name features of religious life and practice. Recount some of the key religious stories. Recognise some religious artefacts and symbols. Explain the differences to recognise different symbols and other verbal and visual forms of religious expression. Pupils talk about their own experiences and feelings. Talk about what they find interesting or puzzling and what is of value and concern to themselves and to others.

Science - Animals, including humans

NSPCC - Underwear Rules

Rights Respecting Schools - Promoting British Values: Rule of Law, Individual Liberty, Respect and Tolerance

Year 2

PSHE & RSE - RELATIONSHIPS – To understand that everyone needs caring for, To understand that different people need different caring needs, To understand and recognise my relationships with other people and how these differ, **MYSELF AND OTHERS** – To understand where we come from through our family tree and our relations **DIFFERENCES** – To understand what makes a boy and girl / male and female , To challenge basic stereotypes **GROWING UP** – To recognise my friendships including my best friend / s, o understand that as a grow up my friendships will change – making new friendships etc **HEALTH & WELL BEING** – To understand the importance of exercise and healthy eating to keep healthy and fit, To know when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' – keeping safe. To recognise the similarities and differences between boys and girls. To know ways of keeping safe online/ use of ICT. To understand the difference between secrets and surprises. What kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)

E safety - We are astronauts -The pupils must let their teacher know if they encounter inappropriate material when they search the web. If the pupils use third-party images in their projects, they should use images with public domain or Creative Commons licences. **We are games testers** –Choosing games wisely **We are photographers** - The children learn that once images are posted online, it's impossible to control what happens to them. The children also learn about what is acceptable and unacceptable to photograph **We are researchers** - how to stay safe while researching online **We are detectives** - The pupils learn about some of the risks associated with email. **We are zoologists** - pupils again learn that when sharing photographs and geo-location information online the importance of keeping personal information private;

RE - Is there evidence of religion locally? They begin to identify the impact religion has on believers' lives. Pupils use a developing religious vocabulary to show they recognise similarities and differences. They make links between values and commitments, and their own attitudes and behaviour. Pupils ask important questions about religion and beliefs, making links between their own and others' responses.

Science - Living things and their habitats

NSPCC - Underwear Rules

Rights Respecting Schools - Promoting British Values: Rule of Law, Individual Liberty, Respect and Tolerance

