

## SAFEGUARDING AT ST ANN'S WELL ACADEMY

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play.' Keeping Children Safe in Education 2023.

St Ann's Well Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We are fully committed to ensuring that consistent effective safeguarding procedures are in place to support families, children and staff at school. We do many things every day in school to ensure pupils are safe including: ensuring all staff are trained in safeguarding; having clear policies and procedures in place to keep children safe; monitoring pupil attendance; ensuring a safe and healthy site; ensuring the behaviour of pupils is in line with the Academy behaviour policy and using our curriculum to teach children about risk taking, diversity, healthy relationships, managing relationships, online safety and much more. Safeguarding incidents could happen anywhere, and staff are alert to possible concerns arising. We encourage the understanding that any problem or worry is legitimate, and to share their worries, big or small with their trusted adult, at home, school or with ChildLine.

We have a clear understanding of national, county, city, local community and school community concerns and we pride ourselves in knowing our children and the needs of both the individuals in our community and the needs of the wider community itself. As a result of our knowledge and experience of the challenges some of our children face, we recognise that they are at greater risk of:

- **Online safety** - This is addressed by our online safety curriculum delivered through the PSHE curriculum and computing lessons. We also use SENSO to monitor students' computer use whilst using academy owned devices.
- **Mental health and wellbeing** - This is addressed by our PSHE curriculum using Scarf by Coram Life Education as a basis, but includes resources and lessons endorsed by the PSHE Association. The programme teaches children emotional literacy, social and lifelong skills, relationship and health education and resilience in an age-appropriate manner. St Ann's Well Academy is a Mental Health Support Team School (MHST). This has been developed to increase earlier access to support with mental health and wellbeing. They are based in school one day a week to help children access support and help to increase a whole school approach to mental health wellbeing. MHST offer interventions that have been shown to help support children and young people overcome difficulties with their mental health and wellbeing. These may be offered on a 1-1 basis, in groups or with parents/caregivers. Where more intensive support is required, referrals to appropriate agencies are completed (i.e., CAMHS, Be U Notts).
- **Community issues including drug misuse** - Our Year 6 children benefit from D.A.R.T. (Drug, Alcohol and Resilience Training), the highly acclaimed program that gives children the skills they need to avoid involvement in drugs, gangs, and violence. D.A.R.T. is police officer and class teacher led series of classroom lessons that teaches children from how to resist peer pressure and live productive drug and violence-free lives. Other year groups follow the Jed and Ted series of lessons, teaching the children to be safe around medicines, caffeine, alcohol, and tobacco.
- **Community issue of violence and sexual offences** – These are addressed through our comprehensive PHSE scheme. Pupils are taught right from wrong from nursery, leading to laws and the legal system by year 6. Pupils are taught about feelings and managing them at all levels using resilience and coping strategies. Pupils are taught about consent, health and unhealthy relationships, managing conflict and being assertive.
- **City and National issues of knife crime** – These are addressed through D.A.R.T. in year 6 and mini police in Year 5. We also attend the Choices and Consequences Workshop at the National Justice Museum in Nottingham City Centre to highlight the dangers of carrying weapons and the consequences that it can have on life.

### National Concerns

Data sourced from [crimerate.co.uk](https://www.crimerate.co.uk)

In 2022, the highest crimes in the UK were violence and sexual offences, anti-social behaviour and public order offences with violence and sexual offences more than doubling anti-social behaviour offences.

### Nottingham City Concerns

Data sourced from [crimerate.co.uk](http://crimerate.co.uk)

As of 2023, the crime rate in Nottingham is 40% higher than the East Midlands and 51% higher than the England, Wales and Northern Ireland overall figure. The highest crime rates in Nottingham were for violence and sexual offences, possession of weapons and criminal damage and arson. Violence and sexual offences, possession of weapons and have been increasing in the city over the last 6 years. Criminal damage and arson in the city is on a 3 year increase.

Nottingham City is the third most dangerous town / city for possession of weapons in the UK. The Violence Reduction Partnership Response Strategy (Nottinghamshire Police and Crime Commissioner) has analysed knife crime offences within the area in 2022 and found that 21% involved a victim or offender aged between 11 and 17 years old. The frequency of knife crime rose significantly between the hours immediately after school, is higher in school days than weekends, is highest in the months with the most 'term time' (March) and lowest on months with the most school holidays (August).

Nottingham City Safeguarding Children's Partnership in partnership with Nottinghamshire Safeguarding Children's Partnership have created a joint neglect strategy 2021-2024. This was developed as neglect is the most common reason for a child in the areas to be made the subject of a child protection plan.

### St Ann's Concerns

Data sourced from [www.police.uk](http://www.police.uk)

St Ann's forms part of the City South policing area. There are three priorities for this area: drugs, acquisitive crime and anti-social behaviour. In July 2023, the St Ann's area saw 266 crimes, where the highest were anti-social behaviour; violence and sexual offences.

### Parental Concerns

When asked, parents were concerned about drugs, violence, online safety and bullying.

## Safeguarding Long Term Plan

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Assemblies / Whole School Themes			Safety in the home Mutual respect and tolerance <b>MRT IL</b> Road safety week <b>RL</b> Safer internet <b>MRT</b> Fairtrade Fortnight <b>MRT</b> Railway and tram safety Autism <b>MRT</b> Sun safety <b>RL</b>			World mental health day <b>IL</b> Divali <b>MRT</b> Rosh Hashanah <b>MRT</b> Epiphany <b>MRT</b> Holi <b>MRT</b> Lent <b>MRT</b> St George's Day <b>MRT</b> Eid <b>MRT</b>		Black history month <b>MRT</b> Anti-bullying week <b>MRT IL</b> Children in Need <b>MRT IL</b> Chinese New Year <b>MRT</b> Stranger danger Easter <b>MRT</b> Ramadan <b>MRT</b> Shavuot <b>MRT</b>

			Whitsun/Pentecost <b>MRT</b> Wind rush day <b>MRT</b> Child Line	Child Safety Week <b>IL</b> Water safety School safety		Pride month <b>MRT</b> Healthy Eating Week <b>IL</b>		
<b>Staying Safe</b>	<p>Boundaries in school <b>RL</b> Aware of rules in the classroom <b>RL</b> Why we have rules <b>RL</b> Following simple instructions <b>RL</b> Following routines <b>RL</b> Seeking help <b>IL</b></p> <p>Being calmed by a familiar adult Understanding when another is hurt / upset</p> <p>Use resources with support <b>IL</b> Responsibility for own things <b>IL</b> Use familiar objects / toys</p> <p>Familiar adult used as a secure base Aware of surrounding environment</p> <p>Adult supervision online Stranger danger</p> <p>Safety within the curriculum – plants, animals, tools</p>	<p>Classroom rules <b>RL</b> Classroom behaviour expectations <b>RL</b></p> <p>Respect property of the setting <b>RL</b> Beginning to resolve conflicts Manage a range of emotions in the classroom Work with peers calmly Follow instructions <b>RL</b> Confident to ask for help Use of toilet independently Making healthy choices <b>IL</b> using cutlery correctly games / Apps which are suitable <b>RL</b> asking permission <b>IL</b> stranger danger</p>	<p>Classroom rules <b>RL</b> Rules in different places <b>RL</b></p> <p>Looking after themselves <b>IL</b> People who look after them <b>MRT</b> Being assertive when feeling unsafe <b>IL</b></p> <p>Infections and germs Being safe in the seasons Getting help when feeling unsafe <b>IL</b> Age restrictions on games <b>RL</b> Communicating safely online <b>RL</b> Sharing information online <b>RL</b> Zip it, Flag it, Block it <b>RL</b></p> <p>Recognising safe and unsafe items <b>IL</b> Science – labelling the body, safety around animals, sun safety <b>RL</b> DT - Using needles and scissors, food hygiene, hand hygiene, using knives <b>RL</b> English – laws and stealing, being lost, stranger danger <b>RL</b></p>	<p>Rules <b>RL</b> Rights and responsibilities <b>MRT IL D</b> Identifying risks Harmful products Keeping safe inside and outside <b>IL</b> Dialling 999</p> <p>Getting help when feeling unsafe <b>IL</b></p> <p>Germs</p> <p>Hygiene routines Zip it, Flag it, Block it <b>RL</b></p> <p>DT – food safety, using a kettle, knives, needles and scissors <b>RL</b> English – being scared, problem solving and risks, stealing, <b>RL</b></p> <p>History – dangers of fire <b>RL</b> Science – handling minibeasts and plants <b>RL</b></p>	<p>Rules <b>RL</b> Consequences of rule breaking <b>RL</b> Laws <b>RL</b> Infections and diseases Hygiene <b>IL</b> Habits Alcohol Smoking Managing risk <b>IL</b> Fires Online dangers <b>IL</b> Getting help <b>IL</b></p> <p>Zip it, Flag it, Block it <b>RL</b></p> <p>Science – safety around soils, plants, sun and light <b>RL</b> DT – using tools, food safety, using knives <b>RL</b></p> <p>English – risk taking, threat <b>IL</b></p>	<p>Rules <b>RL</b> Online dangers Dares <b>IL</b> Positive, healthy relationships <b>MRT</b> Physical illness Responsibility <b>IL D</b> Danger, risks and hazards <b>IL</b> Managing risk <b>IL</b> Medicines Drugs Smoking Passive smoking Getting help</p> <p>Zip it, Flag it, Block it <b>RL</b> Science – safety of touching plants, safety in different climates, safety when heating, safety around electricity <b>RL</b> English – medicines, justice and laws, <b>RL</b> DT – handling raw ingredients, using a hob, using a knife, using appropriate tools, electricity <b>RL</b></p>	<p>Rules <b>RL</b> Peer influence <b>IL</b> Assertive communication <b>IL</b> Responsibility <b>IL D</b> Online dangers Responsibilities and rights <b>IL D</b> Importance of sleep <b>IL</b> Medicines and allergies</p> <p>Bacteria / vaccinations Risky situations <b>IL</b> Basic first aid Contacting the emergency services Resistance skills <b>IL</b> Smoking Healthy lifestyle <b>IL</b> Getting help</p> <p>Zip it, Flag it, Block it <b>RL</b></p> <p>Biennial knife crime workshop <b>RL</b></p> <p>Geography – extreme weathers, water safety DT – tool safety, food and equipment safety <b>RL</b></p>	<p>Rules <b>RL</b> Pressurised behaviours <b>IL</b> Challenges and dares <b>IL</b> Responding to pressure <b>IL</b> Ages for social media accounts <b>RL</b> Reporting and getting help Dangers of online information Risks of sharing personal information Online reputation Alcohol Alcohol, drug and theft laws <b>RL</b> Cannabis and tobacco Theft Knives Resistance skills <b>IL</b> Zip it, Flag it Block it <b>RL</b></p> <p>Biennial knife crime workshop <b>RL</b> Knife and Gun workshops by Nottingham Police <b>RL</b></p> <p>Science – electricity, light, dangers of fungi, algae, <b>RL</b> DT – tool safety <b>RL</b></p>
<b>Sexting</b>	<p>Boundaries <b>RL</b> Rules of the classroom <b>RL</b> Seeking help Awareness of self Beginning to talk about feelings Talk to others <b>MRT</b> Confidence in social situations <b>MRT</b> Demonstrate friendly behaviour <b>MRT</b> PANTS rule <b>RL IL</b></p>	<p>Respect property <b>RL</b> Behaviour expectations <b>RL</b> Distance from inappropriate behaviours Express feelings Confident Seeking help Beginning to self-reflect Classroom expectations <b>RL</b> Demonstrate friendly</p>	<p>Communicate safely and kindly online <b>MRT</b> Sharing information online <b>RL</b> How to behave online Know people can upset online Private body parts <b>RL IL</b> PANTS rule <b>RL IL</b> Getting help <b>IL</b> Science – labelling the body</p>	<p>Online information Keeping information private <b>IL</b> Risks of communicating online Private body parts <b>RL IL</b> PANTS rule <b>RL IL</b> Getting help <b>IL</b></p> <p>Zip it, Flag it, Block it <b>RL</b></p>	<p>Positive relationships <b>MRT</b> Keeping personal information private and safe Trust Privacy <b>RL</b> Personal boundaries Representing myself Identity Self-respect <b>IL</b> Online safety <b>IL</b> Managing risk <b>IL</b></p>	<p>Communication online Positive relationships Saying no <b>MRT</b> Dares Online identity <b>IL</b> Keeping information private Online information being used by others <b>RL</b> Digital footprint Risks <b>IL</b> Getting help <b>IL</b> Zip it, Flag it, Block it <b>RL</b></p>	<p>Healthy relationships <b>MRT</b> Peer influence and approval Assertive communication Reporting online content Online identity <b>IL</b> Puberty and emotions Responsibilities <b>IL D</b> Risky and unsafe situations <b>IL</b></p>	<p>Positive role model <b>MRT</b> Healthy relationships <b>MRT</b> Resisting pressure <b>IL</b> Risk of challenges and dares <b>IL</b> Ease of online posts being spread – I saw your willy Online content Online communication Altered images online</p>

		behaviour <b>MRT</b> Constructive and respectful relationships <b>MRT</b> Identify how best to respond to another individual <b>MRT</b> PANTS rule <b>RL IL</b>	Zip it, Flag it, Block it <b>RL</b>		Getting help <b>IL</b> Zip it, Flag it, Block it <b>RL</b>		Resistance skills <b>IL</b> Online information being used by others <b>RL</b> Getting help <b>IL</b> Zip it, Flag it, Block it <b>RL</b>	Rules / laws related to sharing online <b>RL</b> Reporting online content Getting help <b>IL</b> Zip it, Flag it, Block it <b>RL</b>
Child on Child Abuse (including Bullying)	Boundaries <b>RL</b> Rules of the classroom <b>RL</b> Seeking help <b>IL</b> Awareness of self Beginning to talk about feelings <b>IL</b> Talk to others <b>MRT</b> Confidence in social situations <b>MRT</b> Demonstrate friendly behaviour <b>MRT</b> Play with others <b>MRT</b> Recognise emotional outbursts <b>IL</b> Show some control Notice when peers are upset <b>MRT</b> Identify problems and seek help	Behaviour expectations <b>RL</b> Distance from inappropriate behaviours <b>IL</b> Solve conflicts with support <b>MRT</b> Express feelings <b>IL</b> Confident Seeking help <b>MRT</b> Beginning to self-reflect Classroom expectations Demonstrate friendly behaviour <b>MRT</b> Beginning to recognise emotions in others <b>MRT</b> Constructive and respectful relationships <b>MRT</b> Identify how best to respond to another individual <b>MRT</b> Start to find solutions to problems	Whole school participation in Anti-bullying week. <b>MRT IL</b> School values Links to relationships / FBV / PHSE / SMSC <b>MRT</b> Embedded through the school ethos – everybody feels safe. Bespoke to individuals when needed.  Safety of rules <b>RL</b> Healthy relationships <b>MRT</b> Teasing and bullying <b>MRT IL</b> Behaving responsibly Know who to go to if experiencing unkind / teasing behaviour <b>IL</b> School rules for responding to bullying / teasing <b>RL</b> Identifying if someone is being bullied or teased (feelings and bodies) <b>RL IL</b> Fair and unfair Respecting differences and similarities <b>MRT IL</b> Appropriate and inappropriate touch <b>RL IL</b> Saying no <b>RL IL</b> Permission <b>RL IL</b> Science – labelling the body  Getting help Zip it, flag it, block it <b>RL</b>  English – kindness, helping, family,	Whole school participation in Anti-bullying week. <b>MRT IL</b> School values Links to relationships / FBV / PHSE / SMSC <b>MRT</b> Embedded through the school ethos – everybody feels safe. Bespoke to individuals when needed.  Rules <b>RL</b> Healthy relationships <b>MRT</b> Behaving responsibly Bullying and teasing; unkind behaviour <b>IL</b> Know who to go to if experiencing unkind / teasing behaviour <b>IL</b> School rules for responding to bullying / teasing <b>RL IL</b> Feelings Online bullying <b>IL</b> Resisting pressure <b>IL</b>  Inappropriate touch <b>RL</b> Respecting difference and similarities <b>MRT IL</b> Showing respect for others <b>MRT IL</b> Positive play Equality and rights <b>RL, MRT</b> Responsibilities <b>D</b> Being left out Getting help <b>IL</b> Zip it, flag it, block it <b>RL</b>  English – finding friendship, kindness, sharing and cooperation	Whole school participation in Anti-bullying week. <b>MRT IL</b> School values Links to relationships / FBV / PHSE / SMSC <b>MRT</b> Embedded through the school ethos – everybody feels safe. Bespoke to individuals when needed.  Rules <b>RL</b> Healthy relationships <b>MRT</b> Laws <b>RL</b> Name calling <b>IL</b> Bullying <b>IL</b> Online bullying <b>IL</b> Keeping things private <b>RL</b> Privacy <b>IL</b> Unwanted touch <b>RL IL</b> Secrets and surprises <b>IL</b> Trust Respectful behaviour <b>MRT IL</b> Self-respect <b>IL</b> Respecting difference and similarities <b>MRT IL</b> Online safety Different feelings Identifying risk <b>IL</b> Getting help <b>IL</b> Zip it, flag it, block it <b>RL</b>  English – friendships, relationships, feelings and emotions, loneliness, bullying <b>MRT IL</b>	Whole school participation in Anti-bullying week. <b>MRT IL</b> School values Links to relationships / FBV / PHSE / SMSC <b>MRT</b> Embedded through the school ethos – everybody feels safe. Bespoke to individuals when needed.  Rules <b>RL</b> Positive friendships <b>MRT</b> Responding to bullying <b>IL</b> Pressure to behave in an unhealthy, unacceptable and risky way <b>IL</b> Online content effects Bystanders Anti-social behaviour <b>RL</b> Secrets <b>IL</b> Dares <b>IL</b> Caring for others Responsibility <b>D</b> Respecting difference and similarities <b>MRT IL</b> Getting help <b>IL</b> Zip it, flag it, block it <b>RL</b>  English – growing up, kindness, acceptance, war, hope, compassion, friendship and perseverance, bullying <b>MRT IL</b>	Whole school participation in Anti-bullying week. <b>MRT IL</b> School values Links to relationships / FBV / PHSE / SMSC <b>MRT</b> Embedded through the school ethos – everybody feels safe. Bespoke to individuals when needed.  Rules <b>RL</b> Healthy friendships <b>MRT</b> Peer influence <b>IL</b> Peer approval <b>IL</b> Resolving conflict Acceptable and unacceptable / unwanted touch <b>RL</b> Secrets <b>IL</b> Online bullying and discrimination <b>MRT</b> Equality and respect <b>IL</b> Gender identity <b>IL</b> Risky and unsafe situations <b>IL</b> Resistance skills <b>IL</b> Getting help and advice <b>IL</b> Zip it, flag it, block it <b>RL</b>  English – forgiveness, bullying, friendship, kindness <b>MRT IL</b>	Whole school participation in Anti-bullying week. <b>MRT IL</b> School values Links to relationships / FBV / PHSE / SMSC <b>MRT</b> Embedded through the school ethos – everybody feels safe. Bespoke to individuals when needed.  Rules <b>RL</b> Gender identity <b>IL</b> Sexual orientation <b>IL</b> Rights Healthy friendships <b>MRT</b> Being assertive <b>IL</b> Pressure <b>IL</b> Challenges and dares Responsibility <b>D</b> Values and behaviour Positive role models Challenging respectfully <b>IL</b> Prejudice and discrimination <b>MRT</b> Online safety Laws and rules regarding sharing online content <b>RL</b> Appropriate touching – consent and permission <b>RL IL</b> Mental wellbeing and bullying Getting help and advice Zip it, flag it, block it <b>RL</b>  English – friendship, betrayal, abuse, kindness, love, anger, <b>MRT IL</b>

<p>Cyberbullying</p>	<p>Importance of adult supervision online</p> <p>Boundaries <b>RL</b></p> <p>Rules of the classroom <b>RL</b></p> <p>Seeking help <b>IL</b></p> <p>Beginning to talk about feelings – happy and sad <b>IL</b></p> <p>Talk to others <b>MRT</b></p> <p>Notice when peers are upset <b>MRT</b></p> <p>Identify problems and seek help</p>	<p>Accessing games that are suitable for children <b>RL</b></p> <p>Permission</p> <p>Behaviour expectations <b>RL</b></p> <p>Distance from inappropriate behaviours <b>IL</b></p> <p>Solve conflicts with support <b>MRT</b></p> <p>Express feelings <b>IL</b></p> <p>Seeking help <b>MRT</b></p> <p>Beginning to self-reflect</p> <p>Classroom expectations</p> <p>Beginning to recognise emotions in others <b>MRT</b></p> <p>Constructive and respectful relationships <b>MRT</b></p> <p>Identify how best to respond to another individual <b>MRT</b></p> <p>Start to find solutions to problems</p> <p>Caring <b>MRT</b></p> <p>School values</p>	<p>friendship <b>MRT IL</b></p> <p>Linked to anti-bullying week. <b>IL</b></p> <p>E-Safety week.</p> <p>E-Safety Education</p> <p>Parental awareness and advice</p> <p>Sharing information online <b>RL</b></p> <p>Communicating kindly online <b>MRT IL</b></p> <p>Zip it, Flag it, Block it, <b>RL</b></p> <p>Getting help <b>IL</b></p> <p>English – kindness, helping, family, friendship <b>MRT</b></p>	<p><b>MRT IL</b></p> <p>Linked to anti-bullying week. <b>IL</b></p> <p>E-Safety week.</p> <p>E-Safety Education</p> <p>Parental awareness and advice</p> <p>Communicating kindly <b>IL</b> online <b>MRT</b></p> <p>Zip it, Flag it, Block it, <b>RL</b></p> <p>Getting help <b>IL</b></p> <p>English – finding friendship, kindness, sharing and cooperation <b>MRT</b></p>	<p>Linked to anti-bullying week. <b>IL</b></p> <p>E-Safety week.</p> <p>E-Safety Education</p> <p>Parental awareness and advice</p> <p>Online bullying <b>IL</b></p> <p>Keeping information private</p> <p>Trusting online</p> <p>Online respectful behaviour <b>MRT IL</b></p> <p>Rules for online behaviour <b>RL</b></p> <p>Respectful language</p> <p>Zip it, flag it, block it <b>RL</b></p> <p>Getting help <b>IL</b></p> <p>English – friendships, relationships, feelings and emotions, loneliness, bullying <b>MRT</b></p>	<p>Linked to anti-bullying week. <b>IL</b></p> <p>E-Safety week.</p> <p>E-Safety Education</p> <p>Parental awareness and advice</p> <p>Responding to bullying <b>MRT</b></p> <p>Online technologies</p> <p>Posting content <b>RL</b></p> <p>Digital footprint</p> <p>Sharing content</p> <p>Keeping information private <b>IL</b></p> <p>Reporting <b>IL</b></p> <p>Getting help <b>IL</b></p> <p>Zip it, flag it, block it <b>RL</b></p> <p>English – growing up, kindness, acceptance, war, hope, compassion, friendship and perseverance, bullying <b>MRT</b></p>	<p>Linked to anti-bullying week <b>IL</b>.</p> <p>E-Safety week.</p> <p>E-Safety Education</p> <p>Parental awareness and advice</p> <p>Peer influence <b>IL</b></p> <p>Peer approval <b>IL</b></p> <p>Online discrimination <b>MRT</b></p> <p>Trolling</p> <p>Harassment <b>IL</b></p> <p>Bullying through varying media <b>IL</b></p> <p>Reporting <b>IL</b></p> <p>Getting help and support <b>IL</b></p> <p>Zip it, flag it, block it <b>RL</b></p> <p>English – forgiveness, bullying, friendship, kindness <b>MRT</b></p>	<p>Linked to anti-bullying week. <b>IL</b></p> <p>E-Safety week.</p> <p>E-Safety Education</p> <p>Parental awareness and advice</p> <p>Being assertive <b>IL</b></p> <p>Peer pressure <b>IL</b></p> <p>Online challenges and dares</p> <p>Responsibility <b>IL D</b></p> <p>Respectful online behaviour <b>IL</b></p> <p>Posting online and sharing</p> <p>Capturing bullying content <b>IL</b></p> <p>Social media age restrictions <b>RL</b></p> <p>Communication online <b>MRT</b></p> <p>Reporting <b>IL</b></p> <p>Getting help and support <b>IL</b></p> <p>Zip it, flag it, block it <b>RL</b></p> <p>English – friendship, betrayal, abuse, kindness, love, anger, <b>MRT</b></p>
<p>Internet Safety</p>	<p>Importance of adult supervision online</p> <p>Seeking help <b>IL</b></p>	<p>Accessing games that are suitable for children <b>RL</b></p> <p>Permission</p>	<p>Zip it Flag it Block it <b>RL</b></p> <p>Age restrictions <b>RL</b></p> <p>Sharing personal information</p> <p>Passwords</p> <p>Posting online</p> <p>Sharing online</p> <p>Online behaviours</p> <p>Getting help <b>IL</b></p>	<p>Zip it Flag it Block it <b>RL</b></p> <p>Behaving responsibly online <b>MRT</b></p> <p>Difference between things that are imaginary, ‘made up’ or make believe’ and things that are ‘true’ or ‘real’ on the Internet</p> <p>Online information can last a long time</p> <p>describe how online information about keeping information private</p> <p>passwords</p> <p>communicating online</p> <p>Online identity</p> <p>Getting help <b>IL</b></p>	<p>Zip it Flag it Block it <b>RL</b></p> <p>Keeping personal information private</p> <p>Strategies to be safe online</p> <p>Trust online</p> <p>Changing my identity online</p> <p>Respectful online behaviour <b>MRT IL</b></p> <p>Risks of browsing</p> <p>Positive and negative internet experiences</p> <p>Altered images</p> <p>True / accurate information</p> <p>Online habits</p> <p>Getting help <b>IL</b></p>	<p>Zip it Flag it Block it <b>RL</b></p> <p>Contact online</p> <p>Content posted</p> <p>Online identity</p> <p>Passwords</p> <p>Sharing personal information</p> <p>Copied, altered and faked personal information</p> <p>Digital footprint</p> <p>Internet searches</p> <p>Online advertising</p> <p>Technology and wellbeing</p> <p>Getting help <b>IL</b></p>	<p>Zip it Flag it Block it <b>RL</b></p> <p>Online discrimination <b>MRT</b></p> <p>Online bullying <b>MRT</b></p> <p>Media</p> <p>Assessing content</p> <p>Mis-information and dis-information</p> <p>Evaluating websites and media</p> <p>Hoaxes</p> <p>Being sceptical</p> <p>Sharing information</p> <p>In app purchases <b>RL</b></p> <p>Reliability</p> <p>Technology and wellbeing</p> <p>Getting help <b>IL</b></p>	<p>Zip it Flag it Block it <b>RL</b></p> <p>Peer pressure online <b>MRT</b></p> <p>Online challenges and dares</p> <p>Being responsible and respectful online <b>MRT</b></p> <p>Posting online and sharing <b>MRT</b></p> <p>Laws and rules regarding sharing online <b>RL</b></p> <p>Age restrictions for social media <b>RL</b></p> <p>Truth and posting online</p> <p>Online content can manipulate</p> <p>Communication online <b>MRT</b></p>

								Dangers of communicating online Altered images Managing time spend online Privacy online <b>IL</b> Passwords Online reputation Evaluating digital content Getting help and support <b>IL</b>
Gender based violence	<p>Boundaries <b>RL</b> Rules of the classroom <b>RL</b> Seeking help <b>IL</b> Awareness of self Beginning to talk about feelings – happy and sad <b>IL</b> Talk to others <b>MRT</b> Notice when peers are upset <b>MRT</b> Identify problems and seek help Settling in – all welcome People who help in the community</p> <p>Picture books Small world play</p>	<p>Behaviour expectations <b>RL</b> Distance from inappropriate behaviours <b>IL</b> Express feelings <b>IL</b> Seeking help <b>MRT</b> Beginning to self-reflect Classroom expectations Beginning to recognise emotions in others <b>MRT</b> Constructive and respectful relationships <b>MRT</b> Identify how best to respond to another individual <b>MRT</b> Being valued Difference <b>MRT</b> Caring <b>MRT</b> School values Importance of roles in the community Changes as grow up</p> <p>Picture books Small world play</p>	<p>Caring for others <b>MRT</b> Belonging to groups / communities <b>MRT</b> Fair and unfair Being kind and not hurting others <b>IL</b> Know the PANTS rule <b>RL IL</b> Permission Being teased / bullied <b>IL</b> Rules <b>RL</b> Being special / unique <b>MRT</b> Similarities and differences <b>MRT</b> Different jobs <b>MRT</b></p> <p>Asking for help and support <b>IL</b></p> <p>English – kindness, helping, family, friendship <b>MRT</b></p>	<p>Similarities and differences <b>MRT</b> Showing respect for others <b>MRT IL</b> Equality Rights and responsibilities <b>RL D</b> Fixed ideas about boys and girls Being kind and not hurting others <b>MRT</b> Positive relationships <b>MRT</b></p> <p>Asking for help and support <b>IL</b></p> <p>English - stereotypes <b>MRT</b></p>	<p>Positive relationships <b>MRT</b> Prejudice <b>MRT</b> Identity Respectful behaviour and language <b>MRT</b> Respect <b>IL</b> Gender stereotypes Male and female similarities and differences <b>MRT</b></p> <p>Asking for help and support <b>IL</b></p> <p>English – prejudice, stereotypes <b>MRT</b></p>	<p>Positive relationships <b>MRT</b> Loneliness Similarities <b>MRT</b> Differences <b>MRT</b> Respect <b>MRT IL</b></p> <p>Asking for help and support <b>IL</b></p> <p>English – identity <b>IL</b></p>	<p>Positive relationships <b>MRT</b> Inclusion Peer influence and approval <b>IL</b> Equality Discrimination <b>MRT</b> Stereotyping in the workplace <b>MRT</b> Gender identity <b>MRT IL</b></p> <p>Asking for help and support <b>IL</b> History – gender roles <b>MRT</b> English – stereotypes, discrimination <b>MRT</b></p>	<p>Gender identity <b>IL</b> Sexual orientation <b>IL</b> Healthy relationships <b>MRT</b> Positive role models Challenge Respect <b>MRT IL</b> Stereotypes in different contexts Stereotyping influence <b>MRT</b> Perpetuating stereotypes <b>MRT</b> Prejudice <b>MRT</b> Discrimination <b>MRT</b> FGM <b>RL IL</b></p> <p>Asking for help and support <b>IL</b></p> <p>History – gender roles in the war, <b>IL</b> English - stereotypes</p>
Relationship abuse / Domestic Violence	<p>Boundaries <b>RL</b> Rules of the classroom <b>RL</b> Seeking help <b>IL</b> Beginning to talk about feelings – happy and sad <b>IL</b> Talk to others <b>MRT</b> Notice when peers are upset <b>MRT</b> Identify problems and seek help Family – healthy <b>MRT</b> Family customs and</p>	<p>Behaviour expectations <b>RL</b> Distance from inappropriate behaviours <b>IL</b> Express feelings <b>IL</b> Seeking help <b>MRT</b> Classroom expectations Beginning to recognise emotions in others <b>MRT</b> Constructive and respectful relationships <b>MRT</b> Identify how best to</p>	<p>Rules <b>RL</b> Feelings Being kind and not hurting others <b>MRT IL</b> Dealing with hurt Families <b>MRT</b></p> <p>Special people People who care for us How to get help <b>IL</b></p> <p>English – kindness, helping, family, friendship <b>MRT</b></p>	<p>Rules <b>RL</b> Feelings Special / positive relationships <b>MRT</b> Caring for others <b>MRT</b> Negotiation skills Behaviour of others Rights <b>IL</b> Showing respect for others <b>MRT IL</b></p> <p>How to get help <b>IL</b></p> <p>English – finding</p>	<p>Rules <b>RL</b> Types of relationships <b>MRT</b> Positive relationships <b>MRT</b> Trust Unwanted touch <b>RL</b> Secrets <b>IL</b> Respectful behaviour <b>MRT</b> Self-respect <b>IL</b> Laws <b>RL</b></p> <p>Feelings</p>	<p>Rules <b>RL</b> Positive, healthy relationships <b>MRT</b> Negotiation and compromise Conflict Being assertive <b>IL</b> Secrets <b>IL</b> Feelings Respect <b>MRT IL</b> Danger, risks and hazards How to get help <b>IL</b></p>	<p>Rules <b>RL</b> Positive, healthy relationships <b>MRT</b> Disputes and conflict Challenges Being assertive <b>IL</b> Acceptable and unacceptable touch <b>RL IL</b> Secrets <b>IL</b> Equality and respect <b>MRT IL</b> Feelings and mood Risks and safety <b>IL</b></p>	<p>Rules <b>RL</b> Positive, healthy relationships <b>MRT</b> Assertiveness <b>IL</b> Challenges Responsible and respectful behaviour <b>MRT</b> Respect <b>MRT IL</b> Managing conflict Feelings How to get help <b>IL</b></p>



	<p>routines <b>MRT</b></p> <p>Picture books</p>	<p>respond to another individual <b>MRT</b></p> <p>Families <b>MRT</b></p> <p>Family relationships <b>MRT</b></p> <p>Caring <b>MRT</b></p> <p>School values</p> <p>Picture books</p>		<p>friendship, kindness, sharing and cooperation <b>MRT</b></p>	<p>Risk <b>IL</b></p> <p>How to get help <b>IL</b></p> <p>English – friendships, relationships, feelings and emotions, loneliness, <b>MRT</b></p>	<p>English – growing up, kindness, acceptance, war, hope, compassion, friendship and perseverance, <b>MRT</b></p>	<p>How to get help <b>IL</b></p> <p>English – kindness, friendship, <b>MRT</b></p>	<p>English – abuse, kindness, love, family <b>MRT</b></p>
FGM	<p>Boundaries <b>RL</b></p> <p>Rules of the classroom <b>RL</b></p> <p>Seeking help <b>IL</b></p> <p>Beginning to talk about feelings – happy and sad <b>IL</b></p> <p>Talk to others <b>MRT</b></p> <p>Recognise emotional outbursts <b>IL</b></p> <p>Show some control</p> <p>Notice when peers are upset <b>MRT</b></p> <p>Identify problems and seek help</p> <p>PANTS rule <b>IL</b></p>	<p>Behaviour expectations <b>RL</b></p> <p>Distance from inappropriate behaviours <b>IL</b></p> <p>Express feelings <b>IL</b></p> <p>Seeking help <b>MRT</b></p> <p>Classroom expectations</p> <p>Beginning to recognise emotions in others <b>MRT</b></p> <p>Constructive and respectful relationships <b>MRT</b></p> <p>Identify how best to respond to another individual <b>MRT</b></p> <p>PANTS rule <b>IL</b></p> <p>Picture books</p> <p>Small world play</p>	<p>Positive relationships <b>MRT</b></p> <p>Difference between boys and girls</p> <p>Private body parts <b>RL IL</b></p> <p>PANTS rule <b>RL IL</b></p> <p>Rules <b>RL</b></p> <p>Appropriate and inappropriate touch. <b>RL IL</b></p> <p>Being assertive to unwanted touch <b>RL IL</b></p> <p>Permission <b>RL IL</b></p> <p>Science – labelling the body</p> <p>How to get help <b>IL</b></p>	<p>Positive relationships <b>MRT</b></p> <p>Private parts of the body</p> <p>Appropriate and inappropriate touch <b>RL IL</b></p> <p>Rules <b>RL</b></p> <p>Safe and unsafe secrets <b>RL</b></p> <p>Rights and responsibilities <b>IL D</b></p> <p>Fixed ideas about boys and girls</p> <p>Being kind and not hurting others <b>IL</b></p> <p>Positive relationships</p> <p>How to get help <b>IL</b></p>	<p>Positive relationships <b>MRT</b></p> <p>Privacy <b>IL</b></p> <p>Touch <b>RL IL</b></p> <p>Personal space</p> <p>Secrets <b>IL</b></p> <p>Rules <b>RL</b></p> <p>Trust</p> <p>Respect <b>MRT IL</b></p> <p>Private body parts (male and female) <b>IL</b></p> <p>Self-respect <b>IL</b></p> <p>Laws <b>RL</b></p> <p>How to get help <b>IL</b></p>	<p>Positive relationships <b>MRT</b></p> <p>Respect <b>IL</b></p> <p>Secrets <b>RL IL</b></p> <p>Conflict</p> <p>Rules <b>RL</b></p> <p>Assertiveness <b>IL</b></p> <p>Beginnings of puberty</p> <p>Danger, risks and hazards <b>IL</b></p> <p>How to get help <b>IL</b></p>	<p>Appropriate touch and physical contact <b>RL IL</b></p> <p>Being assertive <b>IL</b></p> <p>Puberty</p> <p>Rules <b>RL</b></p> <p>Responsibility <b>MRT IL D</b></p> <p>Risks and safety <b>IL</b></p> <p>How to get help <b>IL</b></p>	<p>Law and FGM <b>RL</b></p> <p>FGM <b>RL</b></p> <p>Responsibility <b>MRT IL D</b></p> <p>Rules <b>RL</b></p> <p>Consent for touch <b>RL IL</b></p> <p>Appropriate touch <b>RL IL</b></p> <p>Male and female body parts</p> <p>How to get help <b>IL</b></p>
Drug Education	<p>Eat food which is good for me <b>IL</b></p>	<p>Importance of making healthy choices <b>IL</b></p>	<p>Infections and germs</p> <p>Drugs in the home</p> <p>Safe and unsafe items <b>IL</b></p> <p>Healthy choices</p> <p>How to get help <b>IL</b></p>	<p>Effect of medicines</p> <p>Using medicines safely <b>IL</b></p> <p>vaccinations</p> <p>How to get help <b>IL</b></p>	<p>Alcohol</p> <p>Drugs</p> <p>Smoking</p> <p>Treating illnesses</p> <p>How to get help <b>IL</b></p>	<p>Medicines <b>IL</b></p> <p>Drugs</p> <p>Smoking</p> <p>How to get help <b>IL</b></p>	<p>Smoking</p> <p>Drugs</p> <p>Vaccinations</p> <p>Immunisations <b>IL</b></p> <p>How to get help <b>IL</b></p>	<p>Alcohol</p> <p>Cannabis</p> <p>Tobacco</p> <p>Psychoactive substances</p> <p>Solvents</p> <p>How to get help <b>IL</b></p>
Faith abuse	<p>Boundaries <b>RL</b></p> <p>Rules of the classroom <b>RL</b></p> <p>Seeking help <b>IL</b></p> <p>Awareness of self</p> <p>Beginning to talk about feelings – happy and sad <b>IL</b></p> <p>Talk to others <b>MRT</b></p> <p>Recognise emotional outbursts <b>IL</b></p> <p>Show some control</p> <p>Notice when peers are upset <b>MRT</b></p> <p>Identify problems and seek help</p>	<p>Behaviour expectations <b>RL</b></p> <p>Distance from inappropriate behaviours <b>IL</b></p> <p>Solve conflicts with support <b>MRT</b></p> <p>Express feelings <b>IL</b></p> <p>Seeking help <b>MRT</b></p> <p>Beginning to self-reflect</p> <p>Classroom expectations</p> <p>Beginning to recognise emotions in others <b>MRT</b></p> <p>Constructive and respectful relationships <b>MRT</b></p>	<p>Belonging <b>IL</b></p> <p>Rules <b>RL</b></p> <p>Feelings</p> <p>Being kind and not hurting others <b>IL</b></p> <p>Dealing with hurt</p> <p>Special people <b>MRT</b></p> <p>People who care for us <b>MRT</b></p> <p>How to get help <b>IL</b></p> <p>Art – Portraits <b>MRT</b></p> <p>RE – Christianity – Creation story, Christmas and gifts, friendship, Easter and</p>	<p>Similarities and differences <b>MRT</b></p> <p>Showing respect for others <b>MRT</b></p> <p>Equality <b>MRT</b></p> <p>Rights and responsibilities <b>RL IL D</b></p> <p>Being kind and not hurting others <b>MRT IL</b></p> <p>Positive relationships <b>MRT</b></p> <p>Asking for help and support <b>IL</b></p> <p>Art – Portraits <b>MRT</b></p> <p>RE – Hinduism , Christianity, Islam <b>MRT IL</b></p> <p>English – friendships, tolerance, respect <b>MRT IL</b></p> <p>Art – Portraits <b>MRT</b></p> <p>RE – Christianity –</p>	<p>Positive relationships <b>MRT</b></p> <p>Prejudice <b>MRT</b></p> <p>Identity</p> <p>Respectful behaviour and language <b>MRT IL</b></p> <p>Respect <b>MRT IL</b></p> <p>Asking for help and support <b>IL</b></p> <p>Art – Portraits <b>MRT</b></p> <p>RE – Hinduism , Christianity, Islam <b>MRT IL</b></p> <p>English – friendships, tolerance, respect <b>MRT IL</b></p>	<p>Positive relationships <b>MRT</b></p> <p>Community</p> <p>Compassion</p> <p>Loneliness</p> <p>Similarities <b>MRT</b></p> <p>Differences <b>MRT</b></p> <p>Respect <b>MRT IL</b></p> <p>Asking for help and support <b>IL</b></p> <p>Art – Portraits <b>MRT</b></p> <p>RE – Islam / Christianity / Hinduism / Non religious / Humanism <b>MRT IL</b></p> <p>English – refugees, war,</p>	<p>Positive relationships <b>MRT</b></p> <p>Inclusion <b>MRT</b></p> <p>Peer influence and approval</p> <p>Equality <b>MRT</b></p> <p>Respect <b>MRT IL</b></p> <p>Compassion</p> <p>Discrimination <b>MRT</b></p> <p>Asking for help and support <b>IL</b></p> <p>Art – Portraits <b>MRT</b></p> <p>RE – Islam / Christianity / Hinduism / Non religious <b>MRT IL</b></p> <p>English – war, peace,</p>	<p>Healthy relationships <b>MRT</b></p> <p>Positive role models</p> <p>Diverse communities <b>MRT</b></p> <p>Challenge</p> <p>Respect <b>MRT IL</b></p> <p>Prejudice <b>MRT</b></p> <p>Discrimination <b>MRT</b></p> <p>Asking for help and support</p> <p>Art – Portraits <b>MRT</b></p> <p>RE – Islam / Christianity / Hinduism / Non religious / Humanism / Judaism <b>MRT IL</b></p>

	<p>Settling in – all welcome Family – healthy <b>MRT</b> Family customs and routines <b>MRT</b> Talk about important people Celebrations <b>MRT</b></p> <p>Picture books Small world play</p>	<p>Identify how best to respond to another individual <b>MRT</b> Start to find solutions to problems Being valued Difference <b>MRT</b> Families <b>MRT</b> Family relationships <b>MRT</b> Caring <b>MRT</b> School values Celebrations <b>MRT</b></p> <p>Picture books Small world play</p>	<p>being welcomed. Judaism – Shabbat, Rosh Hashanah and Yom Kippur <b>MRT IL</b></p>	<p>kindness, giving, Easter and the resurrection. Islam <b>MRT IL</b> English – cultural diversity, tolerance, migration, belonging <b>MRT IL</b> Geography – our region, belonging <b>MRT</b></p>		<p>hope <b>MRT IL</b></p>	<p>welcoming, equality, discrimination, stereotypes, migration, friendship <b>MRT IL</b></p>	<p>English – faith, life and death, difference, loss, alienation, refugees, xenophobia <b>MRT IL</b></p>
<p><b>Gangs and youth violence</b></p>	<p>Boundaries <b>RL</b> Rules of the classroom <b>RL</b> Seeking help <b>IL</b> Beginning to talk about feelings – happy and sad <b>IL</b> Talk to others <b>MRT</b> Recognise emotional outbursts <b>IL</b> Show some control Notice when peers are upset <b>MRT</b> Identify problems and seek help Family – healthy <b>MRT</b> Talk about important people</p> <p>Picture books Small world play</p>	<p>Behaviour expectations <b>RL</b> Distance from inappropriate behaviours <b>IL</b> Express feelings <b>IL</b> Seeking help <b>MRT</b> Beginning to self-reflect Classroom expectations Beginning to recognise emotions in others <b>MRT</b> Constructive and respectful relationships <b>MRT</b> Identify how best to respond to another individual <b>MRT</b> Being valued Difference <b>MRT</b> Families <b>MRT</b> Family relationships <b>MRT</b> Caring <b>MRT</b> School values</p> <p>Picture books Small world play</p>	<p>Belonging <b>MRT</b> Positive relationships <b>MRT</b></p> <p>Rules <b>RL</b></p> <p>Feelings Being kind and not hurting others <b>MRT IL</b> Dealing with hurt <b>IL</b> Special people <b>MRT</b> People who care for us <b>MRT</b> How to get help <b>IL</b> Zip it, flag it, block it <b>RL</b></p> <p>History – Castle Crusaders, belonging <b>MRT</b> English – tolerance, belonging, kindness, helping, family, friendship <b>MRT IL</b></p>	<p>School rules, rules <b>RL</b></p> <p>Positive relationships <b>MRT</b></p> <p>Positive feedback and play <b>MRT IL</b> Feelings Being kind <b>IL</b> Cooperation Resisting pressure <b>IL</b> Identifying safe / unsafe situations <b>IL</b> Responsibility <b>IL D</b> Special relationships <b>MRT</b> Negotiation skills Keeping secrets Getting help <b>IL</b> Dialling 999 Zip it, flag it, block it <b>RL</b></p> <p>English – finding friendship, kindness, sharing and cooperation <b>MRT IL</b></p>	<p>Rules <b>RL</b></p> <p>Healthy relationships <b>MRT</b> Laws <b>RL</b> Name calling <b>IL</b> Bullying <b>IL</b> Online bullying <b>IL</b> Keeping things private <b>RL IL</b> Privacy <b>RL IL</b> Unwanted touch <b>RL IL</b> Secrets and surprises <b>RL IL</b> Trust Respectful behaviour <b>MRT</b> Self-respect <b>IL</b> Respecting difference and similarities <b>MRT IL</b> Online safety Different feelings Identifying risk <b>IL</b> Getting help <b>IL</b> Zip it, flag it, block it <b>RL</b></p> <p>English – friendships, relationships, feelings and emotions, loneliness, bullying</p>	<p>Rules <b>RL</b></p> <p>Positive friendships <b>MRT</b> Responding to bullying <b>IL</b> Pressure to behave in an unhealthy, unacceptable and risky way <b>MRT IL</b> Online content effects Bystanders Anti-social behaviour <b>IL</b> Secrets <b>IL</b> Dares <b>IL</b> Caring for others Responsibility <b>IL D</b> Respecting difference and similarities <b>MRT IL</b> Getting help <b>IL</b> Zip it, flag it, block it <b>RL</b></p> <p>English – growing up, kindness, acceptance, war, hope, compassion, friendship and perseverance, bullying <b>MRT IL</b></p>	<p>Rules <b>RL</b></p> <p>Healthy friendships <b>MRT</b> Peer influence <b>IL</b> Peer approval <b>IL</b> Resolving conflict <b>MRT</b> Acceptable and unacceptable / unwanted touch <b>RL IL</b> Secrets <b>IL</b> Online bullying and <b>IL</b> discrimination <b>MRT</b> Equality and respect <b>MRT IL</b> Gender identity <b>IL</b> Risky and unsafe situations <b>IL</b> Resistance skills <b>IL</b> Getting help and advice <b>IL</b> Zip it, flag it, block it <b>RL</b></p> <p>English – forgiveness, bullying, friendship, kindness <b>MRT IL</b></p>	<p>Rules <b>RL</b></p> <p>Gender identity <b>IL</b> Sexual orientation <b>IL</b> Rights <b>IL</b> Healthy friendships <b>MRT</b> Being assertive <b>IL</b> Pressure <b>IL</b> Challenges and dares <b>IL</b> Responsibility <b>IL D</b> Values and behaviour <b>MRT</b> Positive role models Challenging respectfully <b>MRT IL</b> Prejudice and discrimination <b>MRT</b> Online safety <b>IL, RL</b> Laws and rules regarding sharing online content <b>RL</b> Appropriate touching – consent and permission <b>RL, MRT IL</b> Mental wellbeing and bullying Getting help and advice <b>IL</b> Zip it, flag it, block it <b>RL</b></p> <p>English – friendship, betrayal, abuse, kindness, love, anger, <b>MRT IL</b></p>
<p><b>Gun and</b></p>	<p>Boundaries <b>RL</b></p>	<p>Behaviour expectations</p>	<p>Belonging</p>	<p>School rules <b>RL</b></p>	<p>Rules <b>RL</b></p>	<p>Rules <b>RL</b></p>	<p>Rules <b>RL</b></p>	<p>Rules <b>RL</b></p>



<p>Knife Crime</p>	<p>Rules of the classroom <b>RL</b>  Seeking help <b>IL</b>  Beginning to talk about feelings – happy and sad <b>IL</b>  Talk to others <b>MRT</b>  Recognise emotional outbursts <b>IL</b>  Show some control  Notice when peers are upset <b>MRT</b>  Identify problems and seek help  Family – healthy <b>MRT</b>  Talk about important people   Picture books  Small world play</p>	<p><b>RL</b>  Distance from inappropriate behaviours <b>IL</b>  Express feelings <b>IL</b>  Seeking help <b>MRT</b>  Beginning to self-reflect  Classroom expectations  Beginning to recognise emotions in others <b>MRT</b>  Constructive and respectful relationships <b>MRT</b>  Identify how best to respond to another individual <b>MRT</b>  Being valued  Difference <b>MRT</b>  Families <b>MRT</b>  Family relationships <b>MRT</b>  Caring <b>MRT</b>  School values   Picture books  Small world play</p>	<p>Positive relationships <b>MRT</b>  Rules <b>RL</b>   Feelings <b>IL</b>  Being kind and not hurting others <b>MRT IL</b>  Dealing with hurt <b>MRT IL</b>  Special people <b>MRT</b>  People who care for us <b>MRT</b>  How to get help <b>IL</b>  Zip it, Flag it, Block it <b>RL</b>   DT -safety with knives <b>RL</b></p>	<p>Positive relationships <b>MRT</b>  Positive feedback and play <b>MRT</b>  Feelings <b>IL</b>  Being kind <b>MRT</b>  Cooperation  Resisting pressure <b>IL</b>  Identifying safe / unsafe situations <b>IL</b>  Responsibility <b>IL D</b>  Special relationships <b>MRT</b>  Negotiation skills  Inappropriate touch <b>RL</b>   Keeping secrets  Getting help  Dialling 999  Zip it, Flag it, Block it <b>RL</b>   DT -safety with knives <b>RL</b></p>	<p>Positive relationships <b>MRT</b>  Consequences  Laws <b>RL</b>  Managing risk <b>IL</b>  Online dangers  Getting help <b>IL</b>  Zip it, Flag it, Block it <b>RL</b>   DT -safety with knives <b>RL</b></p>	<p>Positive relationships <b>MRT</b>  Online dangers  Dares  Positive, healthy relationships <b>MRT</b>  Responsibility <b>IL D</b>  Danger, risks and hazards <b>IL</b>  Managing risk <b>IL</b>  Getting help <b>IL</b>  Zip it, Flag it, Block it <b>RL</b>   DT -safety with knives <b>RL</b></p>	<p>Positive relationships <b>MRT</b>  Peer influence <b>IL</b>  Assertive communication <b>IL</b>  Responsibility <b>IL D</b>  Online dangers  Responsibilities and rights <b>RL D</b>  Risky situations <b>IL</b>  Basic first aid  Contacting the emergency services  Resistance skills <b>IL</b>  Getting help <b>IL</b>  Zip it, Flag it, Block it <b>RL</b>   Biennial knife crime workshop <b>RL</b>   DT -safety with knives <b>RL</b></p>	<p>Positive relationships <b>MRT</b>  Pressurised behaviours <b>IL</b>  Challenges and dares <b>IL</b>  Responding to pressure <b>IL</b>  Ages for social media accounts <b>RL</b>  Reporting and getting help <b>IL</b>  Dangers of online information  Online reputation  Knives <b>RL</b>  Resistance skills <b>IL</b>  Zip it, Flag it Block it <b>RL</b>   Biennial knife crime workshop <b>RL</b>  Knife and Gun workshops by Nottingham Police <b>RL</b>   DT -safety with knives <b>RL</b></p>
<p>Radicalisation</p>	<p>Boundaries <b>RL</b>  Rules of the classroom <b>RL</b>  Seeking help <b>IL</b>  Awareness of self  Beginning to talk about feelings – happy and sad <b>IL</b>  Talk to others <b>MRT</b>  Recognise emotional outbursts <b>IL</b>  Show some control  Notice when peers are upset <b>MRT</b>  Identify problems and seek help  Settling in – all welcome  Family – healthy <b>MRT</b>  Family customs and routines <b>MRT</b>  Talk about important people  Celebrations <b>MRT</b></p>	<p>Behaviour expectations <b>RL</b>  Distance from inappropriate behaviours <b>IL</b>  Solve conflicts with support <b>MRT</b>  Express feelings <b>IL</b>  Seeking help <b>MRT</b>  Beginning to self-reflect  Classroom expectations  Beginning to recognise emotions in others <b>MRT</b>  Constructive and respectful relationships <b>MRT</b>  Identify how best to respond to another individual <b>MRT</b>  Start to find solutions to problems  Being valued  Difference <b>MRT</b>  Families <b>MRT</b>  Family relationships</p>	<p>Zip it, Flag it, Block it <b>RL</b>   Special people <b>MRT</b>  Caring for others <b>MRT</b>  People who look after us <b>MRT</b>  Kindness <b>MRT</b>  Trust  Rules <b>RL</b>   Communicating online safely <b>MRT</b>  Being special / unique <b>MRT</b>  Engaging positively with differences and similarities <b>MRT</b>  Belonging <b>MRT</b>  How to get help <b>IL</b>   RE – Christianity – Creation story, Christmas and gifts, friendship, Easter and</p>	<p>Zip it, flag it, block it <b>RL</b>  Rules <b>RL</b>   Special relationships <b>MRT</b>  Caring for others <b>MRT</b>  Positive relationships <b>MRT</b>  Recognising loneliness  Secrets <b>RL</b>   Similarities and differences <b>MRT</b>  Respect <b>MRT IL</b>  Rights <b>IL</b>  Responsibilities <b>RL IL D</b>   Online information – imaginary, made up, make believe  Feeling associated with loss  Identifying risks <b>IL</b>  How to get help <b>IL</b></p>	<p>Zip it, flag it, block it <b>RL</b>  Rules <b>RL</b>  Special relationships <b>MRT</b>  Prejudice <b>MRT</b>  Secrets and surprises <b>RL</b>   Trust  Identity <b>IL</b>  Respectful behaviour <b>MRT</b>  Respect <b>MRT IL</b>  Online behaviour <b>MRT</b>  Laws <b>RL</b>   Consequences  Online safety  Risk <b>IL</b>  Safe / unsafe situations <b>IL</b>  How to get help <b>IL</b>   RE – Christianity, Hinduism, Islam. <b>MRT IL</b></p>	<p>Zip it, flag it, block it <b>RL</b>  Rules <b>RL</b>   Positive relationships <b>MRT</b>  Online contact  Conflict, compromise  Dares <b>IL</b>  Evaluating social media  Online identity <b>IL</b>  Online 'friends'  Sharing information online  Difference and similarities <b>MRT</b>  Respect <b>MRT IL</b>  Community <b>MRT</b>  Compassion  Digital footprint  Personal information online  Danger, risk and hazard <b>IL</b>  How to get help <b>IL</b></p>	<p>Zip it, flag it, block it <b>RL</b>  Rules <b>RL</b>  Healthy friendships <b>MRT</b>  Peer influence <b>MRT</b>  Secrets <b>RL IL</b>  Equality <b>IL</b>  Respect <b>MRT IL</b>  Discrimination <b>MRT</b>  Trolling / harassment  Communication online <b>MRT</b> Assessing online content  Mis-information and dis-information  Reliability of information online  Online identity <b>IL</b>  Risky situations <b>IL</b>  How to get help <b>IL</b>   RE – Islam / Christianity / Hinduism / Non religious <b>MRT IL</b>  English – war, peace,</p>	<p>Zip it, flag it, block it <b>RL</b>  Rules <b>RL</b>   Healthy relationships <b>MRT</b>  Healthy and unhealthy friendships <b>MRT</b>  Pressure <b>IL</b>  Online challenges and dares <b>IL</b>  Supporting others online  Responsibility <b>D</b>  Respect <b>MRT IL</b>  Ages for social media accounts <b>RL</b>   Truth online  Positive role model  Community <b>MRT</b>  Difference <b>MRT</b>  Discrimination, prejudice and stereotypes <b>MRT</b>  Reporting online</p>

	Picture books Small world play	<b>MRT</b> Caring <b>MRT</b> School values  Picture books Small world play	being welcomed. Islam <b>MRT IL</b> History – Castle Crusaders, belonging <b>MRT</b> English – tolerance, belonging <b>MRT IL</b>	RE – Christianity – kindness, giving, Easter and the resurrection. Islam <b>MRT IL</b> English – cultural diversity, tolerance, migration, belonging <b>MRT IL</b> Geography – our region, belonging <b>MRT</b>	English – friendships, tolerance, respect <b>MRT</b> <b>IL</b>	Geography / History – local study, belonging RE – Islam / Christianity / Hinduism / Non religious / Humanism <b>MRT IL</b> English – refugees, war, hope <b>MRT IL</b>	welcoming, equality, discrimination, stereotypes, migration, friendship <b>MRT IL</b>	content Online manipulation <b>IL</b> Online risks <b>IL</b> Positive online reputation How to get help <b>IL</b>  RE – Islam / Christianity / Hinduism / Non religious / Humanism / Judaism <b>MRT IL</b> English – faith, life and death, difference, loss, alienation, refugees, xenophobia <b>MRT IL</b>
<b>Extremism and Terrorism</b>	Boundaries <b>RL</b> Rules of the classroom <b>RL</b> Seeking help <b>IL</b> Awareness of self Beginning to talk about feelings – happy and sad <b>IL</b> Talk to others <b>MRT</b> Recognise emotional outbursts <b>IL</b> Show some control Notice when peers are upset <b>MRT</b> Identify problems and seek help Settling in – all welcome Family – healthy <b>MRT</b> Family customs and routines <b>MRT</b> Talk about important people Celebrations <b>MRT</b>  Picture books Small world play	Behaviour expectations <b>RL</b> Distance from inappropriate behaviours <b>IL</b> Solve conflicts with support <b>MRT</b> Express feelings <b>IL</b> Seeking help <b>MRT</b> Beginning to self-reflect Classroom expectations Beginning to recognise emotions in others <b>MRT</b> Constructive and respectful relationships <b>MRT</b> Identify how best to respond to another individual <b>MRT</b> Start to find solutions to problems Being valued Difference <b>MRT</b> Families <b>MRT</b> Family relationships <b>MRT</b> Caring <b>MRT</b> School values  Picture books Small world play	Zip it, Flag it, Block it <b>RL</b> Special people <b>MRT</b> Caring for others <b>MRT</b> People who look after us <b>MRT</b> Kindness <b>MRT</b> Trust Rules <b>RL</b>  Communicating online safely <b>MRT</b> Being special / unique <b>IL</b> Engaging positively with differences and similarities <b>MRT</b> Belonging <b>IL</b> How to get help <b>IL</b>  RE – Christianity – Creation story, Christmas and gifts, friendship, Easter and being welcomed. Islam <b>MRT IL</b> History – Castle Crusaders, belonging <b>MRT IL</b> English – tolerance, belonging <b>MRT IL</b>	Zip it, flag it, block it <b>RL</b> Rules <b>RL</b> Special relationships <b>MRT</b> Caring for others <b>MRT</b> Positive relationships <b>MRT</b> Recognising loneliness Secrets <b>IL</b> Similarities and differences <b>MRT</b> Respect <b>MRT IL</b> Rights <b>IL</b> Responsibilities <b>IL D</b> Online information – imaginary, made up, make believe Feeling associated with loss Identifying risks How to get help <b>IL</b>  RE – Christianity – kindness, giving, Easter and the resurrection. Islam <b>MRT IL</b> English – cultural diversity, tolerance, migration, belonging <b>MRT IL</b> Geography – our region, belonging <b>MRT IL</b>	Zip it, flag it, block it <b>RL</b> Rules <b>RL</b> Special relationships <b>MRT</b> Prejudice <b>MRT</b> Secrets and surprises <b>IL</b> Trust Identity <b>IL</b> Respectful behaviour <b>MRT</b> Respect <b>MRT IL</b> Online behaviour Laws <b>RL</b> Consequences <b>RL</b> Online safety Risk <b>IL</b> Safe / unsafe situations <b>IL</b> How to get help <b>IL</b>  History / Geography – invaders and settlers <b>MRT</b> RE – Christianity, Islam, Hinduism. <b>MRT IL</b> English – friendships, tolerance, respect <b>MRT</b> <b>IL</b>	Zip it, flag it, block it <b>RL</b> Rules <b>RL</b> Positive relationships <b>MRT</b> Online contact Conflict, compromise Dares <b>IL</b> Evaluating social media Online identity <b>IL</b> Online 'friends' Sharing information online Difference and similarities <b>MRT</b> Respect <b>MRT IL</b> Community <b>MRT</b> Compassion Digital footprint Personal information online Danger, risk and hazard <b>IL</b> How to get help <b>IL</b>  RE – Islam / Christianity / Hinduism / Non religious / Humanism <b>MRT IL</b> English – refugees, war, hope <b>MRT IL</b>	Zip it, flag it, block it <b>RL</b> Rules <b>RL</b> Healthy friendships <b>MRT</b> Peer influence <b>IL</b> Secrets <b>RL</b> Equality <b>IL</b> Respect <b>IL, MRT</b> Discrimination <b>MRT</b> Trolling / harassment Communication online Assessing online content Mis-information and dis-information Reliability of information online Online identity <b>IL</b> Risky situations <b>IL</b> How to get help <b>IL</b> RE – Islam / Christianity / Hinduism / Non religious <b>MRT IL</b> English – war, peace, welcoming, equality, discrimination, stereotypes, migration, friendship <b>MRT IL</b>	Zip it, flag it, block it <b>RL</b> Healthy relationships <b>MRT</b> Healthy and unhealthy friendships <b>MRT</b> Pressure <b>IL</b> Online challenges and dares Supporting others online Responsibility <b>IL D</b> Respect <b>MRT IL</b> Ages for social media accounts <b>RL</b>  Truth online Positive role model <b>IL</b> Community Difference <b>MRT</b> Discrimination, prejudice and stereotypes <b>MRT</b> Reporting online content Online manipulation Online risks <b>IL</b> Positive online reputation How to get help <b>IL</b> RE – Islam / Christianity / Hinduism / Non religious / Humanism / Judaism <b>MRT IL</b> English – faith, life and death, difference, loss, alienation, refugees, xenophobia <b>MRT IL</b>

<p>Hate Crime</p>	<p>Boundaries <b>RL</b>  Rules of the classroom <b>RL</b>  Seeking help <b>IL</b>  Awareness of self  Beginning to talk about feelings – happy and sad <b>IL</b>  Talk to others <b>MRT</b>  Notice when peers are upset <b>MRT</b>  Identify problems and seek help  Settling in – all welcome  Family – healthy <b>MRT</b>  Family customs and routines <b>MRT</b>  Talk about important people  Celebrations <b>MRT</b></p> <p>Picture books  Small world play</p>	<p>Behaviour expectations <b>RL</b>  Distance from inappropriate behaviours <b>IL</b>  Express feelings <b>IL</b>  Seeking help <b>MRT</b>  Beginning to self-reflect  Classroom expectations  Beginning to recognise emotions in others <b>MRT</b>  Constructive and respectful relationships <b>MRT</b>  Identify how best to respond to another individual <b>MRT</b>  Being valued  Difference <b>MRT</b>  Families <b>MRT</b>  Family relationships <b>MRT</b>  Caring <b>MRT</b>  School values</p> <p>Picture books  Small world play</p>	<p>Zip it, Flag it, Block it <b>RL</b></p> <p>Special people <b>MRT</b>  Caring for others <b>MRT</b>  People who look after us <b>MRT</b>  Kindness  Trust  Rules <b>RL</b>  Communicating online safely  Being special / unique <b>IL</b>  Engaging positively with differences and similarities <b>MRT</b>  Belonging <b>MRT IL</b>  How to get help</p> <p>Black History Month <b>MRT</b>  RE – Christianity – Creation story, Christmas and gifts, friendship, Easter and being welcomed.  Islam <b>MRT IL</b>  History – Castle Crusaders, belonging <b>MRT</b>  English – tolerance, belonging <b>MRT IL</b></p>	<p>Zip it, flag it, block it <b>RL</b></p> <p>Rules <b>RL</b>  Special relationships <b>MRT</b>  Caring for others  Positive relationships <b>MRT</b>  Secrets <b>IL</b>  Similarities and differences <b>MRT</b>  Respect <b>MRT IL</b>  Rights <b>IL</b>  Responsibilities <b>MRT IL</b>  D  Identifying risks <b>IL</b>  Bullying and teasing <b>IL</b>  Resisting pressure <b>IL</b></p> <p>Black History month <b>MRT</b>  RE – Christianity – kindness, giving, Easter and the resurrection.  Islam  English – cultural diversity, tolerance, migration, belonging <b>MRT IL</b>  Geography – our region, belonging <b>MRT IL</b></p>	<p>Positive relationships <b>MRT</b>  Prejudice <b>MRT</b>  Identity <b>MRT IL</b>  Respectful behaviour and language <b>MRT</b>  Respect <b>MRT IL</b>  Asking for help and support <b>IL</b></p> <p>Zip it, flag it, block it <b>RL</b></p> <p>Black History month <b>MRT</b></p> <p>History / Geography – invaders and settlers <b>MRT</b>  RE - Christianity – Christmas, miracles and healing, Easter – forgiveness, practising faith, inspirational people. Islam – practising faith, inspiring people. <b>MRT IL</b>  English – friendships, tolerance, respect <b>MRT IL</b></p>	<p>Positive relationships <b>MRT</b>  Community  Compassion  Loneliness  Similarities <b>MRT</b>  Differences <b>MRT</b>  Respect <b>MRT IL</b>  Asking for help and support <b>IL</b></p> <p>Zip it, flag it, block it <b>RL</b></p> <p>Black History month <b>MRT</b></p> <p>RE – Islam / Christianity / Hinduism / Non religious / Humanism <b>MRT IL</b>  English – refugees, war, hope <b>MRT IL</b></p>	<p>Positive relationships <b>MRT</b>  Inclusion <b>MRT</b>  Peer influence and approval <b>MRT IL</b>  Equality <b>MRT IL</b>  Respect <b>MRT IL</b>  Compassion  Discrimination <b>MRT</b>  Asking for help and support <b>IL</b></p> <p>Zip it, flag it, block it <b>RL</b></p> <p>Black History month <b>MRT</b></p> <p>RE – Islam / Christianity / Hinduism / Non religious <b>MRT IL</b>  English – war, peace, welcoming, equality, discrimination, stereotypes, migration, friendship <b>MRT IL</b></p>	<p>Healthy relationships <b>MRT</b>  Positive role models  Diverse communities <b>MRT</b>  Challenge  Respect <b>MRT</b>  Prejudice <b>MRT</b>  Discrimination <b>MRT</b>  Asking for help and support <b>IL</b></p> <p>Zip it, flag it, block it <b>RL</b></p> <p>Black History month <b>MRT IL</b></p> <p>RE – Islam / Christianity / Hinduism / Non religious / Humanism / Judaism <b>MRT IL</b>  English – faith, life and death, difference, loss, alienation, refugees, xenophobia <b>MRT IL</b></p>
<p>Child sexual exploitation</p>	<p>Boundaries <b>RL</b>  Rules of the classroom <b>RL</b>  Seeking help <b>IL</b>  Awareness of self  Beginning to talk about feelings – happy and sad <b>IL</b>  Talk to others <b>MRT</b>  Recognise emotional outbursts <b>IL</b>  Show some control  Notice when peers are upset <b>MRT</b>  Identify problems and seek help  Settling in – all welcome  Family – healthy <b>MRT</b>  Family customs and routines <b>MRT</b></p>	<p>Behaviour expectations <b>RL</b>  Distance from inappropriate behaviours <b>IL</b>  Solve conflicts with support <b>MRT</b>  Express feelings <b>IL</b>  Seeking help <b>MRT</b>  Beginning to self-reflect  Classroom expectations  Beginning to recognise emotions in others <b>MRT</b>  Constructive and respectful relationships <b>MRT</b>  Identify how best to respond to another individual <b>MRT</b>  Start to find solutions to</p>	<p>Private body parts <b>RL IL</b>  PANTS rule <b>RL IL</b>  Appropriate and inappropriate touch <b>RL IL</b>  Being assertive <b>IL</b>  Trust  Permission <b>IL</b>  Science – labelling the body</p> <p>How to get help <b>IL</b>  Zip it, Flag it, Block it <b>RL</b></p>	<p>Private body parts <b>RL IL</b>  PANTS rule <b>RL IL</b>  Appropriate and inappropriate touch <b>RL IL</b>  Safe and unsafe secrets <b>RL IL</b>  Resisting pressure <b>IL</b>  Rights <b>IL</b>  Keeping online information private  Being safe online <b>IL</b>  Identifying risks <b>IL</b>  How to get help <b>IL</b>  Zip it, Flag it, Block it <b>RL</b></p>	<p>Positive relationships <b>MRT</b>  Keeping personal information private and safe  Trust  Privacy <b>RL IL</b>  Personal boundaries <b>RL IL</b>  Representing myself <b>IL</b>  Identity <b>IL</b>  Self-respect <b>IL</b>  Online safety  Managing risk <b>IL</b>  Getting help <b>IL</b>  Zip it, Flag it, Block it <b>RL</b></p>	<p>Communication online <b>MRT</b>  Positive relationships <b>MRT</b>  Saying no <b>RL IL</b>  Dares <b>IL</b>  Online identity <b>IL</b>  Keeping information private  Online information being used by others  Digital footprint  Risks <b>IL</b>  Getting help <b>IL</b>  Zip it, Flag it, Block it <b>RL</b></p>	<p>Healthy relationships <b>MRT</b>  Peer influence and approval  Assertive communication <b>IL</b>  Reporting online content  Online identity <b>IL</b>  Puberty and emotions  Responsibilities <b>IL D</b>  Risky and unsafe situations <b>IL</b>  Resistance skills <b>RL IL</b>  Online information being used by others  Getting help <b>IL</b>  Zip it, Flag it, Block it <b>RL</b></p>	<p>Positive role model  Healthy relationships  Resisting pressure <b>RL MRT IL</b>  Privacy and consent <b>RL IL</b>  Risk of challenges and dares <b>IL</b>  Online content  Online communication <b>MRT</b>  Altered images online  Rules / laws related to sharing online <b>RL</b>  Reporting online content  Getting help <b>IL</b>  Zip it, Flag it, Block it <b>RL</b></p>

	<p>Talk about important people Celebrations <b>MRT</b> PANTS rule</p> <p>Picture books Small world play</p>	<p>problems Being valued Difference <b>MRT</b> Families <b>MRT</b> Family relationships <b>MRT</b> Caring <b>MRT</b> School values PANTS rule</p> <p>Picture books Small world play</p>						
<b>Forced Marriage</b>	<p>Boundaries <b>RL</b> Rules of the classroom <b>RL</b> Seeking help <b>IL</b> Awareness of self <b>IL</b> Beginning to talk about feelings – happy and sad <b>IL</b> Talk to others <b>MRT</b> Recognise emotional outbursts <b>IL</b> Notice when peers are upset <b>MRT</b> Identify problems and seek help Settling in – all welcome Family – healthy <b>MRT</b> Family customs and routines <b>MRT</b> Talk about important people Celebrations <b>MRT</b></p> <p>Picture books Small world play</p>	<p>Behaviour expectations <b>RL</b> Distance from inappropriate behaviours <b>IL</b> Express feelings <b>IL</b> Seeking help <b>MRT</b> Beginning to self-reflect Classroom expectations <b>RL</b> Beginning to recognise emotions in others <b>MRT</b> Constructive and respectful relationships <b>MRT</b> Identify how best to respond to another individual <b>MRT</b> Being valued Difference <b>MRT</b> Families <b>MRT</b> Family relationships <b>MRT</b> Caring <b>MRT</b> School values</p> <p>Picture books Small world play</p>	<p>Special people People who look after us Positive families <b>MRT</b> How to get help <b>IL</b></p>	<p>Special relationships Caring for others Positive relationships How to get help <b>MRT IL</b></p>	<p>Healthy relationships <b>MRT</b> Special people Families Privacy Secrets and surprises <b>IL</b> How to get help <b>IL</b></p>	<p>Healthy relationships <b>MRT</b> Secrets and surprises <b>IL</b> How to get help <b>IL</b></p>	<p>Healthy relationships <b>MRT</b> Secrets <b>IL</b> Permission How to get help <b>IL</b></p>	<p>Attraction Loving relationships Healthy relationships <b>MRT</b> Gender identity <b>IL</b> Sexual orientation <b>IL</b> Marriage <b>RL IL</b> Civil partnerships <b>RL IL</b> Forced marriage and the law <b>RL IL</b> How to get help <b>IL</b></p>
<b>Honour based violence</b>	<p>Boundaries <b>RL</b> Rules of the classroom <b>RL</b> Seeking help <b>IL</b> Awareness of self Beginning to talk about feelings – happy and sad <b>IL</b> Talk to others <b>MRT</b> Recognise emotional outbursts <b>IL</b> Show some control Notice when peers are</p>	<p>Behaviour expectations <b>RL</b> Distance from inappropriate behaviours <b>IL</b> Solve conflicts with support <b>MRT</b> Express feelings <b>IL</b> Seeking help <b>MRT</b> Beginning to self-reflect Classroom expectations Beginning to recognise emotions in others <b>MRT</b></p>	<p>Zip it, Flag it, Block it <b>RL</b></p> <p>Special people Caring for others People who look after us Kindness Trust Rules <b>RL</b> Communicating online safely <b>MRT</b> Being special / unique</p>	<p>Zip it, flag it, block it <b>RL</b></p> <p>Rules <b>RL</b> Special relationships Caring for others Positive relationships <b>MRT</b> Secrets <b>IL</b> Similarities and differences <b>MRT</b> Respect <b>MRT IL</b> Rights <b>IL</b> Responsibilities <b>IL D</b></p>	<p>Positive relationships <b>MRT</b> Rules <b>RL</b> Prejudice <b>MRT</b> Identity <b>IL</b> Respectful behaviour and language <b>MRT</b> Respect <b>MRT IL</b> Asking for help and support <b>IL</b></p> <p>Zip it, flag it, block it <b>RL</b></p>	<p>Positive relationships <b>MRT</b> Rules <b>RL</b> Community Compassion Loneliness Similarities <b>MRT</b> Differences <b>MRT</b> Respect <b>MRT IL</b> Asking for help and support <b>IL</b></p> <p>Zip it, flag it, block it <b>RL</b></p>	<p>Positive relationships <b>MRT</b> Rules <b>RL</b> Inclusion Peer influence and approval Equality <b>MRT</b> Respect <b>MRT IL</b> Compassion <b>MRT</b> Discrimination <b>MRT</b> Asking for help and support <b>IL</b></p>	<p>Healthy relationships Rules <b>RL</b></p> <p>Positive role models <b>MRT</b> Diverse communities <b>MRT</b> Challenge Respect <b>MRT IL</b></p> <p>Prejudice <b>MRT</b> Discrimination <b>MRT</b> Asking for help and</p>

	<p>upset <b>MRT</b> Identify problems and seek help Settling in – all welcome Family – healthy <b>MRT</b> Family customs and routines <b>MRT</b> Talk about important people Celebrations <b>MRT</b></p> <p>Picture books Small world play</p>	<p>Constructive and respectful relationships <b>MRT</b> Identify how best to respond to another individual <b>MRT</b> Start to find solutions to problems Being valued Difference <b>MRT</b> Families <b>MRT</b> Family relationships <b>MRT</b> Caring <b>MRT</b> School values</p> <p>Picture books Small world play</p>	<p><b>IL</b> Engaging positively with differences and similarities <b>MRT</b> Belonging <b>IL</b> How to get help <b>IL</b></p> <p>Black History Month <b>MRT</b></p>	<p>Identifying risks <b>IL</b> Bullying and teasing <b>IL</b> Resisting pressure <b>IL</b></p> <p>Black History month <b>MRT</b></p>	<p>Black History month <b>MRT</b></p>	<p>Black History month <b>MRT</b></p>	<p>Zip it, flag it, block it <b>RL</b></p> <p>Black History month <b>MRT</b></p>	<p>support <b>IL</b></p> <p>Zip it, flag it, block it <b>RL</b></p> <p>Black History month <b>MRT</b></p>
Mental health	<p><b>IL</b> Name foods that are good and bad for the body Look after teeth How to brush teeth Feelings</p>	<p><b>IL</b> Toilet independently Importance of washing hands Healthy choices Manage own basic hygiene Feelings Learn from mistakes</p>	<p><b>IL</b> Importance of physical activity and sleep Looking after themselves Personal hygiene Healthy and unhealthy food Feelings How to get help</p> <p>English - feelings</p>	<p><b>IL</b> Healthy bodies Importance of exercise and sleep Belonging Feelings How to get help</p> <p>English – feelings, not fitting in Science – healthy body, our needs</p>	<p><b>IL</b> Habits Negative impact of technology Feelings Healthy eating Healthy choices Exercise How to get help</p> <p>Science – change, moving home, Brilliant Bones and Mighty Muscles English – dreams, courage, loss, bereavement, emotions, feelings, change, loneliness, anxiety, relationships and friendships</p>	<p><b>IL</b> Energy Balanced diet Physical health Impact of technology on wellbeing How to get help</p> <p>English – abandonment, fostering, family, courage, change, sorrow, kindness, recovery, helping others, optimism, hope</p>	<p><b>IL</b> Sleep Puberty Feelings Mood and emotional wellbeing Healthy lifestyle</p> <p>English – courage, kindness, friendship, love, change, homosexuality, rejections, hope</p>	<p><b>IL</b> Five Ways to Wellbeing Importance of mental health Managing feelings Getting support for mental wellbeing Managing change Importance of balancing time Money and wellbeing How to get help English – loss, change, independence, dreams, hope, determination</p>

### Key

Democracy **D**

Rule of law **RL**

Individual liberty **IL**

Mutual respect and tolerance **MRT**