



St Hugh of Lincoln Catholic Primary Safeguarding and EDI Curriculum Map 2024/25

Pupil safeguarding and the promotion of Fundamental British Values are at the heart of all our work at St Hugh of Lincoln Catholic Primary School and great importance is placed on identifying opportunities within the curriculum for children to learn about safeguarding. Our broad and diverse curriculum gives pupils the chance to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equip every child with the knowledge and skills required for personal safeguarding. We do not have lessons that single out just one particular group in a lesson such as race, sexuality, disability or gender but these aspects are reflected in the lessons in an age-appropriate way with lessons explaining the importance of the Equality Act and Protected Characteristics in Upper Key Stage 2, when we find pupils are also naturally bringing more questions on these areas to the classroom.

	Autumn	Spring	Summer
EYFS	<p>PSHE – Jigsaw Being in My World Children understand how it feels to belong and that we are similar and different They start to recognise and manage my feelings They enjoy working with others to make school a good place to be They understand why it is good to be kind and use gentle hands They are starting to understand children’s rights and this means we should all be allowed to learn and play They choose to follow a learning charter I am learning what being responsible means.</p> <p>Celebrating Difference Children accept that everyone is different They include others when working and playing They know how to help if someone is being bullied They say why I think my home is special to me They try to use kind words They know which words to use to stand up for myself when someone says or does something unkind</p> <p>RE: To know you more clearly : Topics – Creation and Covenant, Prophecy and Promise Other Faiths: Judaism, Islam, Hinduism, Sikhism.</p> <p>RSE Ten/Ten Life to the Full</p> <p>Computing Online Safety (Education for a Connected World 2020) Self- Image and Identity: I can recognise, online or offline that anyone can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset. Online Relationships: I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know</p> <p>OTHER PLANNED CURRICULUM OPPORTUNITIES Visit from the Fire Service and Ambulance Service</p>	<p>PSHE – Jigsaw Dreams and Goals Children stay motivated when doing something challenging They keep trying even when it is difficult They work well with a partner or in a group They have a positive attitude They help others to achieve their goals They are working hard to achieve their own dreams and goals</p> <p>Healthy Me Children understand that they need to exercise to keep my body healthy They Understand how moving and resting are good for their body They know which foods are healthy and not so healthy and can make healthy eating choices They know how to help myself go to sleep and understand why sleep is good for me Children are able to wash hands thoroughly and understand why this is important especially before eating and going to the toilet. They know what a stranger is and how to stay safe if a stranger approaches me. They accept that everyone is different They include others when working and playing They know how to help if someone is being bullied They say why they think their home is special to them They try to use kind words They know which words to use to stand up for themselves when someone says or does something unkind</p> <p>RE: To know you more clearly : Topics – Galilee to Jerusalem, Desert to Garden Other Faiths: Judaism, Islam, Hinduism, Sikhism. History and Geography: Nelson Mandela / Africa South Africa – appreciation of other cultures.</p> <p>RSE Ten/Ten Life to the Full</p> <p>Computing Online Safety (Education for a Connected World 2020) Online Reputation: I can identify ways that I can put information on the internet. Online Bullying: I can describe ways that some people</p>	<p>PSHE – Jigsaw Relationships Children can identify some of the jobs I do in their family and how they feel like they belong They know how to make friends to stop themselves from feeling lonely They can think of ways to solve problems and stay friends They are starting to understand the impact of unkind words They can use Calm Me time to manage their feelings They know how to be a good friend</p> <p>RE: To know you more clearly : Topics – To the ends of the earth, Dialogue and Encounter Other Faiths: Judaism, Islam, Hinduism, Sikhism.</p> <p>RSE Ten/Ten Life to the Full</p> <p>Computing Online Safety (Education for a Connected World 2020) Managing Information online: I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet. Health, well-being and lifestyle: I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules Privacy and Security: I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they are trusted. Copyright and Ownership: I know that work I create belongs to me. I can name my work so that others know it belongs to me</p>

Autumn

Spring

Summer

Class Texts

You Choose: Myself

OTHER PLANNED CURRICULUM OPPORTUNITIES

Nativity Performance

Ambulance/Paramedic visit

can be unkind online. I can offer examples of how this can make others feel

Class Texts

The Little Red Hen: Kindness, working together, helping others

OTHER PLANNED CURRICULUM OPPORTUNITIES

Visit to Church

Autumn

Spring

Summer

Year 1

- PSHE – Jigsaw**
- Being In My World**
- Children know how to use my Jigsaw Journal
- They understand the rights and responsibilities as a member of their class.
- They understand the rights and responsibilities for being a member of their class.
- They know their views are valued and can contribute to the Learning Charter.
- They can recognise the choices they make and understand the Consequences.
- Children understand my rights and responsibilities within our Learning Charter.
- Celebrating Difference**
- Children can identify similarities between people in their class.
- Children can identify differences between people in their class.
- They can tell you what bullying is.
- They know some people who they could talk to if they were feeling unhappy or being bullied.
- Children know how to make new friends.
- They can tell you some ways I am different from their friends.
- Children will be able to explain what bullying is and how being bullied might make somebody feel.
- Looking at disability and race

- RE: To know you more clearly : Topics – Creation and Covenant, Prophecy and Promise**
Other Faiths: Judaism, Islam, Hinduism, Sikhism.

- RSE Ten/Ten Life to the Full**
- Computing**
- Online Safety Lessons – based on Teach Computing**
- I use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

- History**
- Bonfire Night and The Great Fire of London**
- Enquiry questions: Should we still celebrate Bonfire Night/Did the Great Fire make London a better or worse place? Learning about fire and firework safety.

- Class Texts:**
- Pumpkin Soup: Friendship After the Storm, Superworm, and The Owl who was afraid of the Dark The Snowman, The Ice bear, Winter’s Child and On Sudden Hill.

- OTHER PLANNED CURRICULUM OPPORTUNITIES**
- Nativity Performance.

- PSHE – Jigsaw**
- Dreams and Goals**
- Children will be able to I can set simple goals
- They can set a goal and work out how to achieve it
- They understand how to work well with a partner
- Children can tackle a new challenge and understand this might stretch their learning They can identify obstacles which make it more difficult to achieve new challenges and can work out how to overcome them.
- They can say how it felt when they succeeded in a new challenge and how they celebrated it. **Healthy Me**
- Children can understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.
- They know how to make healthy lifestyle choices.
- They know how to keep clean and healthy, and understand how germs cause disease/illness.
- They know that all household products including medicines can be harmful if not used properly.
- They understand that medicines can help them if they feel poorly and know how to use them.
- Children know how to keep safe when crossing the road, and about people who can help them to stay safe.
- They can say why they think their body is amazing and can identify some ways to keep it safe and healthy.

- RE: To know you more clearly : Topics – Creation and Covenant, Prophecy and Promise**
Other Faiths: Judaism, Islam, Hinduism, Sikhism.

- RSE Ten/Ten Life to the Full**

- Geography – Appreciation of other cultures- Where in the world do these people live?**
- Computing**
- Online Safety Lessons – based on Teach Computing**
- I use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

- Geography**
- Our Local Area – learning about Road Safety awareness

- Class Texts:**
- Grace and Family: Other cultures, loss, mixed race/dual heritage families Where the Wild Things are
- Wild
- Beegu

- OTHER PLANNED CURRICULUM OPPORTUNITIES**
- Road Safety talk/visit

- PSHE- Jigsaw**
- Relationships**
- Children can identify the members of my family and understand that there are lots of different types of families.
- They can identify what being a good friend means.
- They know appropriate ways of physical contact to greet their friends and know which ways they prefer.
- They know who can help them in our school community
- Children can recognise their qualities as person and a friend.
- They can tell you why they appreciate someone who is special to them. Image of same –sex couples as examples of different types of relationships.

- RE: To know you more clearly : Topics – Creation and Covenant, Prophecy and Promise**
Other Faiths: Judaism, Islam, Hinduism, Sikhism.

- RSE Ten/Ten Life to the Full**

- Computing**
- Online Safety Lessons – based on Teach Computing**
- I use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

- Class Texts:**
- Hodgeheg: Environment

- Ossiri and the Bala Mengro: story about a traveller family

- The Selfish Giant



Autumn

Spring

Summer

Autumn

Spring

Summer

Year 2

- **PSHE – Jigsaw**
Being In My World
- Children can identify some of their hopes and fears for this Year.
- Children know how to use their Jigsaw Journal
- They understand the rights and responsibilities as a member of their class.
- They understand the rights and responsibilities for being a member of their class.
- They know their views are valued and can contribute to the Learning Charter.
- They can recognise the choices they make and understand the Consequences.
- Children understand my rights and responsibilities within our Learning Charter.
- **Celebrating Difference**
- Children are starting to understand that sometimes people make assumptions about boys and girls (stereotypes).
- They understand that bullying is sometimes about difference.
- They can recognise what is right and wrong and know how to look after themselves.
- They understand that it is OK to be different from other people and to be friends with them.
- They can tell you some ways they are different from their friends.
- Children talk about Gender stereotypes and the need to love everyone. Children talk about Gender stereotypes
- **RE: Come and See : Topics – Beginnings, Signs and Symbols, Preparations**
- **Other Faiths: Judaism, Islam, Hinduism, Sikhism.**

- **RSE Ten/Ten Life to the Full**

- **Computing**
- Teach computing: health, wellbeing and lifestyle; self-image and identity; privacy and security; copyright and image.
- St Hugh: knowing where to go when they have concerns about the internet.

- **Class Texts:**
- Claude in The City: Problem Solving, Road Safety
- The Puffin Book of Fantastic Poems (multicultural)

- **OTHER PLANNED CURRICULUM OPPORTUNITIES**
- Nativity Performance

- **PSHE – Jigsaw**
Dream and Goals
- Children know what I need to keep my body healthy
- They carry on trying (persevering) even when they find things difficult.
- They can recognise who they work well with and who it is more difficult for them to work with.
- They work well in a group.
- They can tell you some ways they worked well with their group. They know how to share success with other people.
- **Healthy Me**
- Children know what they need to keep their body healthy.
- They can show or tell you what relaxed means.
- They understand how medicines work in their body and how important it is to use them safely.
- They can sort foods into the correct food groups and know which foods their body needs every day to keep them healthy..
- They can make some healthy snacks and explain why they are good for their body. They can decide which foods to eat to give their body energy.

- **RE: Come and See : Topics – Books, Thanksgiving, Opportunities Other Faiths: Judaism, Islam, Hinduism, Sikhism.**

- **RSE Ten/Ten Life to the Full**

- **Computing**
- Teach computing: health, wellbeing and lifestyle; self-image and identity; privacy and security; copyright and image.
- St Hugh: knowing where to go when they have concerns about the internet.

- **Class Texts:**

- Lila and the secret of rain: Helping others, survival. Esio Trot

- **PSHE – Jigsaw**
Relationships
- Children can identify the different members of their family and understand their relationship with each of them and know why it is important to share and cooperate.
- They can understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.
- They can identify some of the things that cause conflict with friends.
- They understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.
- They recognise and appreciate people who can help me in their family, their school and their community.
- They can express appreciation for the people in their special relationships.

- **RE: Come and See : Topics – Spread the Word, Rules Treasures Other Faiths: Judaism, Islam, Hinduism, Sikhism.**

- **RSE Ten/Ten Life to the Full**

- **Computing**
- Teach computing: health, wellbeing and lifestyle; self-image and identity; privacy and security; copyright and image.
- St Hugh: knowing where to go when they have concerns about the internet.

- **Science**
- Food and exercise – staying healthy.

- **Class Texts:**

- The Bee Who Spoke: Caring for nature
- The Magic Finger – Roald Dahl



Autumn

Spring

Summer

Autumn

Spring

Summer

Year 3

- **PSHE – Jigsaw**
Being Me in My World
- Children recognise their worth and can identify positive things about themselves and their achievements.
- They can face new challenges positively, make responsible choices and ask for help when they need it.
- They understand why rules are needed and how they relate to rights and responsibilities.
- They understand that their actions affect themselves and others and they care about other people’s feelings.
- They can make responsible choices and take action. They understand their actions affect others and try to see things from their points of view
- **Celebrating Difference**
Children understand that everybody’s family is different and important to them.
- They understand that differences and conflicts sometimes happen among family members.
- They know what it means to be a witness to bullying. They know that witnesses can make the situation better or worse by what they do.
- They recognise that some words are used in hurtful ways.(homophobia) They can tell you about a time when their words affected someone’s feelings and what the consequences were.
- Examples of same – sex families shown

- RE: Come and See : Topics – Homes, Promises, Visitors Other Faiths: Judaism, Islam, Hinduism, Sikhism.**

- RSE Ten/Ten Life to the Full**
Computing
Teach computing: copyright and ownership; managing information online
Google legends: understanding digital footprints; phishing; social interactions online; passwords; respecting people online; how to deal with upsetting content online.
- Class Texts**
The Lost Happy Endings: Friendship, love, change
The Giraffe, The Pele and Me
The Sound Collector
Life in the Stone Age, Bronze Age and Iron Age.

- OTHER PLANNED CURRICULUM OPPORTUNITIES**
- Advent Reflections Performance
- Feet First Road Safety Visit – children taken on local roads to learn about all aspects of road safety

- **PSHE – Jigsaw**
Dreams and Goals
- Children can tell you about a person who has faced difficult challenges and achieved success.
- They can identify a dream/ambition that is important to them
- They enjoy facing new learning challenges and working out the best ways to achieve them.
- They are motivated and enthusiastic about achieving our new challenge
- They can recognise obstacles which might hinder their achievement and they can take steps to overcome them.
- They can evaluate my own learning process and identify how it can be better next time.
- **Healthy Me**
- Children understand how exercise affects their body and know why my heart and lungs are such important organs.
- They know that the amount of calories, fat and sugar I put into my body will affect my health,
- **They can tell you their knowledge and attitude towards drugs.**
- **They can identify things, people and places that they need to keep safe from**
- **They know some strategies for keeping myself safe, who to go to for help and how to call emergency services.**
- **Children can identify when something feels safe or unsafe**
- **They understand how complex their body is and how important it is to take care of it.**

- RE: Come and See : Topics – Journeys, Listening and Sharing, Giving All Other Faiths: Judaism, Islam, Hinduism, Sikhism.**

- RSE Ten/Ten Life to the Full**

- Physical:** To describe and give reasons why friendships can break down, how they can be repaired and strengthened.

- Computing**
Teach computing: copyright and ownership; managing information online Google legends: understanding digital footprints; phishing; social interactions online; passwords; respecting people online; how to deal with upsetting content online.

- Class Texts**
The Fireworkmaker’s daughter: Courage and determination

- King of the Sky: Belief

- Atlas of Adventures – Learning about other cultures

- **PSHE – Jigsaw**
Relationships
- Children can identify the roles and responsibilities of each member of their family and can reflect on the expectations for males and females. They can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener.
- They know and can use some strategies for keeping themselves safe online.
- They can explain how some of the actions and work of people around the world help and influence their life
- They understand how their needs and rights are shared by children around the world and can identify how our lives may be different. They know how to express their appreciation to their friends and family.

- RE: Come and See : Topics – Energy, Choices, Special Places Other Faiths: Judaism, Islam, Hinduism, Sikhism.**

- RSE Ten/Ten Life to the Full**
Spiritual: To celebrate the joy and happiness of living in friendship with God and others.

- Computing**
Teach computing: copyright and ownership; managing information online Google legends: understanding digital footprints; phishing; social interactions online; passwords; respecting people online; how to deal with upsetting content online.

- Class Texts**
The boy who grew Dragons
The Big Book of the Blue
The Great Kapok Tree
One Plastic Bag – Multicultural/ ecology



Autumn

Spring

Summer

Autumn

Spring

Summer

Year 4

- PSHE - Jigsaw**
Being In My World
- Children know my attitudes and actions make a difference to the class team.
- They know how to use their Jigsaw Journal
- They understand who is in their school community, the roles they play and how they fit in
- They understand how democracy works through the School Council
- They understand that their actions affect myself and others; I care about other people's feelings and try to empathise with them.
- They understand how groups come together to make decisions.
- They understand how democracy and having a voice benefits the school community.
- (Article 14 – Rights of the child)
- Celebrating Difference**
Children understand that, sometimes, we make assumptions based on what people look like.
- They understand what influences them to make assumptions based on how people look.
- They know that sometimes bullying is hard to spot and I know what to do if I think it is going on but they're not sure.
- They can tell you why witnesses sometimes join in with bullying and sometimes don't tell.
- They can identify what is special about them and value the ways in which they are unique.
- They can tell you a time when their first impression of someone changed when I got to know them.

- RE: Come and See : Topics – People, Called, Gift Other Faiths: Judaism, Islam, Hinduism, Sikhism.**

- RSE Ten/Ten Life to the Full**

- Computing**
Teach computing: copyright and ownership; self-image and identity Google legends: understanding digital footprint; privacy; social interactions online; online privacy settings; respecting people online; how to deal with upsetting content online.

- Class Texts:**
The Iron Man: Being an outsider, being different.
- Beowulf

- OTHER PLANNED CURRICULUM OPPORTUNITIES**
Advent Reflections Performance

- PSHE – Jigsaw**
Dreams and Goals
- Children can tell you about their hopes and dreams.
- They understand that sometimes hopes and dreams do not come true and that this can hurt.
- They know that reflecting on positive and happy experiences can help them to counteract disappointment.
- They know how to make a new plan and set new goals even if they have been disappointed.
- They know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.
- They can identify the contributions made by themselves and others to the group's achievement
- Healthy Me**
Children recognise how different friendship groups are formed, how I fit into them and the friends the value the most.
- They understand there are people who take on the roles of leaders or followers in a group, and know the role they take on in different situations.
- They understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.
- They understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.
- They can recognise when people are putting them under pressure and can explain ways to resist this when they want.
- They know themselves well enough to have a clear picture of what they believe is right and wrong.

- RE: Come and See : Topics – Community, Giving and Receiving, SelfDiscipline**
Other Faiths: Judaism, Islam, Hinduism, Sikhism.

- RSE Ten/Ten Life to the Full**
Computing
Teach computing: copyright and ownership; self-image and identity
Google legends: understanding digital footprint; privacy; social interactions online; online privacy settings; respecting people online; how to deal with upsetting content online.

- Class Texts:**
The Abominables: Beating cruelty to animals, protecting the environment.
In Anglo Saxon Times

- Science**
Human Nutrition – healthy eating.

- OTHER PLANNED CURRICULUM OPPORTUNITIES**
Bikeability

- PSHE – Jigsaw**
Relationships
- Children can recognise situations which can cause jealousy in relationships.
- They can identify someone they love and can express why they are special to them
- They can tell you about someone they know that they no longer see.
- They can recognise how friendships change.
- They know how to make new friends and how to manage when I fall out with my friends.
They know how to show love and appreciation to the people and animals who are special to them.

- RE: Come and See : Topics – New Life, Building Bridges, God's People Other Faiths: Judaism, Islam, Hinduism, Sikhism.**

- RSE Ten/Ten Life to the Full**

- Computing**
Teach computing: copyright and ownership; self-image and identity Google legends: understanding digital footprint; privacy; social interactions online; online privacy settings; respecting people online; how to deal with upsetting content online.

- History: Crime and Punishment – Enquiry Question: How has crime and punishment changed over time? Learning about British Value Rule of Law.**

- Class Texts

- Kensuke's Kingdom: Coming of Age. Change

- Myths of the Norsemen



Autumn

Spring

Summer

Autumn

Spring

Summer

Year 5

- **PSHE - Jigsaw**
Being In My World
- Children can face new challenges positively and know how to set personal goals.
- They know how to use their Jigsaw Journal
- They understand their rights and responsibilities as a citizen. They understand their rights and responsibilities as a citizen of their country and as a member of their school.
- They can make choices about their own behaviour because they understand how rewards and consequences feel. They understand how an individual's behaviour can impact on group.
- They understand how democracy and having a voice benefits the school.
- **Celebrating Difference**
- Children understand that cultural differences sometimes cause conflict.
- They understand what racism is.
- They understand how rumour-spreading and name-calling can be bullying behaviours.
- They can explain the difference between direct and indirect types of bullying
- They can compare my life with people in the developing world. They can understand a different culture from their own.

- RE: Come and See : Ourselves, Life Choices, Hope Other Faiths: Judaism, Islam, Hinduism, Sikhism.**

- RSE Ten/Ten Life to the Full**

- Computing**

- Teach computing: copyright and ownership; online relationships; online reputation; self-image and identity**
- Google legends: communication online; evaluating online sources; searching online; respecting people online; how to deal with upsetting content online.exts**

- Class Texts**
- Tom's Midnight Garden**
Street Child: Orphans, poverty, child labour
- Classical Poetry**

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- OTHER PLANNED CURRICULUM OPPORTUNITIES**
- Advent Reflections Performance

- **PSHE – Jigsaw**
Dreams and Goals
- Children understand that I will need money to help me achieve some of my dreams.
- They know about a range of jobs carried out by people
- They know and have explored how much people earn in different jobs. They can identify a job I would like to do when they grow up and understand what motivates them and what they need to do to achieve it.
- They can describe the dreams and goals of young people in a culture different to their own.
- They understand that communicating with someone in a different culture means.
- They know we can learn from each other and they can identify a range of ways that we could support each other.
- They can encourage peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.
- **Healthy Me**
- Children can encourage peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.
- They know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.
- They understand how the media, social media and celebrity culture promotes certain body types.
- They can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.
- They know what makes a healthy lifestyle including healthy eating and the choices they need to make to be healthy and happy.

- RE: Come and See : Topics – Mission, Memorial Sacrifice, Sacrifice Other Faiths: Judaism, Islam, Hinduism, Sikhism.**

- RSE Ten/Ten Life to the Full**

- Computing**
- Teach computing: copyright and ownership; online relationships; online reputation; self-image and identity
- Google legends: communication online; evaluating online sources; searching online; respecting people online; how to deal with upsetting content online.

- Class Texts**

- Rooftoppers: Perseverance, love, friendship
- My Friend Walter

- **PSHE – Jigsaw**
Relationships
- Children have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.
- They understand that belonging to an online community can have positive and negative consequences.
- They understand there are rights and responsibilities in an online community or social network.
- They know there are rights and responsibilities when playing a game online.
- They can recognise when I am spending too much time using devices (screen time).
- They can explain how to stay safe when using technology to communicate with my friends.

- RE: Come and See : Topics – Transformation, Freedom and Responsibility, Stewardship**
- Other Faiths: Judaism, Islam, Hinduism, Sikhism.**

- RSE Ten/Ten Life to the Full**
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- Computing**
- Teach computing: copyright and ownership; online relationships; online reputation; self-image and identity
- Google legends: communication online; evaluating online sources; searching online; respecting people online; how to deal with upsetting content online.

- History: Journeys – Enquiry Question: What makes people go on a journey? Learning about migration and immigration.**

- Class Texts**
- The London Eye Mystery: Loss, kidnap, Autism
- Zalta's Diary – refugees

- **OTHER PLANNED CURRICULUM OPPORTUNITIES**
- Visit from School Nurse to deliver RSE – changing and developing Swimming



Autumn

Spring

Summer

Autumn

Spring

Summer

Year 6

**PSHE – Jigsaw
Being Me**

- Children can identify goals for this year, understand their fears and worries about the future
- They know how to use their Jigsaw Journal.
- They know that there are universal rights for all children but for many children these rights are not met.
- They understand that their actions affect other people locally and globally
- They can make choices about their own behaviour because they understand how rewards and consequences feel and they understand how these relate to their rights and responsibilities.
- They understand how an individual’s behaviour can impact on a group □ They understand democracy and how having a voice benefits the school □ Community.

Celebrating Difference

- Children understand there are different perceptions about what normal means. □ They understand how being different could affect someone’s life.
- Children understand there are different perceptions about what normal means.
- Children understand how being different could affect someone’s life.
- They can explain some of the ways in which one person or a group can have power.
- They know some of the reasons why people use bullying behaviours.
- They can give examples of people with disabilities who lead amazing lives.
- They can explain ways in which difference can be a source of conflict and a cause for celebration.

**RE: To know you more clearly : Topics – Creation and Covenant, Prophecy and Promise
Other Faiths: Judaism, Islam, Hinduism, Sikhism.**

RSE Ten/Ten Life to the Full

Computing

**Teach computing: managing online information; online reputation; privacy and security; copyright and ownership; online relationships.
Google legends: making the right choices online; disinformation online; searching online; respecting people online; how to deal with upsetting content online.**

Class Texts

Holes: consequence of choices, friendship, cultural setting
When the Sky Falls – Neurodiversity
Goodnight Mr Tom
(Texts are rotated)

OTHER PLANNED CURRICULUM OPPORTUNITIES

Advent Reflections Performance

**PSHE – Jigsaw
Dreams and Goals**

- Children know their learning strengths and can set challenging but realistic goals
- They can work out the learning steps they need to take to reach their goal and understand how to motivate themselves to work on these.
- They can identify problems in the world that concern them and talk to other people about them.
- They can work with other people to help make the world a better place.
- They can describe some ways in which they can work with other people to help make the world a better place.
- They know what some people in their class like or admire about them and can accept their praise. **Healthy Me**
- Children can take responsibility for their health and make choices that benefit my health and well-being.
- They know about different types of drugs and their uses and their effects on the body particularly the liver and heart.
- They understand that some people can be exploited and made to do things that are against the law.
- They know why some people join gangs and the risks this involves
- They understand what it means to be emotionally well and can explore people’s attitudes towards mental health/illness.
- They can recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse.

**RE: To know you more clearly : Topics – Creation and Covenant, Prophecy and Promise
Other Faiths: Judaism, Islam, Hinduism, Sikhism.**

RSE Ten/Ten Life to the Full

Computing

Teach computing: managing online information; online reputation; privacy and security; copyright and ownership; online relationships. Google legends: making the right choices online; disinformation online; searching online; respecting people online; how to deal with upsetting content online.

Class Texts

Private Peaceful
The Suffragettes – pilot female role models
Jacqueline Auriol – pilot female role models

OTHER PLANNED CURRICULUM OPPORTUNITIES

Visit to House of Parliament – democracy and British Values

**PSHE – Jigsaw
Relationships**

- Children know that it is important to take care of their mental health.
 - They know how to take care of their mental health.
 - They understand that there are different stages of grief and that there are different types of loss that cause people to grieve.
 - They can recognise when people are trying to gain power or control.
- They can judge whether something online is safe and helpful for me. They can use technology positively and safely to communicate with their friends and family.

**RE: To know you more clearly : Topics – Creation and Covenant, Prophecy and Promise
Other Faiths: Judaism, Islam, Hinduism, Sikhism.**

**RSE Ten/Ten Life to the Full
Computing**

Teach computing: managing online information; online reputation; privacy and security; copyright and ownership; online relationships. Google legends: making the right choices online; disinformation online; searching online; respecting people online; how to deal with upsetting content online.

History: The Impact of war – Enquiry Question: Did WW1 or WW11 have the biggest impact on our locality?

Geography: Protecting the Environment: Are we damaging our world? (Laudato Si Care of our Common Home).

Class Texts

Wolf Wilder: Adventure, care of animals, Cultural setting
Macbeth
The boy at the back of the class- Neurodiversity

OTHER PLANNED CURRICULUM OPPORTUNITIES

- Residential Trip
 - Visit from School Nurse to deliver RSE relationships.
 - Swimming
- RSE School Nurse – physical changes in line with Journey in Love



Autumn

Spring

Summer

	Autumn	Spring	Summer
<p>Whole School</p>	<p>Focus assembly to outline the SHL Gospel values enshrined in our Mission Statement 'In Faith and Love, we Learn and Grow' – and 'Ready, Respectful, Safe' - explicit links to Safeguarding curriculum e.g. respect for one another linked to Child on Child Abuse.</p> <p>British Values (displayed near Prayer Garden) – what are they? How they relate to our personal values as well as the school's Gospel values?</p> <p>Weekly whole school Collective Worship (Monday and Wednesday) incorporates sharing and discussing the 'value of the term').</p> <p>Children are reminded that this is a 'telling school' and to tell a trusted adult, if they are worried about anything. Topics of discussion include: keeping safe around strangers, online internet safety, stranger danger, personal safety, safe choices of play and Bonfire night and firework safety. Children are aware that visitors should wear a badges and that they should seek a familiar adult and tell if they are unsure about a visitor without a badge.</p> <p>Well- being and transition week</p> <p>Commissioning Service – for new roles and positions of responsibility</p> <p>Harvest Festival service lead by Cafod with food donations for Woking Food Bank</p> <p>Assemblies focusing on particular charities are held e.g. Cafod Eco Group assembly, Switch Off Fortnight, Go Green Challenge(Laudato Si) care of our common home for Family Fast Day and Believe Foundation</p> <p>Year 6 School Council visit cenotaph for Remembrance Service within the local community</p> <p>EDI: Black History Month, Diwali Assembly- children who belong to that faith welcome to share experience of the celebration. Cultural Capital Day</p> <p>Mindfulness sessions: Equipping young people with the integral skills they need to thrive in life covered in Jigsaw and links to Cafod/British Red Cross Appeal. Lunch time mindfulness club running every Wednesday and Thursday . Half termly mental health surveys.</p> <p>Teach Lockdown procedure</p> <p>PSHE – Freddie Fit NHS – Healthy lifestyle</p> <p>Anti-Bullying Week and Odd Socks Day held to celebrate difference. Positive relationships are reinforced.</p> <p>Donations for Christmas Bazaar – bottles and gift wrap</p> <p>PANTS rules - NSPCC Underwear Rules are taught in KS1 to help protect children from abuse</p> <p>Transition – Introducing the worry boxes to the new class and discussing how it supports us to communicate feelings</p>	<p>Revisiting the SHL Gospel values enshrined in our Mission Statement 'In Faith and Love, we Learn and Grow'– and 'Ready, Respectful, Safe' - explicit links to Safeguarding curriculum e.g. respect for one another linked to Peer on Peer Abuse.</p> <p>British Values (displayed near Prayer Garden) – what are they? How they relate to our personal values as well as the school's Gospel values?</p> <p>Weekly whole school Collective Worship (Monday and Wednesday) incorporates sharing and discussing the 'value of the term').</p> <p>EDI Assemblies: Parent led - Eid/Ramadan Chinese New Year celebration Pupil led- Polish Easter/Ukrainian Easter</p> <p>Polish Easter/Ukrainian</p> <p>Children are reminded that this is a 'telling school' and to tell a trusted adult, if they are worried about anything. Topics of discussion include: keeping safe around strangers, online internet safety, stranger danger, personal safety, safe choices of play and Bonfire night and firework safety. Children are aware that visitors should wear a badges and that they should seek a familiar adult and tell if they are unsure about a visitor without a badge</p> <p>Children's Mental Health Week is celebrated – led by Wellbeing Champions</p> <p>Lenten fundraising event is held to support a charity e.g. Catholic Children's Society or Missio</p> <p>Mindfulness sessions: Equipping young people with the integral skills they need to thrive in life covered in Jigsaw and links to Cafod/British Red Cross Appeal. Lunch time mindfulness club running every Wednesday and Thursday</p> <p>SAFER Internet Day and E-safety to promote the safe and positive use of digital technology. Visit from Sharon Girling GH Associates to talk to pupils, staff and parents about Internet Safety. Brek Foundation</p> <p>Digital Leaders Survey on Safer Internet Day to look at online habits, offer support.</p> <p>Bikeability for Y4</p> <p>PANTS rules - NSPCC Underwear Rules are reinforced in KS1 to help protect children from recognising abuse</p> <p>Reinforcing the use of the worry boxes and continuing to talk about how it supports us to communicate feelings as well as empower us to 'tell'</p> <p>Online Safety: Sharon Girling workshops for pupils, staff and parents – report of whole school audit sent to all parents. Half termly Mental Health survey staff and children</p> <p>'Enact' drama workshops for each class – healthy relationships</p> <p>World Thinking Day Girls Guides Association is celebrate – children wear their uniforms to school</p> <p>Risk assessment for trips are discussed with pupils including personal safety during school trips and what to do in a circumstance if you're lost in public spaces</p>	<p>Reinforcing the SHL Gospel values enshrined in our Mission Statement 'In Faith and Love, we Learn and Grow'– and 'Ready, Respectful, Safe' - explicit links to Safeguarding curriculum e.g. respect for one another linked to Peer on Peer Abuse.</p> <p>British Values (displayed near Prayer Garden) – what are they? How they relate to our personal values as well as the school's Gospel values?</p> <p>Weekly whole school Collective Worship (Monday and Wednesday) incorporates sharing and discussing the 'value of the term').</p> <p>EDI: Rabbi visit and workshop on Passover and Shabbot. Presentation and whole school visit by Paralympian Gold Medalist Swimmer. Arch Bishop Romero A</p> <p>Children are reminded that this is a 'telling school' and to tell a trusted adult, if they are worried about anything. Topics of discussion include: keeping safe around strangers, online internet safety, stranger danger, personal safety, safe choices of play and Bonfire night and firework safety. Children are aware that visitors should wear a badges and that they should seek a familiar adult and tell if they are unsure about a visitor without a badge</p> <p>Assemblies focusing on particular charities are held e.g. Cafod and fundraising events organised to support them.</p> <p>Mindfulness sessions: Equipping young people with the integral skills they need to thrive in life covered in Jigsaw and links to Cafod/British Red Cross Appeal. Lunch time mindfulness club running every Wednesday and Thursday.</p> <p>Half termly Mental Health survey children and staff</p> <p>Year 6 Young Enterprise – Developing understanding about money and finance, developing team work and raising aspirations</p> <p>Bikeability for Y6</p> <p>Transition Morning – Teachers discuss a range of themes/topics with children such as code of conduct, expectations of new year group, expectations, responsibilities, coping with changes and raising aspirations.</p> <p>Transition – Introduce the Worry boxes in new classes</p> <p>Risk assessment for trips are discussed with pupils including personal safety during school trips and what to do in a circumstance if you're lost in public spaces</p> <p>Children take part in regular fire drills so they understand fire safety and how to respond when the alarm is raised. Needs of pupils and staff during fired drills are catered for,</p> <p>Keeping healthy/Water safety: D&T cooking – healthy eating and safety procedures are built into lessons Swimming lessons on site for Y5 and Y6</p> <p>Composer of the week – selection of cultures and genders</p>

Autumn

Spring

Summer

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Composer of the week – selection of cultures and genres

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Autumn

Spring

Summer



Autumn

Spring

Summer

Composer of the week – selection of cultures and genders

	Autumn	Spring	Summer
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NB

The school will be moving from teaching PSHE through the Jigsaw Scheme of Work to Ten-Ten Life To The Full Plus from September 2025