



The Weald Federation: Preventative Curriculum

With God's Love, we grow and learn together.

Intent

At The Weald Federation, our Preventative Curriculum is rooted in our Christian vision ***“With God’s love we grow and learn together to inspire every child to flourish within our community.”*** Guided by this vision, we develop children who understand their worth, treat others with dignity and compassion, and recognise their responsibility to help shape a better world as responsible, confident and compassionate members of society.

The intent of our Preventative Curriculum is to:

- Proactively teach children how to live safe, healthy and fulfilling lives, with a strong understanding of how to protect their physical, emotional and mental wellbeing.
- Embed safeguarding through the curriculum, ensuring children develop the knowledge, language and confidence needed to recognise risks, seek help and make informed choices.
- Equip pupils with strategies to self-regulate, solve problems, articulate feelings, and build resilience, enabling them to cope with challenge and change.
- Promote healthy relationships, respect for diversity and understanding of the protected characteristics, ensuring that all children feel valued and included.
- Respond to the needs of our community, by using information from safeguarding logs, pupil voice and wellbeing surveys, ensuring the curriculum reflects the lived experiences of our community.
- Model a Christian culture, by living out our vision and values.

The Opening Young Minds curriculum supports this by being lived daily. Golden Challenges shape attitudes and relationships so that every child feels safe, valued and loved. As pupils learn about their relationship with God, themselves and others, we also teach them to act wisely and responsibly online and to make choices that reflect their values. By doing so, we nurture pupils who feel known as individuals, valued within the community and supported to flourish.

Implementation

We have a strong, values-driven ethos and learning culture, underpinned by inclusive classrooms where all pupils feel safe, valued and supported. Our carefully sequenced Personal Development (PD) curriculum, including Relationships, Sex and Health Education (RSHE), is delivered through high-quality learning experiences. This equips pupils with the knowledge, skills and confidence to self-regulate, articulate their emotions and respond positively to challenges, enabling them to safeguard themselves and others.

Our Preventative Curriculum is supported by the ***Opening Young Minds: Let’s Talk programme***, and the ***6 Golden Challenges***, which explicitly develop pupils’ emotional literacy, communication and self-regulation.

Learning is reinforced through wider school life, including behaviour systems, pupil leadership opportunities and collective worship. This ensures pupils practise and apply their learning in meaningful, real-life contexts. Key themes are revisited and deepened over time, enabling pupils to retain knowledge and apply it with increasing confidence and complexity.

Learning is deliberately structured to move from knowledge → application → critical thinking, ensuring depth and progression:

- Knowledge (e.g. identifying risks and recognising emotions)
- Application (e.g. responding to real-life scenarios)
- Critical thinking (e.g. evaluating influences and making informed decisions)

Content is delivered through:

- Discrete, weekly PSHE/RSHE lessons
- Cross-curricular links (e.g. Computing, RE, Science, PE)
- Collective worship and enrichment opportunities
- Targeted pastoral support and intervention
- Curriculum content is responsive and adapted in line with safeguarding trends (including CPOMS analysis), pupil voice, wellbeing surveys and local and national priorities, ensuring it reflects the lived experiences and needs of our community.

Whole School Preventative Approach

Preventative practice is embedded across all aspects of school life. Collective worship promotes values such as respect, kindness and empathy.

Behaviour expectations and routines are explicitly taught, modelled and consistently reinforced, enabling pupils to develop emotional regulation, positive relationships and a strong sense of responsibility

The 6 Golden Challenges support pupils in developing habits of attention, calmness and self-regulation. Consistent routines, clear expectations and strong relationships ensure pupils feel safe, supported and ready to learn.

Inclusive and Therapeutic Provision

Our Preventative Curriculum is inclusive and accessible to all pupils. Staff adapt provision carefully to meet individual needs, particularly for pupils with SEND and those who may be vulnerable. Our approach is rooted in a therapeutic, trauma-informed understanding, recognising that behaviour is a form of communication.

Staff provide calm, consistent and relational responses, alongside predictable routines, to ensure pupils feel safe, understood and supported. Targeted provision, such as nurture-based support and pastoral interventions, strengthens emotional wellbeing and enables early intervention. Each school within the federation has a trained Mental Health First Aider, supporting early identification of needs and providing guidance and support for pupils' emotional wellbeing.

Support for Vulnerable Pupils

We recognise that some pupils, including those who are adopted or previously looked after, may have experienced early adversity or trauma. Staff are supported to understand how these experiences may impact emotional regulation, relationships and learning.

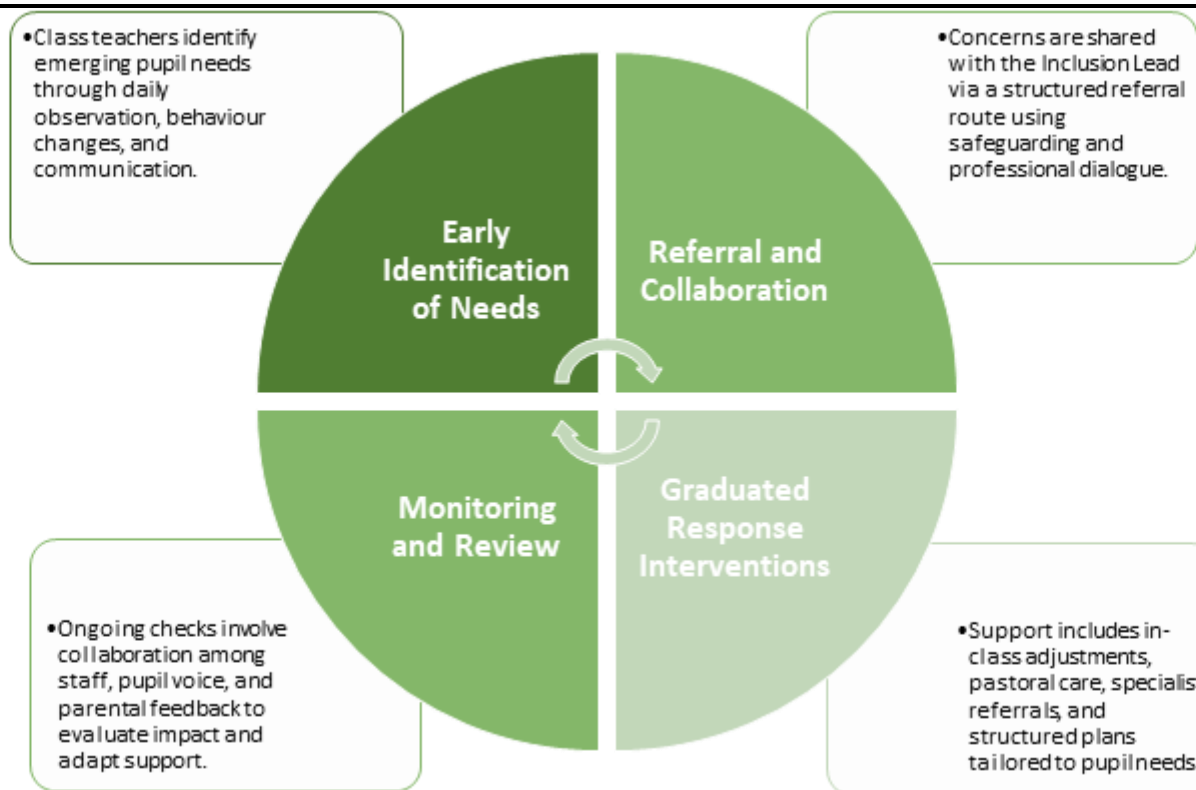
Teaching is adapted sensitively where needed, particularly when addressing topics such as identity, family and relationships. Pre-teaching, trusted adult support and careful planning ensure pupils feel safe and included. Our early intervention and therapeutic approaches ensure all pupils are supported to thrive.

The Inclusion Team

The Inclusion Team plays a key role in identifying and responding to emerging needs. Working closely with staff, families and external agencies, the team ensures that support is timely, targeted and effective.

Through regular monitoring, clear communication and structured review cycles, interventions are evaluated and adapted to ensure impact. This proactive approach ensures that barriers to learning are reduced and pupils receive the support they need to succeed.

Referral Pathway Process:



By working closely with class teachers, the team identifies emerging needs at the earliest opportunity and provides timely, personalised interventions to remove barriers to learning. Through regular monitoring, assessment, and solution focused collaboration, support is put in place before difficulties escalate, enabling children to make sustained progress. This proactive approach strengthens inclusive classroom practice, promotes emotional wellbeing, and ensures that all pupils receive the right support at the right time to thrive academically, socially, and emotionally.

Review Cycles

Targeted interventions follow a structured cycle of assessment, delivery and review. Reviews are undertaken regularly, involving staff, pupil voice and parent feedback to ensure support remains effective and responsive to emerging needs. Adjustments are made promptly where required, ensuring early intervention is timely, coordinated and impactful.

Staff Training, Awareness and Capacity

Across our Federation, staff receive regular and ongoing professional development in safeguarding, RSHE, the 6 Golden Challenges and behaviour regulation, including de-escalation strategies. Training is carefully planned at federation level to ensure consistency, including annual safeguarding refresher training.

New staff complete a structured induction programme, ensuring they understand the Preventative Curriculum, therapeutic approach, behaviour principles and safeguarding responsibilities from the outset. This supports consistent, high-quality delivery across all schools.

The Inclusion Lead works with the Inclusion Team and staff across the Federation to monitor quality and impact through learning walks, coaching, performance management discussions, safeguarding reviews and pupil voice.

This systematic approach ensures that staff maintain the knowledge, confidence and skills needed to deliver effective early intervention, support emotional regulation and respond to emerging needs. Training is responsive and adapted in line with safeguarding trends, pupil needs and school priorities.

Pupil Voice: How We Learn to Stay Safe

This pupil voice reflects how our Preventative Curriculum is understood and experienced by pupils across The Weald Federation. It demonstrates how learning is embedded through PSHE, collective worship and wider school life.



Impact

By the time pupils leave our school, they will demonstrate the knowledge, skills and behaviours to:

- Understand how to stay safe, both online and offline, and know who to turn to if they feel worried or unsafe.
- Recognise and form healthy relationships, demonstrating kindness, respect and empathy towards others.
- Articulate their feelings confidently and use taught strategies to manage emotions, resolve conflict and respond to challenge.

- Make informed choices about their health and wellbeing, including understanding the importance of physical activity, sleep, nutrition, hygiene and mental health.
- Respect difference and value diversity, demonstrating an understanding of protected characteristics and challenging discrimination.
- Demonstrate resilience, responsibility and self-regulation, living out the Christian values at the heart of our federation.
- Be well prepared for the next stage of education, with the knowledge, confidence and personal responsibility to thrive and make positive choices in the wider world.

Measuring Impact:

- Assessment outcomes
- Pupil voice and surveys
- Behaviour and safeguarding data trends
- Attendance and engagement
- Learning Walks and work scrutiny
- Feedback from families and external professionals







We also track measurable improvements such as:

- Reduction in repeated safeguarding patterns
- Improved emotional regulation and behaviour incidents

Our Preventative Curriculum ensures that pupils are supported, empowered and nurtured to flourish academically, socially and emotionally, within a caring, values-driven community.



The Weald Federation: Preventative Curriculum Overview

A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Collective Worship	 <p>THANKFULNESS</p> <p>Harvest Festival</p>	 <p>TRUST</p> <p>Remembrance Advent/Christingle/Christmas Anti Bullying Week</p>	 <p>PERSEVERANCE</p> <p>Epiphany</p>	 <p>JUSTICE</p> <p>International Women's Day World Book Day Lent/Holy Week/Easter</p>	 <p>SERVICE</p> <p>World Environment Day VE Day St George's Day Ascension Day/Pentecost</p>	 <p>TRUTHFULNESS</p> <p>St Peter and St Paul (Feast Day)</p>
Behaviour & Golden Challenges	<p>Introduced as whole school approach:</p> <ul style="list-style-type: none"> Teach <i>Behaviour Expectations</i> and <i>Making Good Choices</i> steps. Introduce STAR as a habit of attention (Stop, Track the speaker, Active listening, Respect). Teach Press Pause and Tornado Zone as strategies for calm responses and de-escalation. Introduce Circle of Kindness and Say No to Violence. Launch Wall of Wisdom playground prompts (positive choices and conflict resolution). Teach and explore the term's Christian value linked <p>Introduced in class learning:</p> <ul style="list-style-type: none"> Talk Partner Masters and collaboration expectations Time to Shine Courageous Presenting (KS2) <p>Introduce roles of responsibility e.g prefects, House Captains (Year 6)</p>					
SMSC	British Value – Democracy	British Value – Mutual Respect Tolerance	British Value- Individual Liberty	British Value – Rule of Law	British Value- Mutual Respect Democracy	









A	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online Safety	<p>PSHE I will know how to spot safe strangers. I will know how to be careful online.</p>	<p>Online Safety Create, name & date my digital creative work Safely search for images online Understand how to communicate safely online Understand what personal information I need to keep safe Explore how to use email to safely communicate Apply online safety knowledge to help others make good choices.</p> <p>PSHE I will know that people can be unkind on the internet. I will know the good and bad things about the internet.</p>	<p>Online Safety Online Safety Know what cyber bullying is and how to address it Understand how websites use advertisements to promote products Create strong passwords and understand privacy settings Safely send and receive emails Explore different ways children can communicate online Use knowledge about online safety to plan a party online</p> <p>PSHE I will know the danger signs with online relationships. I will know how to stay safe on the internet. I will know the dangers of screen time.</p>	<p>Online Safety Identify spam emails and know what to do with them Write citations for websites used in research Create strong passwords Recognise when, why and how photographs we see online may have been edited Apply online safety rules to real-life scenarios</p> <p>PSHE I will know how to critically consider online relationships. I will know the positives and negatives of the internet and social media.</p>			
Friendship/Anti-Bullying incl child on child abuse	<p>PSHE I will know what caring friends do. I will know to help when someone finds something hard. I will know to help when someone finds something hard. I will know to tell an adult when something serious happen I will know that friends tell the truth to each other. I will know not to do something just because someone tells me to do it. I will know to share what is important to me.</p> <p>Specialist Days or events: Anti Bullying Week</p>	<p>PSHE I will know how to stand up to bullying behaviour. I will know the skills of collaboration. I will know that ups and downs can make friendships stronger. I will know how to show empathy during hard times. I will know how to express boundaries. I will know the importance of honesty. I will know the peer pressure can push someone to make poor choices. I will know the two types of conflict.</p> <p>Computing: I can describe how to behave online in ways that do not upset others and can give examples.</p> <p>Specialist Days or events: Anti Bullying Week</p>	<p>PSHE I will know the difference between a healthy and unhealthy relationship. I will know how to use empathy to understand what someone is feeling. I will know the right time to report someone. I will know why people are not always honest. I will know how peer pressure can change behaviour. I will know how to manage conflict.</p> <p>Computing: I can describe appropriate ways to behave towards other people online and why this is important. I can explain how someone's feelings can be hurt by what is said or written online. I can give examples of how bullying behaviour could appear online and how someone can get support.</p> <p>Specialist Days or events: Anti Bullying Week</p>	<p>PSHE I will know how to be a thoughtful friend. I will know how to build my skills of empathy. I will know how to report someone. I will know how to deliver the truth with empathy. I will know why peer pressure can be harmful. I will know how to manage peer pressure.</p> <p>Computing: I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain how to block abusive users. I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p> <p>Specialist Days or events: Anti Bullying Week</p>			
Violence	<p>PSHE I will know the dangers of violence.</p>	<p>PSHE I will know that violence destroys trust.</p>	<p>PSHE I will know the impact of violence.</p>	<p>PSHE I will know why violence is the wrong choice.</p>			

A	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health Education	<p>PSHE</p> <p>I know the importance of sleep I know that too much sugar is bad for me I know the importance of moving my body I know the danger of putting something in my mouth I know how to be careful online I know how to stay safe in a busy place</p>	<p>PSHE</p> <p>I know how we can change when we are tired. I will know the importance of breakfast. I will know how exercise helps us. I will know the importance of activities without screens. I will know the Water Safety Code.</p>		<p>PSHE</p> <p>I know how to be healthy and how smoking is unhealthy I know how to respond to an emergency I know why we should comply with age restrictions on the internet I know how tiredness impacts my thinking I know how to identify a balanced diet I know why stretching is important I know the dangers of smoking I know why we should comply with age restrictions on the internet I know how to respond to an emergency</p>		<p>PSHE</p> <p>I know the dangers of drug misuse and basic techniques for dealing with common injuries I know and understand how to manage the dangers of social media I know the importance of sleep habits I know the importance of a healthy diet I know the benefits of an active lifestyle I know the dangers of drug misuse I know how to manage the dangers of social media I know basic techniques for dealing with common injuries</p>	
Mental Wellbeing	<p>PSHE</p> <p>I know what to do when I feel sad I know that everyone gets thought gremlins I know the importance of values I know to be thankful for the important people in my life I know that challenges help you to grow I know that kindness can make us all feel safe and happy</p>	<p>PSHE</p> <p>I will know why we should express ourselves. I will know that thought gremlins can stop you showing courage. I will know that values can help you feel safe. I will know to be grateful for caring family members. I will know that challenges can lead to important learning. I will know the importance of the Circle of Kindness.</p>		<p>PSHE</p> <p>I know how to positively tackle Thought Gremlins I know the dangers of bottling up emotions. I know how to positively tackle thought gremlins I know key values to live by I know how to use gratitude to boost my wellbeing I know that we have a choice when dealing with challenges I know why the Circle of Kindness is important for the community</p>		<p>PSHE</p> <p>I know how to manage the catastrophising gremlin and helpful thoughts to tackle challenges I know the importance of being self-curious I know how to manage the catastrophising gremlin I know how values can boost my well being I know to recognise my needs and wants to boost my gratitude I know how to recognise helpful thoughts to tackle challenges I know how to apply and promote the Circle of Kindness</p>	
PSHE	<p>Building Resilience: What is resilience? Respectful Relationship: Families & people who care Well Being: Expressing Yourself Health Education: Sleep Caring Friendships: Friendships Wider World: Tolerance I will know that you can learn things from different people</p>	<p>Building Resilience: Emotions Respectful Relationships: Online Relationships Well Being: Thought Gremlins (worrying thoughts) Health Education: Healthy Eating Caring Friendships: Empathy Wider World: Care for Community</p> <p>Y1: I will know that differences are a good thing Y2: I will know how we can be different</p>		<p>Building Resilience: The Arena Respectful Relationships: Collaboration Well Being: Gratitude Health Education: Harmful Habits Caring Friendships: Honesty Wider World: Money</p> <p>Y3: I will know how to recognise diversity Y4: I will know the benefits of diversity</p>		<p>Building Resilience: Facing Mistakes Respectful Relationships: Violence Well Being: Circle of Kindness Health Education: Keeping Safe Caring Friendships: Conflict Wider World: Change</p> <p>Y5: I will know the dangers of intolerance Y6: I will know why intolerance is harmful</p>	

A	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Careers	Train Driver (transport) Firefighter (social care) Plumber (trades) Farmer (animal care) Gardener (environment) Illustrator (creative) PSHE I will know how to get better at something.	Electrician (trades) Photographer (creative) Dog Trainer (animal) Meteorologist (environment) Optometrist (healthcare) Project Manager (business & finance) PSHE I will know different jobs.		Ecologist (environment) & Interpreter (Education) Aid Worker (social care) & Mechanic (trades). TV presenter (creative) & Probation officer (social care) Accountant (business and finance) & Equalities officer (law and legal) Nurse (healthcare) & Air traffic controller (transport) Film director (creative) & Driver (social care) PSHE I will know what happens in a job interview.		Advertising director (creative) & Mortgage adviser (business and finance) Lawyer (law and legal) & Army officer (social care) Structural engineer (trades) & Therapist (social care) Game designer (creative) & Conservation officer (environment) Market researcher (business and finance) & Web designer (creative) Careers adviser (education) & Surgeon (healthcare) PSHE I will know the different motivations for choosing an occupation.	
RSE (taught in single age groups)	I will know the importance of being clean and hygienic. I will know that some things need to be kept private. I will know what to do if someone's touch makes me feel unsafe. NSPCC Pants Rules	I will know the main parts of the body. I will know the needs of babies and young children. I will know how to make sure that my worries are heard. NSPCC Pants Rules	I will know how I will change as I get older. I will know when physical contact is unacceptable. I will know the difference between a surprise and a secret. NSPCC Pants Rules Speak Out Stay Safe	I will know how to build my self-esteem. I will know how to respond to unwanted physical contact. I will know how to reduce the risks of hazards outside of the home. NSPCC Pants Rules	I will know about menstruation. I will know how my body changes and develops. I will know hygiene strategies to manage the changes during puberty. NSPCC Pants Rules	I will know how my body changes as I go through puberty. I will know how the process of puberty relates to human reproduction. I will know why discrimination is harmful. NSPCC Pants Rules Speak Out Stay Safe	I will know how humans reproduce. I will know what is appropriate in friendships and wider relationships. I will know how the media can affect my self-esteem. NSPCC Pants Rules Speak Out Stay Safe
Discrimination / Tolerance (Wider World, Tolerance Unit/Relationships, Stereotyping Unit)	PSHE I will know that you can learn things from different people I will know that everyone should be treated the same	PSHE I will know how we can be different I will know why stereotyping can be harmful. I will know that differences should be celebrated. I will know that we should show kindness to everyone in our school community.		PSHE I will know the benefits of diversity I will know why stereotypes are harmful		PSHE I will know why intolerance is harmful I will know what stereotyping can lead to	
Drugs, alcohol and tobacco (Harmful Habits & Keeping Safe Units)	PSHE I will know the danger of putting something in my mouth I will know how to stay safe in a busy place	PSHE I will know the importance of activities without screens. I will know the water safety code.		PSHE I will know the dangers of smoking I will know how to respond to an emergency		PSHE I will know the dangers of drug misuse. I will know basic techniques for dealing with common injuries	
Environmental & Outdoor Safety (Sun Safety, Water Safety, Fire Safety, Road Safety, Rail Safety)	Term 1: Road Safety Whole School Assembly PSHE - Term 4 Week 6 (keeping safe) EYFS, Year 2 Term 2: Fire Safety Whole School Assembly Term 3: Water Safety Whole School Assembly (RNLI) Term 4: Rail Safety Whole School Assembly Term 5: Sun Safety Whole School Assembly						

A	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Extremism and Radicalisation (PSHE, RSE, Computing, RE, Collective Worship)	-Understanding “safe adults” and who helps us. -Learning that everyone is different and special. -Knowing what to do if something feels unkind, wrong or worrying.	-Notice when someone is trying to persuade them to break rules or hurt others -Recognise simple peer pressure -Speak to a trusted adult whenever they feel unsure, unsafe or uncomfortable		-Question and evaluate information they see or hear (online or offline) -Understand that people may try to influence others in harmful ways -Know when and how to report unsafe behaviour or content		-Recognise when someone is trying to build trust, manipulate or influence them in unsafe or harmful ways, using simple, age-appropriate language -Recognise techniques people may use to pressure, recruit or influence others into unsafe behaviour -Apply critical thinking and know how to seek help and report concerns, especially as they move into secondary school	
Money Management	PSHE I will know that you should not bring money into school.	PSHE I will know how to spend a budget.		PSHE I will know the risks associated with money		PSHE I will know how to monitor my spending	

B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Collective Worship	 Harvest Festival	 Remembrance Advent/Christingle/Christmas Anti Bullying Week	 Epiphany	 International Women’s Day World Book Day Lent/Holy Week/Easter	 World Environment Day VE Day St George’s Day Ascension Day/Pentecost	
Behaviour & Golden Challenges	Introduced as whole school approach: <ul style="list-style-type: none"> Teach <i>Behaviour Expectations</i> and <i>Making Good Choices</i> steps. Introduce STAR as a habit of attention (Stop, Track the speaker, Active listening, Respect). Teach Press Pause and Tornado Zone as strategies for calm responses and de-escalation. Introduce Circle of Kindness and Say No to Violence. 		Revisit: <ul style="list-style-type: none"> Revisit expectations, routines, <i>Making Good Choices</i> steps and Golden Challenges Reinforce use of Wall of Wisdom Termly Christian values teaching Prefects deepen their leadership roles 		Revisit: <ul style="list-style-type: none"> Revisit expectations, routines, <i>Making Good Choices</i> steps and Golden Challenges Reinforce use of Wall of Wisdom Termly Christian values teaching Prefects demonstrate leadership roles in preparation for transition 	







	<ul style="list-style-type: none"> • Launch Wall of Wisdom playground prompts (positive choices and conflict resolution). • Teach and explore the term's Christian value linked <p>Introduced in class learning:</p> <ul style="list-style-type: none"> • Talk Partner Masters and collaboration expectations • Time to Shine • Courageous Presenting (KS2) <p>Introduce prefect roles (Year 6)</p>				
SMSC	British Value – Democracy	British Value - Mutual Respect and Tolerance	British Value – Individual Liberty	British Value - Mutual Respect	British Value – Rule of Law, Democracy and Tolerance

B	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online Safety	<p>PSHE I will know how to spot safe strangers. I will know how to be careful online.</p> <p>Specialist Days or events: Safer Internet Day</p>	<p>Online Safety Understand that the information I put online leaves a digital footprint Use keywords in an online search to find out about a topic <i>Recognise whether a website is appropriate for children</i> <i>Rate and review informative websites</i> <i>Identify kind and unkind behaviour online</i> <i>Apply safety knowledge to different scenarios</i></p> <p>PSHE <i>I will know that online strangers can be harmful.</i> <i>I will know that there are scary videos on the internet.</i></p> <p>Specialist Days or events: Safer Internet Day</p>		<p>Online Safety Identify how messages can hurt someone’s feelings and how to respond to a hurtful message online Understand ‘plagiarism’ and how to avoid it Create a safe online profile Explain how to be a responsible digital citizen Create an online safety superhero character</p> <p>PSHE I will know that people can behave differently online. I will know why we should comply with age restrictions on the internet.</p> <p>Specialist Days or events: Safer Internet Day</p>		<p>Online Safety Identify good strategies to deal with cyberbullying Can identify secure websites by identifying privacy seals of approval Understands the benefits and pitfalls of online relationships Can identify how the media play a powerful role in shaping ideas about boys and girls Can apply online safety knowledge to create a multiple-choice quiz</p> <p>PSHE I will know how to avoid oversharing on the internet. I will know how to manage the dangers of social media. I will know that some habits (screen time) are harmful for wellbeing</p> <p>Specialist Days or events: Safer Internet Day</p>	
Friendship/Anti-Bullying incl child on child abuse	<p>PSHE I will know what caring friends do. I will know to help when someone finds something hard. I will know to help when someone finds something hard. I will know to tell an adult when something serious happen I will know that friends tell the truth to each other. I will know not to do something just because someone tells me to do it. I will know to share what is important to me.</p> <p>Specialist Days or events: Anti Bullying Week</p>	<p>PSHE I will know the importance of friends. I will know that losing can be hard. I will know to tell an adult about unkindness. I will know that people will not trust me if I lie. I will know to stand up to peer pressure. I will know how to stand up to fairness</p> <p>I know why bullying behaviour is wrong.</p> <p>Computing I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>Specialist Days or events: Anti Bullying Week</p>		<p>PSHE I will know how to apply relationship boundaries. I will know that people respond to events in different ways. I will know what to do when someone makes the wrong decision. I will know how to play games honestly. I will know how peer pressure influences my thoughts. I will know that there are two types of conflict.</p> <p>Computing To recognise when someone is upset, hurt or angry online. To describe ways people can be bullied through a range of media (e.g. image, video, text, chat). To give examples of how to be respectful o others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>Specialist Days or events: Anti Bullying Week</p>		<p>PSHE I will know how to manage an unhealthy relationship. I will know how to recognise the actions of an empathetic person. I will know how to report a serious incident. I will know how to deal with people who are not always honest. I will know how to manage peer pressure. I will know the importance of conflict.</p> <p>Computing I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>Specialist Days or events: Anti Bullying Week</p>	

B	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Violence	PSHE I will know the dangers of violence.	PSHE I will know the consequences of violence.		PSHE I will know the different forms of violence.		PSHE I will know the impact of violence.	
Health Education	PSHE I know the importance of sleep I know that too much sugar is bad for me I know the importance of moving my body I know the danger of putting something in my mouth I know how to be careful online I know how to stay safe in a busy place	PSHE I know what happens if I do not get enough sleep I know the foods that my body needs I know that exercise is good for the heart I know that there are harmful things in the house I know that there are scary videos on the internet I know to ring 999 in an emergency		PSHE I know how to build a healthy lifestyle, (including sleep, healthy eating and exercise) I know the dangers of too much screentime I know how tiredness impacts on my actions I know the importance of fruit and vegetables I know why exercise is good for us I will know the dangers of screen time I know how to stay safe on the internet I know how to reduce the risk of hazards at home		PSHE I know how sleep, exercise and a balanced diet keep me healthy I know how the internet and social media can be both positive and negative I know the dangers of not getting enough sleep I know the benefits of a balanced diet I know the impact of exercise on my wellbeing I know the health risks of alcohol I know how the internet and social media can be positive and negative I know how to manage risk in different situations	
Wellbeing	PSHE I know what to do when I feel sad I know that everyone gets thought gremlins I know the importance of values I know to be thankful for the important people in my life I know that challenges help you to grow I know that kindness can make us all feel safe and happy	PSHE I know that talking helps when you are feeling frustrated. I know how to use helpful thoughts I know how values help me to make good decisions I know to be thankful for the good things in my life I know that everyone faces challenges I know why we should be kind		PSHE I know my trusted adults to help me with different thought gremlins I know the right person to talk to when I am feeling upset I know how to recognise different thought gremlins I know the values that are important to me I know to be thankful for the important people in my life I know how to identify the challenges of my life I know the benefits of the Circle of Kindness		PSHE I know not to compare myself to others and ask for help when facing life's challenges I know the importance of being open about our challenges I know the dangers of comparing myself to others I know the values to look for in a friend I know how to use gratitude to change my viewpoint I know how to ask for help when facing life challenges I know the reasons behind unkind actions.	
PSHE	Building Resilience: What is resilience? Respectful Relationship: Families & people who care Well Being: Expressing Yourself Health Education: Sleep Caring Friendships: Friendships Wider World: Tolerance	Building Resilience: Resilience Respectful Relationships: Families and People who Care Well Being: Expressing Yourself Health Education: Sleep Caring Friendships: Friendships Wider World: Tolerance		Building Resilience: Triggers and Tornado Zone Respectful Relationships: Bullying Behaviour Well Being: Values Health Education: Exercise Caring Friendships: Reporting Wider World: Work		Building Resilience: Road to Success (Failure) Respectful Relationships: Stereotyping Well Being: Challenges Health Education: Internet Safety Caring Friendships: Peer Pressure Wider World: Winning and Losing	

B	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Careers	Train Driver (transport) Firefighter (social care) Plumber (trades) Farmer (animal care) Gardener (environment) Illustrator (creative) PSHE I will know how to get better at something.	Coastguard (social Care) GP (healthcare) Pilot (transport) Librarian (education) Vet (animal care) Florist (creative) PSHE I will know that you can work on yourself.		Fashion designer (creative) & Driving instructor (creative) Recycling officer (environment) & Journalist (creative) Head chef (business and finance) & Paramedic (social care) Events Manager (business & finance) & Zoologist (animal care) Headteacher (education) & Physio (healthcare) Estate agent (business and finance) & Police officer (social care) PSHE I will know how a person suits a job.		Architect (trades) & Social worker Secondary teacher (education) & Chiropractor (healthcare) MP (social care) & Money adviser (business and finance) Interior designer (creative) & Forensic scientist (law and legal) Sales manager (business and finance) & Archaeologist (environment) RSPCA inspector (animal care) & Religious leader (social care) PSHE I will know the skills needed for a range of occupations.	
RSE (taught in single age groups)	I will know the importance of being clean and hygienic. I will know that some things need to be kept private. I will know what to do if someone's touch makes me feel unsafe. NSPCC Pants Rules	I will know the main parts of the body. I will know the needs of babies and young children. I will know how to make sure that my worries are heard. NSPCC Pants Rules	I will know how I will change as I get older. I will know when physical contact is unacceptable. I will know the difference between a surprise and a secret. NSPCC Pants Rules Speak Out Stay Safe	I will know how to build my self-esteem. I will know how to respond to unwanted physical contact. I will know how to reduce the risks of hazards outside of the home. NSPCC Pants Rules	I will know about menstruation. I will know how my body changes and develops. I will know hygiene strategies to manage the changes during puberty. NSPCC Pants Rules	I will know how my body changes as I go through puberty. I will know how the process of puberty relates to human reproduction. I will know why discrimination is harmful. NSPCC Pants Rules Speak Out Stay Safe	I will know how humans reproduce. I will know what is appropriate in friendships and wider relationships. I will know how the media can affect my self-esteem. NSPCC Pants Rules Speak Out Stay Safe
Discrimination / Tolerance (Wider World, Tolerance Unit/Relationships, Stereotyping Unit)	PSHE I will know that you can learn things from different people. I will know that everyone should be treated the same	PSHE I will know that differences are a good thing. I will know that stereotyping is wrong I will know what happens if we don't care for our community.		PSHE I will know how to recognise diversity. I will know how to recognise stereotypes		PSHE I will know the dangers of intolerance I will know how to deal with stereotyping behaviour	
Drugs, alcohol and tobacco (Harmful Habits & Keeping Safe Units)	PSHE I will know the danger of putting something in my mouth I will know how to stay safe in a busy place	PSHE I will know that there are harmful things in the house I will know to ring 999 in an emergency		PSHE I will know the dangers of screen time I will know how to reduce the risk of hazards at home		PSHE I will know the health risks of alcohol I will know how to manage risk in different situations Specialist Days or events: Safety in Action	
Environmental & Outdoor Safety (Sun Safety, Water Safety, Fire Safety, Road Safety, Rail Safety)	Term 1: Road Safety Whole School Assembly PSHE - Term 4 Week 6 (keeping safe) EYFS, Year 3 Term 2: Fire Safety Whole School Assembly Term 3: Water Safety Whole School Assembly (RNLI) Term 4: Rail Safety Whole School Assembly Term 5: Sun Safety Whole School Assembly						

B	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Extremism and Radicalisation (PSHE, RSE, Computing, RE, Collective Worship)	-Understanding "safe adults" and who helps us -Learning that everyone is different and special. -Knowing what to do if something feels unkind, wrong or worrying.	-Recognise kind and unkind influences -Understand that no one should make them do something they know is wrong -Tell a trusted adult if they feel unsure, unsafe or worried		-Understand that not all online information is true or trustworthy -Recognise unsafe, inappropriate or worrying online messages -Know how to report content or behaviour that makes them feel uncomfortable		-Recognise harmful, hateful or discriminatory messages (online or in groups) -Identify manipulation, pressure or exclusion that encourages unsafe behaviour -Seek help from a trusted adult when they encounter harmful or unsafe messages	
Money Management	PSHE I will know that you should not bring money into school.	PSHE I will know the importance of money.		PSHE I will know that we buy things for different reasons		PSHE I will know how to apply collaboration skills to manage a budget	

KS1 Only - Cycle C						
C	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Collective Worship	 <p>THANKFULNESS</p> <p>Harvest Festival</p>	 <p>TRUST</p> <p>Remembrance Advent/Christingle/Christmas Anti Bullying Week</p>	 <p>PERSEVERANCE</p> <p>Epiphany</p>	 <p>JUSTICE</p> <p>International Women's Day World Book Day Lent/Holy Week/Easter</p>	 <p>SERVICE</p> <p>World Environment Day VE Day St George's Day Ascension Day/Pentecost</p>	 <p>TRUTHFULNESS</p> <p>St Peter and St Paul (Feast Day)</p>
Behaviour & Golden Challenges	Introduced as whole school approach: <ul style="list-style-type: none"> Teach <i>Behaviour Expectations</i> and <i>Making Good Choices</i> steps. Introduce STAR as a habit of attention (Stop, Track the speaker, Active listening, Respect). Teach Press Pause and Tornado Zone as strategies for calm responses and de-escalation. Introduce Circle of Kindness and Say No to Violence. Launch Wall of Wisdom playground prompts (positive choices and conflict resolution). Teach and explore the term's Christian value linked 		Revisit: <ul style="list-style-type: none"> Revisit expectations, routines, <i>Making Good Choices</i> steps and Golden Challenges Reinforce use of Wall of Wisdom Termly Christian values teaching Prefects deepen their leadership roles 		Revisit: <ul style="list-style-type: none"> Revisit expectations, routines, <i>Making Good Choices</i> steps and Golden Challenges Reinforce use of Wall of Wisdom Termly Christian values teaching Prefects demonstrate leadership roles in preparation for transition 	

	Introduced in class learning: <ul style="list-style-type: none"> • Talk Partner Masters and collaboration expectations • Time to Shine • Courageous Presenting (KS2) Introduce prefect roles (Year 6)				
SMSC	British Value – Democracy	British Value- Mutual Respect and Tolerance	British Value – Individual Liberty	British Value- Mutual Respect	British Value – Rule of Law, Democracy and Tolerance

C	EYFS	Year 1	Year 2
Online Safety	PSHE I will know how to spot safe strangers. I will know how to be careful online. Specialist Days or events: Safer Internet Day	Online Safety Understand that the information I put online leaves a digital footprint Use keywords in an online search to find out about a topic Recognise whether a website is appropriate for children Rate and review informative websites Identify kind and unkind behaviour online Apply safety knowledge to different scenarios PSHE I will know the questions that I should not answer. I will know about the internet. Specialist Days or events: Safer Internet Day	
Friendship/Anti-Bullying incl child on child abuse	PSHE I will know what caring friends do. I will know to help when someone finds something hard. I will know to help when someone finds something hard. I will know to tell an adult when something serious happen I will know that friends tell the truth to each other. I will know not to do something just because someone tells me to do it. I will know to share what is important to me. Specialist Days or events: Anti Bullying Week	PSHE I will know what makes a good friend. I will know how to show empathy. I will know when to tell a trusted adult about something. I will know why lying is harmful. I will know about the power of peer pressure. I will know how conflict can start. Computing I can explain what bullying is, how people may bully others and how bullying can make someone feel. Specialist Days or events: Anti Bullying Week	
Violence	PSHE I will know the dangers of violence.	PSHE I will know the dangers of violence.	
Health Education	PSHE I know the importance of sleep I know that too much sugar is bad for me I know the importance of moving my body I know the danger of putting something in my mouth I know how to be careful online I know how to stay safe in a busy place	PSHE I know some things can cause me harm and to ring 999 in an emergency. I know that there are scary videos on the internet I know what happens if I do not get enough sleep I know the foods that my body needs know that exercise is good for the heart I know that there are harmful things in the house	

		I know that there are scary videos on the internet I know to ring 999 in an emergency	
Wellbeing	PSHE I know what to do when I feel sad I know that everyone gets thought gremlins I know the importance of values I know to be thankful for the important people in my life I know that challenges help you to grow I know that kindness can make us all feel safe and happy	PSHE I know what to do when I feel frustrated. I know that talking helps when I am feeling frustrated I know how to use helpful thoughts I know how values help me to make good decisions I know to be thankful for the good things in my life I know that everyone faces challenges I know why we should be kind	
PSHE	Building Resilience: What is resilience? Respectful Relationship: Families & people who care Well Being: Expressing Yourself Health Education: Sleep Caring Friendships: Friendships Wider World: Tolerance	Building Resilience: Resilience Respectful Relationships: Families and People who Care Well Being: Expressing Yourself Health Education: Sleep Caring Friendships: Friendships Wider World: Tolerance	
Careers	Train Driver (transport) Firefighter (social care) Plumber (trades) Farmer (animal care) Gardener (environment) Illustrator (creative) PSHE I will know how to get better at something.	Coastguard (social Care) GP (healthcare) Pilot (transport) Librarian (education) Vet (animal care) Florist (creative) PSHE I will know that you can work on yourself.	
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Discrimination / Tolerance (Wider World, Tolerance Unit/Relationships, Stereotyping Unit)	PSHE I will know that you can learn things from different people. I will know that everyone should be treated the same	PSHE I will know that differences are a good thing. I will know that stereotyping is wrong	
Drugs, alcohol and tobacco (Harmful Habits & Keeping Safe Units)	PSHE I will know what I should put on my skin. I will know the risks in life.	PSHE I will know that there are harmful things in the house I will know to ring 999 in an emergency	

Environmental & Outdoor Safety (Sun Safety, Water Safety, Fire Safety, Road Safety, Rail Safety)	Term 1: Road Safety Whole School Assembly PSHE - Term 4 Week 6 (keeping safe) EYFS, Year 1/2 Term 2: Fire Safety Whole School Assembly Term 3: Water Safety Whole School Assembly (RNLI) Term 4: Rail Safety Whole School Assembly Term 5: Sun Safety Whole School Assembly	
Extremism and Radicalisation (PSHE, RSE Computing, RE, Collective Worship)	-Understanding “safe adults” and who helps us -Learning that everyone is different and special. -Knowing what to do if something feels unkind, wrong or worrying.	-Recognise kind and unkind influences -Understand that no one should make them do something they know is wrong -Tell a trusted adult if they feel unsure, unsafe or worried
Money Management	PSHE I will know that you should not bring money into school.	PSHE I will know the importance of saving money