

Safe Guarding across the Curriculum

Autumn 1

September – first week back

Mental Health links/Do we all understand how to keep ourselves safe in school?

Assembly – What are our Cape 8?

Cape PSHE (HEALTH & WELLBEING)

Y1 I can show how to keep fit and stay healthy./ I can explain basic dental hygiene and am aware of the harmful effects of sugar/ I understand how to keep myself clean and know why to wash my hands/ I understand that a regular night-time routine is important to my wellbeing/ I am aware that the sun is harmful – slip, slap, slop/ I am more aware of what makes me feel good – sleeping when tired, family time, doing things I enjoy, playing outside/ I can talk about simple ways/rules to stay safe in different environments (e.g. road safety, harmful substances at home, online safety)/ Know who to tell if concerned about content or contact online. Computing. Y1 Hearing tests.

Flu vaccinations. /Reflexions Coffee morning – your child's mental health.

Cape PSHE (HEALTH & WELLBEING)

Y2 I can describe how to keep fit and healthy with exercise and food choices/ Understand that spending a long time in front of a computer screen, TV or sitting down can be unhealthy. Computing/ I know why I visit the dentist and clean my teeth twice a day/ I am aware of people who keep us healthy: doctors, nurses, opticians, etc/ I can keep myself clean and explain the importance of hand washing (germs)/ I can explain how I stay safe in the sun/ I am aware of the dangers at home (heights, electrical appliances) and fire safety (matches, candles)/ I am aware that I am the responsibility of an adult, so must follow rules especially in busy places (street, crossing roads, shopping centres, swimming centres, the park, on the beach)/ I know that I have to follow rules to stay safe and if I break rules there may be consequences: class rules, home rules (include medicines), Green Cross Code, online rules/ Who are the Emergency Services? What do they do? How can I reach them in an emergency -999?/ I am aware of basic first aid and can call 999 in an emergency/ Can identify rules to add to an acceptable use policy for the class. Computing

Flu vaccinations. /Reflexions Coffee morning – your child's mental health.

Cape PSHE (HEALTH & WELLBEING)

Y3 I can understand a balanced approach to food and understand why sugar is harmful./ I understand that my physical, emotional and mental well-being are all linked/ Device time restrictions – what length of time is detrimental to my mental & physical health?/ I can identify and use simple routines which will limit and reduce the spread of bacteria and viruses/ I can explain people who can keep me well: doctors, nurses, dentist, opticians, etc/ I can explain that household products, including medicines, can be harmful if not used properly/ I can explain how I can keep myself safe in different situations: out on the street, in the home, online/ I understand how and why to keep myself safe in the sun/ First Aid: Who to call? When to call? How to call?

Flu vaccinations. /Reflexions Coffee morning – your child's mental health.

Cape PSHE (HEALTH & WELLBEING)

Y4 - I can explain the benefits of regular physical exercise towards my health and well-being as well as how bad habits (long periods of gaming, T V, lying in bed, etc.) can be damaging/ What is essential for 'healthy eating'? - Balanced food groups investigated/ I can recognise different risks and decide how to behave (road safety, prescribed medicines, cigarettes & vaping, online, alcohol and my peers/ I can identify how some diseases spread but can be controlled by following simple routines and completing daily hygiene practices/ What to do in an emergency? Knowing when to make that emergency call & how to perform basic first aid/ Individual Girls – As I approach puberty I am aware of menstruation, the use of sanitary products and who I can talk to for advice/support/

Flu vaccinations. /Reflexions Coffee morning – your child’s mental health. Cape PSHE (HEALTH & WELLBEING) Y5 -I can explain the importance of adopting healthy lifestyle choices for my long term health benefits – to include physical, emotional & mental health/ Understand the benefits to health by balancing device time with ‘real life’ activities/ To recognise warning signs about our health and wellbeing in order to ask for support/ I understand why I need to maintain my personal hygiene: reduce the spread of bacteria and viruses, social etiquette/ I am aware that allergies /ailments can be managed / treated using medicines responsibly/ I can identify different risks and decide how to keep myself safe (illegal drugs, prescribed medicines, cigarettes/vaping and alcohol)/ I can independently manage my oral health routine/ I can offer basic first aid and if a situation arose assess if the emergency services were required/ <i>Individual Girls – As I approach puberty I am aware of menstruation, the use of sanitary products and who I can talk to for advice/support</i> Flu vaccinations. /Reflexions Coffee morning – your child’s mental health.
Cape PSHE (HEALTH & WELLBEING) Y6 -I know how to plan towards my long term health benefits – healthy eating, physical lifestyles and mental/emotional health awareness/ I am aware that bad habits (inactivity, sugary and fatty products) can affect my health, while good habits can be beneficial (sport, healthy eating and regular bedtimes)/ I understand that my mental health can be negatively affected, however, I can understand the benefits of sharing worries and concerns/ I can spot early signs of physical illness(tooth decay, sight loss or obesity) which can affect my mental wellbeing – and be aware of people who can help: doctors, nurses, dentist, etc/ I can maintain my personal hygiene and explain reasons for basic hygiene/ <i>Individual Girls – When I reach puberty I am aware of menstruation, the use of sanitary products and who I can talk to for advice/support</i>/ I can use first aid techniques, deal with common injuries and know how to call the emergency services if a problem arises. Flu vaccinations. /Reflexions Coffee morning – your child’s mental health.
Assembly – British Values – what are values? Computing: Y1 & Y2 Computing – Skills taught through project evolve throughout the year Year 3 Computing - To understand and explore the role of Computers when using and creating data Year 4 Computing – Computing Systems and networks – The internet. Year 5 Computing - I can responsibly use a wide range of online services and evaluate their authenticity. Year 6 Computing – Skills taught throughout the project evolve throughout the year.
Cape Science: <i>Children with allergies and epi-pens to be noted during all aspects of Science work</i> Y1 – <u>Naming and Grouping Animals</u> Which parts of the body can we name? Using our sense safely (observe things outside and describe what they smell, look and feel like) Y2 – <u>Materials</u>(handle objects and resources safely) Y3 – <u>Rocks and soils.</u> (observe things outside and describe what they smell, look and feel like) <u>Year 4 – Human digestive system (Checking my wellness- how I feel physically)</u> Year 5 –Properties, changes and separating materials. Safely operate scientific equipment. Year 6 –Human circulatory system?
<i>PE – the children are encouraged and supported under the following aspects to live a healthy lifestyle</i> <i>SEN children Y1-Y4 SEN PE sessions – improvement of fine and gross motor skills</i> NUR/ REC- Children will be exposed to a rich and varied curriculum based on the Development Matters with a focus on Gross and Fine Motor control. This will be incorporated through the EYFS Curriculum as well as an EYFS PE programme specifically designed to support children’s mobility, core strength and stamina. YR1- Gymnastics

YR2- Striking and Fielding games Swimming X1 class
YR3- Football and Cricket
YR4- Rounders and Hockey. Swimming X1 class
YR5- Cricket and Basketball
YR6- Swimming, Netball and Rounders
Creative Curriculum –
YR1 – <u>How have the toys we play with changed?</u> Handle toys safely/Sensitive to any CIC children who might have painful memories of childhood/Use a selection of cutting tools safely/
YR2 - <u>Moving Vehicles?</u> using glue guns safely.
YR3 – <u>Why were the ancient Egyptians important?</u> Cause & consequence/use clay and sculpting tools carefully/Use tools and equipment safely.
YR4 – <u>The stone Age (tools and equipment)</u> (cutting resources safely with tools and equipment)
YR5 - <u>What was life like in the Black Country during the Victorian era?</u> Use and make a CAM mechanism safely/use cutting and joining tools safely/
Y6 <u>How do humans shape the world we live in today?</u> Climate change
RE –
YR1 – What do Christians believe God is like? (Forgiveness: forgiving others, yourself and saying sorry)
YR2 –Beginning to Learn Islam (Examples of how to lead your life – how to be a good person)
YR3- Deeper meaning so f Religious Festivals (Being obedient and trusting/forgiveness and saying sorry)
YR4 – What is it like to be a Sikh (idea of service/human equality/dignity)
YR5 – What does it mean if God is holy and loving? (confession/telling the truth)
YR6 – An enquiry into visiting places of worship – (community/earth global)
Events/Assemblies:
Assembly – Cape 8 – Try New Things
KS2- Junior PCSO's and Local Police
Assembly: British Values - Resilience.
Cape Football Team – trials Yr5 (Cape 8 & fitness)
Y3 – Safetynet children and parents
Yr6 -Sch Nurses Heights & Weights
Yr6 – Yr7 Transition talk – Inclusion Support
Children in Need
Assembly –Black History Month
World mental health day
Assembly - What makes me special? Everybody needs love!
Assembly – Cape 8 – Understand Others
Sports Plus clubs/mentors start
Y6 Loudmouth Theatre – SG themes.
Show Racism the Red Card – wear something red.
Junior PCSO's start
Peer Mentor/Play ground Buddy Training start

SG Champions Training starts
BEAM Workshops KS2 – SG themes
Relax & Read Day At Cape – Mental health & reading for enjoyment.
Villa Vision – Eye screening across KS2.
Learning Together Day At Cape Virtual– pupils visit school with parents to discuss learning, behaviour, health & well-being. Y6 parents supported with High School transition forms.
PUPILS FIRST AID TRAINING FOR: Year 2 - Basic First aid, plasters, 999 via PSHE sessions
School Nurse drop-in for Parents
Autumn 2
Assembly – Cape 8 –Work hard
Cape PSHE (HEALTH & WELLBEING) Y1I can use vocabulary to describe my feelings and know to talk to others about how I feel/ I know I can talk to someone if I am worried, hurt or sad./ I can use Cape's 'No! Stop! I don't like it.' when I feel very upset about someone else's behaviour towards me/ Understand what personal information is and the need to keep it private. Computing/ Understand why we use passwords. Computing/ Can remember a simple password and know not to tell anyone. Flu vaccinations.
Cape PSHE(HEALTH & WELLBEING) Y2 I can share personal successes with my class which are to include showing I am responsible/ I can use vocabulary to describe when I feel happy or sad, angry or moody and discuss simple ways to manage my emotions/ I can use Cape's 'No! Stop! I don't like it.' when I feel very upset about someone else's behaviour towards me/ I know who I can talk to, if I am worried, hurt or sad. Flu vaccinations.
Cape PSHE (HEALTH & WELLBEING) Y3 I am aware that humans grow and change from young to old so their needs change/ I am, who I am. Everyone's body is different: tall/short, fat/skinny, able/disabled, fast/slow/ I can learn from my experiences and recognise what I am good at/ Resilience – What am I good at? With a focus on frustration/ I can recognise, name and deal with my feelings in a positive way (right from wrong –emotions can lead to actions/behaviour)./ I can use Cape's 'No! Stop! I don't like it.' when I feel very upset about someone else's behaviour towards me/ Emotions – loss and separation (death/bereavement, falling out with other people, moving away from friends, family members separating, dealing with family changes (possibly going between two homes)./ I know I can seek help, when feeling worried, hurt or sad, by talking to someone./ Online safety - Understand the benefits of a good password. Computing/ Understand that games and films have age ratings, and what this means. Computing. Flu vaccinations.
Cape PSHE (HEALTH & WELLBEING) Y4 - Physical, social & mental health – Who am I? Is it ok to be different: height, weight, skin colour, hair texture, abilities, culture, etc/ I can face new challenges positively by being prepared (collecting information, looking for help, making choices, taking action)/ Aspirations –identify strengths for the

future. I can learn from my experiences by recognising what I am good at, sharing my achievements and identifying my mistakes/ Know different ways of reporting unacceptable content and contact online. Computing/ Understand when to share your own personal information and when not to. Computing/ Flu vaccinations.

Cape PSHE (HEALTH & WELLBEING)

Y5-I can identify my achievements and my mistakes in order to set personal goals/ I can face new challenges positively by preparing myself beforehand/ Dealing with grief and coping with loss– who can help me?/ I understand laws and know why to follow rules in order to stay safe (law & order: peer pressure, knife crime, anti-social behaviour/ I am becoming more aware at predicting, assessing and managing risk in different situations: fire, water, heights, building sites, etc/ Know that there are laws around the purchase of games; the production, sending and storage of images; what is written online; and around online gambling (spending of money to progress in games, etc). Computing
Flu vaccinations.

Cape PSHE(HEALTH & WELLBEING)

Y6 I can take responsibility for my own safety by making the right choices and understanding possible consequences: (grooming, drug awareness, county lines, carrying knives, & knife crime, peer pressure, bribery, PANTS, etc.)/ I am developing strategies for staying safe when out by myself or friends: railways, waterways, electricity pylons and fireworks/ I can identify positive things about myself and set myself achievable goals/ I can face new challenges positively by collecting information, looking for help, making responsible choices and taking action I understand why I should ask for help, and who I can ask. / Become increasingly savvy online consumers: know that algorithms are used to track online activities with a view to targeting advertising and information. Computing/
Flu vaccinations.

Science: *Children with allergies and epi-pens to be noted during all aspects of Science work*

Year 1 – Seasons – Autumn & Winter

Year 2 – Plants – handle plants carefully.

Year 3 – Human Skeleton and Muscles.

Year 4 –States of Matter? Use Scientific equipment safely/Use a variety of materials safely.

Year 5 –Forces Use Scientific equipment safely.

Year 6 –Changing CircuitsHandle electrical equipment carefully. Talk about the dangers of electricity and voltage.

PE – the children are encouraged and supported under the following aspects to live a healthy lifestyle

SEN children Y1-Y4 SEN PE sessions – improvement of fine and gross motor skills

NUR/ REC- Children will be exposed to a rich and varied curriculum based on the Development Matters with a focus on Gross and Fine Motor control. This will be incorporated through the EYFS Curriculum as well as an EYFS PE programme specifically designed to support children's mobility, core strength and stamina

YR1- Rhythmic Gymnastics.

YR2- Introduction to Invasion Games. Swimming X1 class

YR3- I Gymnastics and Basketball

YR4- Dance and Gymnastics. Swimming X1 class

YR5- Football and Gymnastics

YR6- Hockey and Gymnastics

RE –

YR1 – Why does Christmas matter to Christians? (Helping others)

YR2 –Islam (values and behaviours)

YR3- Hinduism (why does taking part in family and community rituals help others/individuals?)

YR4 –Values what matter most (Humanists & Chritians) (Evil/Humiliation/harm – golden rule & Moral code)
YR5 –What will make our community in Sandwell a more respectful place
YR6 – Can religions help people when life gets hard?
Assembly - Charity
Assembly Remembrance Assembly – Watch, listen, discuss & sing to learn about 102 Years since WW1 Armistice.
Children In Need
Hands and Teeth workshop Reception
Anti-Bullying week – activities and assemblies
Road Safety week - activities and assemblies
Peer Mentors & Play ground Buddies
Junior PCSo's
Sports Plus clubs/mentors
Assembly - Cape 8 – Not Give Up
Internet Safety for parents and PREVENT – completed over TEAMS.
Assembly – British Values Friendship
Assembly – Cape 8 - Imagine
Y5/Y6 – Safe Guarding Champions
Assembly – British Values – Respect
CO Safety Assembly – Safety Seymour
Police visit to Reception – People who help us
Fire Service visit to NuR – People who help us
Police Speed watch Event – Y5
Events/Assemblies: KS1 Christmas Play DECCA Yr1 & 2 Medicine Assembly Foodbank donations. Christmas Events – selection boxes, Santa visits Salvation Army – Xmas food and gifts for our vulnerable children Christmas jumper charity event. Diwali assembly and workshops.
Spring 1

Assembly – New Year, New you! Resolutions Computing: Y1 & Y2 Computing – Skills taught throughout the year through project evolve. Year 3 Computing – Programming – Sequence and Sound. Year 4 computing – Programming – repetition in shapes. Year 5 computing - To understand my audience criteria and identify the best software/ hardware for a given task. Year 6 Computing – Creating Media – webpage creation
Science: <i>Children with allergies and epi-pens to be noted during all aspects of Science work</i> Y1 – Humans. Body parts. Year 2 <u>New Life</u> - Handle the materials safely Year 3 –<u>Forces</u> – including magnets. Year 4 –<u>Electricity</u> – It's Electric! How does electricity work? Be safe plugging in items or using battery operated items/Understand electricity and the danger it poses/ Remain safe when operating and exploring electrical circuits and components. Year 5 – Earth, Sun and Moon.
Cape PSHE (Living in the Wider World) Y1 I know that people aspire to earn money which can be used for different purposes: comfort in the present (shelter, warmth, food, bills) and saving for the future (wedding, holiday)/. Computing/ I understand there are different forms of media (e.g. internet, newspaper, radio, television)/ I can make a positive contribution to my classroom environment/ I can follow rules in the classroom and around school/ I can share, take turns and return borrowed items/ I can care for plants and watch them grow. <i>Spring 1 or/ & 2</i>
Cape PSHE (Living in the Wider World) Y2 - I understand that people aspire to earn money in order to live in comfort – how is money earned?/ I understand that money can be used for different purposes: necessities (food, warmth, water, shelter, clothing, transport, etc.), luxuries/treats (own car, beauty products, top of the range purchases, holidays) and saving for the future/ Valuing differences – what would the world be like if we were all the same? Would our lives be as interesting?/ I can follow the rules within the classroom as well as the school rules both onsite and off-site)/ I can share, take turns and return borrowed items/
Cape PSHE (Living in the Wider World) Y3 - Economical awareness – how is money managed? – earning (aspirations & pride), spending on essentials (what are basic needs), saving (luxuries & future) & keeping it safe/ Gender stereo-types: look at roles within wider community for both males & females: police officers, doctors, boxers, chefs and cooks/ I can emphasise with other people's differences and understand that it's alright to be different- spiritual, moral, social and cultural (SMSC)/ I can understand that I belong to various groups and communities (such as school and family) and understand how rules we follow are there to help us live in harmony & safety/ Understand that the media can portray groups of people differently. Computing/
Cape PSHE (Living in the Wider World) Y4 - I can manage my own money: pocket money – choosing what to buy and dealing with change/ I can describe a wide range of jobs and understand the skills required which will enable me to contribute to society and raise my future aspirations/ I can use my knowledge to reflect positively on the spiritual, moral, social and cultural beliefs, experiences & views of others. Include differences and similarities/ I can resolve differences by looking at alternative decisions and choices – and not being easily led/influenced by others extreme reactions/ I can discuss, debate and write about my opinions on things that matter to me and society (topical issues, including gender stereotypes (pink dolls or blue cars), equal jobs opportunities).
Cape PSHE (Living in the Wider World)

Y5 -I can understand the importance of saving money for my future/ I can identify jobs and careers which I'm interested in pursuing/I can understand that skills are required which will enable me to secure future employment/I can empathise and show tolerance towards other people's differences and view-points as I appreciate and acknowledge that there is a wide range of differences between individual citizens within the UK. (Relationships, religion, disabilities, beliefs, minority groups, etc)/I can identify that different rules are needed in different situations/ I can explore how the media present information (Is it true? Is it biased?)/ Demonstrate responsible use of online services and technologies, and know a range of ways to report concerns. Computing/

Cape PSHE (**Living in the Wider World**)

Y6 -To provide an income for my future, I can set myself aspirational goals: identify jobs which are of interest to me, along with specifically required education/ I understand the importance of budgeting/ I am aware of the different ways that the Government allocate money, and how these choices affect individuals, communities and the environment (social housing, financial benefits, flood defences, parks & recreation)/ I can discuss how I could contribute to society in the future (charities, voluntary events, choice of career, politics)./ I can listen and respectfully respond to a wide range of people who are different to myself in traditions, beliefs, lifestyles, etc/ Critically evaluate websites for reliability of information and authenticity. Computing/

PE – the children are encouraged and supported under the following aspects to live a healthy lifestyle

SEN children Y1-Y4 SEN PE sessions – improvement of fine and gross motor skills

NUR/ REC- Children will be exposed to a rich and varied curriculum based on the Development Matters with a focus on Gross and Fine Motor control. This will be incorporated through the EYFS Curriculum as well as an EYFS PE programme specifically designed to support children's mobility, core strength and stamina

YR1- Dance

YR2- Dance. Swimming X1 class

YR3- Dance and Tennis

YR4- Dance and Netball. Swimming X1 class

YR5- Dance and Tennis

YR6-Dance and Tennis

Creative Curriculum –

YR1 – How has Cape Hill changed? Use cutting implements carefully/Handle a variety of materials carefully/Select the correct tools for the job carefully/attach split pins safely/Stranger Danger when walking around the local area/

YR2 - Is everywhere the same as Cape Hill? Safe ways of using cutting and joining skills/use a glue gun safely.

YR3 - What is the rainforest like and why is it important to our world? Use cutting and joining tools safely/Deforestation of Rainforest – empathy/

YR4 - What challenges did polar explorers face? Survival in a distinct environment/connect electrical circuits safely/use equipment safely/

YR5 - What was life like for a pirate? Use cutting and joining tools carefully- glue guns, hacksaws and cutting blocks/links to modern piracy – children in cape from a variety of different parts of the world might have been effected by piracy within the family.

YR6 – Crime and Punishment – consequences of actions.

(Spring 2)- Why did the Anglo Saxons and Vikings invade Britain? Using cutting and joining tools safely.

RE –

YR1 – Celebrating Festivals – what makes a day special? (Respecting each special day)

YR2 –Holy Places (Respecting each special place)

YR3- Creation & 10 Commandments (abiding by rules)

YR4 – Gospel – stories containing moral

YR5 – How and why do Jewish people, Muslims and Hindu's pray? (relationship between psychological well being; mental health, depression; anxiety and self-esteem)

YR6 – Gospel: What would Jesus do? (Christian Aid; trust; forgiveness; justice; how we live in our own communities)

Events/Assemblies:
Assembly – British Values – Tolerance
Y3 Eatwell workshop school nurse
Assembly – Cape 8- Improve
World Religions Day
Dr Martin Luther King Day
Year 6 – DECCA Safeguarding Day (Rule of Law, Illegal Drugs, Volatile Substances, Community, Racism & Heritage Myths) To include PC Treasure & knife crime.
Year 5 – DECCA Tabaco workshops.
Assembly – British Values – What does it mean to live in Britain today?
Assembly - British Values – the rule of law
Safer Internet Day- whole school workshops
Assembly – Safer Internet
Junior PCSO's
SG Champions
Peer Mentors and Playground Buddies
Sports Plus clubs/mentors
Foodbank donations – mental Health support
Road Safety assemblies
Y4 Sparks Workshop
Y3 Eatwell talk
Y4 Reflexions – Friendships and Mental Health
Dental Screening Check for Reception.
Wear the Rainbow donate £1.
One day creative workshop online safety
Spring 2
Assembly – Fair Trade
Cape PSHE (Living in the Wider World) Y1 I am aware of different environments within the world I live, which need protection/ I understand that I am living in the British country called England and I belong to the local community of Smethwick within Sandwell/ I understand that in Britain we have to follow the 'rule of law'/ I know that I need to follow rules when using the internet/ I can care for plants and watch them grow. <i>Spring 1 or/ & 2.</i>
Cape PSHE (Living in the Wider World) Y2 I understand that I am living in Britain where its citizens have to follow the 'rule of law'/ I am aware that humans effect the World's environment which needs to be protected/ I know that I must follow safety rules when using the internet.
Cape PSHE (Living in the Wider World)

Y3 - I can explain what a democracy is (and basically compare with 'dictatorship')/ I can explain why Britain is a democracy/ I can understand that under English law (the only law in England) my well-being and safety are protected/ I can research, discuss and debate topical issues, problems and events/ I know that humans need to take care/ responsibility for the world around them/ Recognise what kind of websites are trustworthy sources of information. Computing/ Recognise the benefits and risks of different apps and websites. Computing
Cape PSHE (Living in the Wider World) Y4 - I can explain why Britain is a democracy- I can explain why and how rules are made and enforced/ I can understand that people living in England must live under the rule of law (the only law in England) which is used to protect every citizen's well-being and safety/ I can identify and respect the differences and similarities between people in the UK/ I can learn that people and other living things have needs and understand my responsibility to meet those needs/ I can identify how to look after my local environment and explain what harms it/ I am becoming more aware of the problems facing the World's environment and I am thinking of ways to protect it/ Understand that we can search for information in a variety of ways and that we influence the outputs of searches depending on our input. Computing.
Cape PSHE (Living in the Wider World) Y5 -I can explain how Britain is a democracy and compare with my understanding of the term 'dictatorship'/ I can understand that people living in England live under the rule of law (the only law) which protects the well-being and safety of all its citizens/ I can talk, write and verbally explain my opinions on issues that affect me & society/ I know of many reasons to improve and care for my local and global environment/ I can identify methods of improving the environment and explain reasons for doing so/ Understand what makes a strong password and why this is important at school and in the wider world. Computing
Cape PSHE(Living in the Wider World) Y6 - I understand what makes Britain a democracy, rather than a dictatorship, and can explain how to take part in making and changing rules (elections, voting, Parliament)/ I can appreciate that as the UK is a democracy, there is a wide diversity of people with different views and identities (spiritual, moral, social, cultural)/ I can understand that the English 'rule of law' is there to protect the safety and well-being of all the people who live in this country/ I can understand that there are consequences with anti-social and aggressive behaviours. UK Law – rights & responsibilities/ I can discuss and debate topical issues, respect other peoples' point of view and constructively challenge opinions I disagree with/ I use my knowledge of local and global environmental problems to raise awareness of how we can help our planet and community and follow strategies to reduce further harm: recycle, reduce, reuse/ I can identify methods of improving the environment and explain reasons for doing so
Science: <i>Children with allergies and epi-pens to be noted during all aspects of Science work</i> Year 1 –<u>Plants</u> Health and safety in handling a variety of plants/ Year 2 – Food chains(living things and habitats – looking after animals) Year 3 –<u>Plants and what they need to grow?</u> Handling plant, composts and fruits safely. Year 4 – <u>Sound</u> (listening in different environments – safety) Year 5 –Reproduction and life cycles (when working in a group Use all equipment safely). Year 6 – Living Things and their habitats - classification.
<i>PE – the children are encouraged and supported under the following aspects to live a healthy lifestyle</i> <i>SEN children Y1-Y4 SEN PE sessions – improvement of fine and gross motor skills</i> NUR/ REC- Children will be exposed to a rich and varied curriculum based on the Development Matters with a focus on Gross and Fine Motor control. This will be incorporated through the EYFS Curriculum as well as an EYFS PE programme specifically designed to support children's mobility, core strength and stamina YR1- Invasion games YR2- Gymnastics & . Swimming X1 class

YR3- Rounders and Tag Rugby
YR4- Rounders and Cricket. Swimming X1 class
YR5- Rounders and Tag Rugby
YR6- Cricket
RE –
YR1 – Why does Easter matter to Christians? (Salvation and forgiveness)
YR2 –Holy Books (all religions have festivals, rites of passage, reminders to followers of their beliefs, their traditions and identity)
YR3-Why is the Holy Trinity important to Christians? (Being good/following an example/having a new start/membership/family)
YR4 – Good Friday (redemption; love and serve)
YR5 – What can we learn from religion about temptation? (morality; ethical ideals; judgement; kindness; charity; forgiveness; justice; honesty; anger)
YR6 -Kingdom of God: Can religions help to build a better world? (Charities)
Assembly – British Values – Courage
Assembly – How do I keep myself safe
Assembly Caring for our environment
Assembly – Everybody is different but we are all the same!
Assembly – Forgiveness
Assembly – Young Carers
Assembly – Countylines – PCSO Jayne Evans
Sports Plus clubs/mentors
SG Champions
Junior PCSO's
Peer Mentors & Playground Buddies
School Nurse visits to Y2/3/4
DECCA Y1 & Y2 Medicines assembly
DECCA Y3 & Y4 Tobacco
DECCA Y5 & 6 Vapes
Y5 Puberty Talk
Comic Relief
Y3 Foodbank Collection
Y3 Water Safety Talk
Events/Assemblies:
Mental Health Awareness Week at Cape
Foodbank collections
Easter Events – Easter eggs, Raffles & Assembly
Y2 firefighter visit to school
Precious Lives – Police talk about Knife crime to UKS2.
Animal man KS1

Summer 1

Cape PSHE (RELATIONSHIPS)

Y1. My 'family' - families care & support us, even though they're not all the same. (Be positive towards children's 'different' responses: Single parents, carers, extended families, disabilities, foster care, adoption, same gender, only child, bereavement, cultures, religions, vegetarian, etc.)/ I can identify people who are special to me and share why?/ Friendship – How to make a friend? (Playing with others /taking turns /sharing.)/ How are others feeling? I can tell how others are feeling (smiling, crying and quietness)./ Understand that you can share digital content online.

Cape PSHE (RELATIONSHIPS)

Y2 Can we see love? Investigate what love is. Link to the family and people who are special. (Be appreciative of children's 'different' responses: Single parents, carers, extended families, disabilities, foster care, adoption, same gender, only child, bereavement, cultures, etc.)/ Understand what makes a good friend (online & real friend) and the need to be kind and thoughtful online as in the real world.

Cape PSHE (RELATIONSHIPS)

Y3 - Valuing differences: Although families come in different shapes & sizes they are all capable of showing love, support and understanding. (Different abilities, cultures, likes, structures, one child, extended family, etc.)/ I can understand that families and friends should care for each other, and know where to get help if there is a problem/ I can play and work with others co-operatively and be aware of different types of relationships/ I can listen to other people's views, values and customs/ To care about others feelings and their point of view/ To be aware that some people lie about who they are online. Computing/ Understand when to share personal information and when not to relating to yourself or others. Computing./

Cape PSHE (RELATIONSHIPS)

Y4 - Changing families: loss and separation, forming a new family, being different. Reinforce the basics of all families stay the same - love, support and understanding/ I can recognise that there are different types of relationships which aren't always good for me. What are the features of a true friendship? Mutual respect, loyalty, kindness, support, trust, etc/ I can understand that my actions (including my opinions) affect myself and others (try and see things from another person's point of view)/ Working with others collaboratively to achieve shared goals

Cape PSHE (RELATIONSHIPS)

Y5- I can understand how my actions affect myself & others (hurt feelings)/ I understand that friendships have their ups and downs but I am aware of strategies to resolve and reconcile differences/ I can recognise if a friendship (on or offline) is making me feel unsafe or uncomfortable and I can manage this by asking someone I trust for support (trolling, harassment, deliberate exclusion, discrimination, teasing, bullying)./ I can learn skills to identify and maintain healthy relationships throughout life: kindness, compassion, patience, etc/

Cape PSHE (RELATIONSHIPS)

Y6 -I know the 'PANTS' rule and can explain to others to keep them safe too/ can show awareness of many 'different types' of healthy relationships (friends, family & marriage) – identifying the characteristic which make them positive/ I know how to keep myself safe by identifying unhealthy relationships and their negative characteristics, which could put me in danger/ I can demonstrate how to respond to racism, bullying or aggressive behaviours - and know who & where to go in-order to get help/

Assembly – Concentrate

Y5 Puberty talk School Nurses

Assembly – Cape 8 Push ourselves

Computing:

Year 1 & 2 Computing – Taught through project Evolve. Year 3 Computing - Desk Top Publishing informal Year 4 Computing – Desk Top Publishing Year 5 Computing - To be able to explain my understanding of the web and other software design Year 6 Computing – Spreadsheets – Using Excel
Science: <i>Children with allergies and epi-pens to be noted during all aspects of Science work</i> Year 1 –<u>Seasons – Spring/Summer?</u> Exploring the school secret garden safely taste a range of plants safely/ understand that some plants can be poisonous/Handle seeds safely/Be aware of bees and wasps by the plants/ Year 2 –<u>Living Things – Food chains.</u> Year 3 –<u>Healthy Eating</u> - Carefully handle food stuffs – any allergies? Year 4 –<u>Living Things and Their Natural Habitats</u> –Name that thing. How do we identify animals? Be careful handling leaves/Observing insects/ Year 5 – <u>Living Things and their lifecycles: animals</u> Stay safe when handling a selection of different pieces of equipment/insectss. Year 6 –<u>Evolution and Inheritance: The game of Survival. How are animal species similar and different?</u> Use Scientific equipment safely.
<i>PE – the children are encouraged and supported under the following aspects to live a healthy lifestyle</i> <i>SEN children Y1-Y4 SEN PE sessions – improvement of fine and gross motor skills</i> NUR/ REC- Children will be exposed to a rich and varied curriculum based on the Development Matters with a focus on Gross and Fine Motor control. This will be incorporated through the EYFS Curriculum as well as an EYFS PE programme specifically designed to support children’s mobility, core strength and stamina YR1- Striking and Fielding YR2- Introduction to Athletics. Swimming X1 class YR3- OAA YR4- OAA YR5-OAA YR6- OAA
Creative Curriculum – YR1 – <u>Where Does our Food come from?</u> Use a knife and other kitchen equipment carefully/ check food allergy and epi-pen children. YR2 – <u>Howe has the Seaside changed?</u> use sun cream on a visit to the seaside/Understand stranger danger when on a visit to the seaside/ understand the dangers surrounding water and being safe near the sea. YR3 - <u>What was the impact of the Roman empire on Britain?</u> Prepare ingredients of Pizza hygienically/ Use kitchen equipment safely/Use oven safely/ YR4 - <u>What was life like in Anglo-Saxon times?</u> YR5 - <u>What have we learnt from the Ancient Greeks?</u> YR6 – Crime and Punishment
RE – YR1 – Sikh Values (generosity; kindness; being charitable; loving; treating others fairly) YR2 – Who’s an inspiring person? (Respect/morals/taking a stance) YR3-Judiasm (thoughts and beliefs on how people act) YR4 – Pentecost – no SG links YR5 – Why do Hindus want to be good? YR6 –What impact do beliefs have on their lives? (helping the poor; foodbanks; helping the homeless and needy; charitable donations)
Events/Assemblies:

Assembly – British Values – Elections and Voting
Assembly – We are all one community
Assembly – Being healthy
Assembly – British Values – Individual Liberty
Sports Plus clubs/mentors
Junior PCSo's
SG Champions
Peer Mentors and Playground Buddies
NSPCC SEND group – speak out stay safe
Y5 Reflexions – Social Media class workshops
Y4 – Sparks Fire safety training
Reception - Heights and Weights
School Nurse Drop-in
Summer 2
Cape PSHE (RELATIONSHIPS) Y1 I can tell how my actions (behaviour) make others feel. What is fair and unfair, kind and unkind & right or wrong?/ What is bullying? I can explain different ways someone can tease or bully and know that these are wrong/ Bullying – I know who to go to if I am bullied or witness others being bullied/ How am I feeling? I can tell others if I am happy or sad/ I am aware of the 'PANTS' rule/ I can use Cape's 'No! Stop! I don't like it.' when I feel very upset about someone else's behaviour towards me. (Revisit)/ I know to talk to someone if I am worried, hurt or sad. (I understand the difference between a 'secret' where I feel sad or uncomfortable and fun secret which makes me happy.)/ I can listen to the story about <u>Little Bear</u>, by Jane Evans (and if it resonates any concerns I can speak to an adult or they will identify me. DV).
Cape PSHE (RELATIONSHIPS) (HEALTH & WELLBEING) Y2 I understand how my actions may make others feel/I can understand how to resist teasing or bullying. I can explain different ways others can be teased or bullied and understand it's wrong. I know if I witness this behaviour I must tell a trusted adult/ I know to talk to someone if I am worried, hurt or sad. (I understand the difference between a 'secret' where I feel sad or uncomfortable and fun secret which makes me happy.)/ I can use Cape's 'No! Stop! I don't like it.' when I feel very upset about someone else's behaviour towards me/ I know the 'PANTS' rule/ I can listen to the story about <u>Little Bear</u>, by Jane Evans (and if it resonates any concerns I can speak to an adult or they will identify me. –DV)/ I am preparing to move to Year 3.
Cape PSHE (RELATIONSHIPS) Y3 - I can identify racism, teasing, bullying and aggressive behaviours and know that they are unacceptable/ I can resolve differences by looking at alternative choices/ I can recognise how my behaviour affects 'Me' and others – focus on telling the truth/ I know how to keep myself safe within different situations: online, street/park - peer pressure, talking out if worried/upset/ I know who I can speak to, if I need help/ I know the 'PANTS' rule and can explain to others/ Revisit -I know when and why to use Cape's empowerment slogan: 'No! Stop! I don't like it.
Cape PSHE (RELATIONSHIPS) Y4 -I can identify that there are different types of bad behaviour (teasing, bullying, aggression, racism), know that it is wrong and explain where I would get help –including self-worth/ I know how to keep myself safe in different situations (including online) and I can explain reasons for doing so/ I know

who I can speak to, if I need help – to include domestic violence/ Know who to tell if concerned about content or contact online/ I know when and why to use Cape's empowerment slogan: 'No! Stop! I don't like it/I know the 'PANTS' rule and can explain to others/ I can judge what kind of physical contact is acceptable/unacceptable and know where to get help.

Cape PSHE (RELATIONSHIPS) (Living in the Wider World)(HEALTH & WELLBEING)

Y5- I can explain the nature and consequences of unhealthy relationships: including racism, bullying, inappropriate and aggressive behaviours / Domestic violence - I can explain where I can get help for myself or friends & family/ *Individual or group will have delivered if concerns raised: I am aware that Female Genital Mutilation (under any name) is against British law. What to do, and whom to tell, if they think they or someone else, may be at risk/* I know the 'PANTS' rule and can explain to others to keep them safe too/ I can judge: what kind of physical contact is acceptable and unacceptable; what is a surprise and what is a harmful secret/ I know when and why to use Cape's empowerment slogan: 'No! Stop! I don't like it/ I know to ask for help and share problems with someone I trust/ I can explain how to keep myself safe online. Computing/ I realise that people living within communities have different values, customs, genders & sexualities (LGBT) and beliefs but we can still be friends (tolerance, resilience, empathy)/ Sensitive issues: be aware of insensitive labelling: 'you're so gay' - 'stop acting like a girl', 'are you blind/deaf', etc/ My views – we are all different, and this is ok/ I can recognise, as I approach puberty, how to deal with my changing moods as well as my emotions towards others (such as family and friends) in a positive way. *School Nurses deliver/* To be aware of the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams). *School Nurses deliver.*

Cape PSHE (RELATIONSHIPS)(HEALTH & WELLBEING)

Y6 -I know the 'PANTS' rule and can explain to others to keep them safe too/ *Individual or group will have delivered if concerns raised: I am aware that Female Genital Mutilation (under any name) is against British law. What to do, and whom to tell, if they think they or someone else, may be at risk/* I am aware that domestic violence is wrong and help is available/ I know when and why to use Cape's empowerment slogan: 'No! Stop! I don't like it.' - I can recognise and now how to report abuse, including emotional, physical and sexual/ I can explain where I can get help or support and identify where family or friends can get support/I can share the importance of respecting others, even when they are very different from myself, (physically, in character, personality, backgrounds, choices, different preferences, sexuality or beliefs/ Debate/share understanding of gender stereotyping/ I am aware that for some people gender identity does not correspond biologically./I understand that my body changes as I reach puberty and the reasons why/ To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

Science: *Children with allergies and epi-pens to be noted during all aspects of Science work.*

Year 1 – Materials Use temperature gauges and thermometers carefully/ Know when to apply sun cream due to high temperatures/

Year 2 –Healthy Me – ready steady grow – what healthy plants need. Handle seeds compost soil and bulbs carefully/Be careful handling weeds/Handle any insects carefully/Harvest, smell and taste the produce grown safely.

Year 3 – Light: Light and Shadows Why do we get light and shadows? Understand that we need to use mirrors carefully when testing light sources/ To wear sunglasses when testing certain light sources to protect the eyes.

Year 4 –More about food chains? Use scientific equipment safely

Year 5 –Humans Development – Life explorers. What happens to Humans during their lives? Understand physical changes from birth to old age.

Year 6 – Light and How it travels – using equipment safely.

PE – the children are encouraged and supported under the following aspects to live a healthy lifestyle

SEN children Y1-Y4 SEN PE sessions – improvement of fine and gross motor skills

NUR/ REC- Children will be exposed to a rich and varied curriculum based on the Development Matters with a focus on Gross and Fine Motor control. This will be incorporated through the EYFS Curriculum as well as an EYFS PE programme specifically designed to support children's mobility, core strength and stamina

YR1 – Athletics

YR2 – Athletics/Swimming X1 class
YR3 – Athletics
Yr4 – Athletics/Swimming X1 class
Yr5 - Athletics
Yr6- Athletics
RE –
YR1 – Sikh Values (generosity; kindness; being charitable; loving; treating others fairly)
YR2 –Good news Jesus brings (how to behave, what to do to help others, looking after their welfare, taking care of God’s world)
YR3-Learship (Qualities of leadership as described in religious books)
YR4 – Keeping the 5 Pillars – how to live their daily lives as a Muslim
YR5 –Salvation: (sacrifice by giving up things for others – time; food; clothes; needy & homelessness; charity work)
YR6 – Why do people believe in God?
Events/Assemblies:
Assembly – Helping others. How people in the past have influenced our lives today.
Assembly – British Values – Respect
Assembly – Honesty
Assembly – Staying safe in the sun
Assembly – Reflecting on the year
Assembly– Looking forward
Sports Plus clubs/mentors
SG Champions
Junior PCSO’s
Peer Mentors & Playground Buddies
Y6 Reflexions – Y6 Transitions workshops
Y6-Y7 KRUNCH Mentor in school weekly for targeted Y6 children
Help the homeless £1 donation
WOW visit
Sports Day – all classes
Severn Trent Assembly & workshops for KS2
Y2 – Safety Seymour workshops
KS1/2 PANTS Talk
Water Safety Assembly – KS1