



**St Thomas More**  
Catholic Primary School

## **Personal Development Curriculum**

*Family, Aspiration, Love*

## **Rationale and Expectations for Our Personal Development Curriculum**

At St Thomas More Primary School, our Personal Development Curriculum is a comprehensive, values-driven programme that reflects our mission to nurture the whole child — spiritually, morally, socially, emotionally, and physically — in the light of our Catholic ethos. Rooted in the teachings of the Gospel and Catholic Social Teaching, our curriculum equips every child with the character, confidence, and competencies needed to flourish as responsible, compassionate, and active citizens in a diverse and changing world.

*“Teach me your way, Lord, that I may rely on your faithfulness; give me an undivided heart.”*

— Psalm 86:11

## **Our Curriculum Vision: Family, Aspiration, Love**

At the heart of our personal development offer is the belief that every child is created in the image of God, with inherent dignity and potential. We aspire for all children to lead purposeful lives, enriched by love for themselves, for others, and for creation. Our curriculum ensures that pupils are not only academically prepared but are also spiritually enriched, morally guided, socially aware, emotionally resilient, and physically healthy.

## **Key Components of Our Personal Development Curriculum**

### **1. Living Gospel Values**

Children are immersed in the Gospel values that underpin our school community. These values are explicitly taught, modelled, and lived, guiding children to grow in empathy, kindness, forgiveness, justice, integrity, and courage. Each key stage focuses on age-appropriate values — from gentleness and peace in the Early Years, to justice, reconciliation, and moral integrity in upper Key Stage 2 — equipping pupils to live out their faith and values in everyday actions.

### **2. Catholic Social Teaching in Action**

We bring Catholic Social Teaching to life through dedicated campaigns and charitable initiatives. Pupils actively engage with principles such as the Option for the Poor and Vulnerable, the Dignity of the Human Person, and Solidarity and the Common Good through fundraising, community service, and reflective activities. These experiences encourage children to become agents of social justice and service, locally and globally.

### **3. Valuing Community, Diversity, and British Values**

Our curriculum fosters a deep appreciation of community, diversity, and equality. Through structured teaching of British Values — democracy, rule of law, individual liberty, mutual respect, and tolerance of others — children learn to appreciate difference, celebrate diverse cultures and faiths, and understand the responsibilities of living in a democratic society. Opportunities such as class votes, leadership roles, and School Council participation instil an understanding of fairness, rights, and responsibilities.

### **4. Spiritual and Moral Development**

Children explore spirituality not only through Catholic teaching but also by engaging with stories, traditions, and practices from other world faiths. They develop a sense of belonging, reflection, and awe at creation. Opportunities for prayer, reflection, and acts of kindness help pupils to develop a strong moral compass and a clear understanding of their role in building a just and compassionate society.

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## **5. Mental Health and Wellbeing**

We have embedded a comprehensive wellbeing programme across the school. Tools such as the Zones of Regulation, Growth Mindset, Emotional Literacy, and Resilience Strategies equip children with skills to manage their emotions, develop positive self-talk, and handle challenges. Wellbeing is further supported by daily check-ins, reflection areas, and access to strategies that promote self-regulation and positive mental health.

## **6. Health, Physical Wellbeing, and Healthy Lifestyles**

Children are taught how to keep their bodies healthy through nutrition, hygiene, physical activity, and understanding of rest and sleep. They learn about healthy routines, the benefits of exercise for physical and mental health, and the risks associated with screen time and poor habits. Knowledge of food hygiene, hydration, sun safety, and personal hygiene is built progressively from the Early Years upwards.

## **7. Wider Risks and Safety Awareness**

Our curriculum includes explicit teaching about personal safety, recognising risks, and staying safe in a variety of contexts — including road safety, fire safety, water safety, online safety, and personal privacy. Pupils learn about stranger danger, peer pressure, bullying (including cyberbullying), and strategies for digital resilience. They are empowered to make safe choices, both offline and online.

## **8. Digital Literacy, Online Safety, and Safeguarding**

In a digital world, we teach children how to navigate online spaces responsibly. They learn about their digital footprint, online reputation, and the importance of protecting personal information. Safeguarding education is embedded through the NSPCC PANTS rule, consent education, and understanding of personal boundaries, ensuring children know how to keep themselves and others safe.

## **9. Building Self-Worth, Identity, and Confidence**

We actively promote activities that help children recognise their unique gifts, talents, and identity. Through self-identity projects, goal-setting, and leadership opportunities, pupils develop confidence, self-esteem, and ambition. They are taught to articulate their strengths, reflect on their growth, and take pride in their achievements.

## **10. Preparation for Life and Future Transitions**

Our curriculum prepares children for life beyond primary school. Pupils are supported through key transitions with tailored activities that build confidence and readiness for change, especially in Year 6 as they prepare for secondary education. Life skills such as decision-making, problem-solving, and interpersonal communication are embedded throughout.

### **11. Pupil Passport: Non-Negotiable Experiences**

Every child is guaranteed a breadth of enriching experiences through our Pupil Passport, which ensures access to cultural visits, places of worship, environmental exploration, and community events. These carefully planned experiences build cultural capital, spark curiosity, and help children develop a love for learning about the wider world.

### **12. Character Education Through Clubs, Events, and Performances**

A rich programme of clubs, performances, and school events enhances personal development beyond the classroom. From debate clubs to talent shows, sports to storytelling, children are encouraged to explore their interests, develop teamwork, and build social skills.

### **13. Safeguarding and Help-Seeking**

Children are taught who their trusted adults are and how to seek help if they feel unsafe, worried, or uncertain. Safeguarding themes are revisited regularly, ensuring that pupils know how to protect themselves, understand consent, and differentiate between good surprises and unsafe secrets.

### **Our Commitment**

Through this broad, deep, and carefully sequenced curriculum, we are committed to guiding our pupils to:

- Embrace challenges with confidence.
- Celebrate diversity and foster inclusion.
- Serve others with compassion and humility.
- Live out their faith and values in everyday life.
- Grow as emotionally literate, morally guided, and socially responsible individuals.

**Together, as a community rooted in Family, Aspiration, Love, we are shaping children who will be the leaders, changemakers, and beacons of hope in the world of tomorrow.**

*Family, Aspiration, Love*

## Early Years-Nursery and Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
<b>Gospel Values</b>	<p style="text-align: center;"><b>Patience and Thankfulness</b></p> <p>During their time in the Early Years Foundation Stage (EYFS), children at our school will focus on the Gospel values of <b>patience</b> and <b>thankfulness</b>. These values are essential in fostering a nurturing and supportive environment where young children can thrive in their personal development.</p> <p><b>Patience</b> helps children develop self-control, perseverance, and the ability to wait calmly for outcomes or responses. By modelling and encouraging patience, children learn to manage frustration, take turns, and approach challenges with persistence and a positive mindset. This equips them with important skills for building strong relationships and navigating social interactions with empathy and understanding.</p> <p><b>Thankfulness</b> encourages children to recognise and appreciate the kindness, efforts, and contributions of others. By fostering a sense of gratitude, children develop a positive outlook, valuing the people and experiences that enrich their lives. Practising thankfulness helps to create a respectful and joyful community where appreciation and kindness are shared.</p> <p>Together, these Gospel values support children’s spiritual, moral, social, and emotional growth, helping them to become reflective, considerate, and compassionate individuals who contribute positively to their communities.</p>					
<b>RHE and PSHE</b>	RHE and PSHE are taught through our Life to the Full Plus programme — full details can be found in our curriculum documentation.					
<b>British Values</b>	<p style="text-align: center;"><b>Democracy</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> We have classroom <b>rules</b> to help us be happy and safe.</li> <li>●Talk about <b>taking turns</b> and making choices together.</li> <li>●Vote for a class activity or story.</li> <li>●Discuss why everyone’s <b>voice</b> is important.</li> <li>●Reflect on how we feel when our idea is chosen or not.</li> <li>●<b>Throughout the year:</b></li> <li>●Voting for stories, songs, or activities.</li> <li>●Turn-taking games.</li> <li>●Talking about feelings when making choices.</li> </ul>	<p style="text-align: center;"><b>Rule of Law</b></p> <ul style="list-style-type: none"> <li>● <b>Revisit:</b> We have <b>rules</b> to help us be kind and safe.</li> <li>● Discuss what happens when someone doesn’t follow the rules.</li> <li>● Match classroom rules to keeping safe and happy.</li> <li>●Talk about feelings when someone breaks a rule.</li> <li>● Reflect on why following rules helps everyone.</li> <li>●<b>Throughout the year:</b></li> <li>●Reinforcing behaviour expectations and safety rules.</li> <li>●Story time focused on right/wrong.</li> <li>●Using timers to take turns and understand fairness.</li> </ul>	<p style="text-align: center;"><b>Individual Liberty</b></p> <ul style="list-style-type: none"> <li>●Revisit: We can make choices in play and learning.</li> <li>●Talk about what makes each of us <b>unique</b>.</li> <li>●Discuss why it’s good to like different things.</li> <li>●Practise using kind words when we don’t agree.</li> <li>●Reflect on why everyone deserves to be <b>respected</b>.</li> <li>●<b>Throughout the year:</b></li> <li>●Choosing activities independently.</li> <li>●Talking about what makes us special.</li> <li>●Using Zones of Regulation.</li> </ul>	<p style="text-align: center;"><b>Mutual Respect</b></p> <ul style="list-style-type: none"> <li>●Revisit: We use kind words.</li> <li>●What is <b>respect</b>?</li> <li>●How do we show respect when playing?</li> <li>●Practise listening to others.</li> <li>●Reflect on how it feels when we are respected.</li> <li>●<b>Throughout the year:</b></li> <li>●Modelling kindness and sharing.</li> <li>●PSHE on friendships.</li> </ul>	<p style="text-align: center;"><b>Tolerance of Those with Different Faiths and Beliefs</b></p> <ul style="list-style-type: none"> <li>●Revisit: Everyone is different and special.</li> <li>●Share how different people celebrate special days.</li> <li>●Listen to a story from a different culture.</li> <li>●Talk about how to be kind when someone is different.</li> <li>●Reflect on what we’ve learned about others.</li> <li>●<b>Throughout the year:</b></li> <li>●Celebrating different cultural festivals.</li> <li>●Reading multicultural stories.</li> </ul>	<p style="text-align: center;"><b>Recap</b></p> <p>Create a lass display or book titled "Our Class Values."</p> <p>Each child contributes drawings, photos, or sentences showing:</p> <ul style="list-style-type: none"> <li>A time they voted (Democracy)</li> <li>A class rule they like (Rule of Law)</li> <li>A choice they’ve made this year (Individual Liberty)</li> <li>A time they were kind (Mutual Respect)</li> <li>A celebration or belief they’ve learned about (Tolerance)</li> </ul>

		Link to whole school behaviour curriculum.			•Welcoming visitors or parents from different backgrounds.	
Religious Understanding Year A	<b>Theme: Belonging Driver Question: How do people show they belong?</b> <ul style="list-style-type: none"> <li>•Celebrating a variety of <b>cultural and religious festivals</b>.</li> <li>•Role-play and stories about <b>families and communities</b>.</li> <li>•Opportunities to share family traditions in class</li> </ul>					
	<b>Islam</b> Welcoming babies with <b>Aqiqah</b> .	<b>Hinduism</b> • <b>Puja</b> ceremonies at home.	<b>Sikhism</b> • Discover the <b>Amrit</b> ceremony and how Sikhs become part of the <b>Khalsa</b> .	<b>Judaism</b> • Learn about the <b>Brit Milah</b> ceremony and naming traditions.	<b>Buddhism</b> • Discuss the importance of <b>kindness</b> and belonging in Buddhist teachings.	Reflect on what belonging means to the children themselves — in their families, communities, clubs, and faiths.
Religious Understanding Year B	<b>Theme: Belonging Driver Question: How do special things help people feel part of a group?</b> <ul style="list-style-type: none"> <li>•Sharing family and cultural <b>objects or rituals</b> in class.</li> <li>•Exploring <b>symbols</b> of belonging (e.g. bracelets, special clothes).</li> <li>•Engaging in classroom routines that build a sense of community.</li> </ul>					
	<b>Islam</b> • Explore the use of <b>prayer mats</b> in communal worship	<b>Hinduism</b> • Look at the <b>Raksha Bandhan</b> festival celebrating sibling bonds.	<b>Sikhism</b> • Discover the meaning of wearing the <b>Kara</b> bracelet.	<b>Judaism</b> • Discuss <b>Shabbat</b> candles and family rituals.	<b>Buddhism</b> • Learn about Buddhist robes and their symbolism in belonging to the <b>Sangha</b> .	Reflect on what belonging means to the children themselves — in their families, communities, clubs, and faiths.

<p><b>Mental Health and Wellbeing</b></p>	<p><b>Zones of regulation</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> We all have different <b>feelings</b> like <b>happy, sad, angry, or scared.</b></li> <li>●Practise naming emotions and matching <b>facial expressions</b> to feelings.</li> <li>●Explore simple <b>self-regulation</b> tools such as <b>deep breathing</b> or taking a break.</li> <li>●Role-play scenarios where characters show how to ask for help when feeling upset.</li> <li>●Reflect on what helps us feel better when we have tricky feelings.</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>●Use of Zones of Regulation daily.</li> <li>●Story time and role play to explore emotions.</li> <li>●Regular discussions about feelings, coping, and resilience.</li> <li>●Reinforcement through school's Regulation Stations</li> </ul>	<p><b>Growth Mindset</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> Sometimes we can't do things <b>yet</b>, and that's okay.</li> <li>●Explore the difference between saying "<b>I can't</b>" and "<b>I'll keep trying.</b>"</li> <li>●Celebrate small <b>successes</b> and discuss how trying helps us learn.</li> <li>●Practise using <b>positive phrases</b> when tasks are tricky.</li> <li>●Reflect: What did we keep trying to do even when it was hard?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>●Growth mindset language modelled by adults: "I can't do it yet!"</li> <li>●Celebration of effort and perseverance in tasks.</li> <li>●Activities that involve trying again after mistakes.</li> </ul>	<p><b>Emotional Literacy</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> We have lots of different <b>feelings</b> inside us.</li> <li>●<b>Match facial expressions</b> to emotions using pictures or mirrors.</li> <li>●Learn and practise words like <b>happy, sad, angry, excited, nervous.</b></li> <li>●Identify how friends might feel and how we can help.</li> <li>●Reflect: What feeling did I have today and why?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>●Stories and songs about <b>feelings.</b></li> <li>●Daily emotion check-ins using visuals or colours.</li> <li>●Modelling emotional vocabulary in real situations</li> </ul>	<p><b>Resilience and Coping</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> Sometimes things can be tricky, but we can keep trying.</li> <li>●Listen to a story where a character shows <b>resilience.</b></li> <li>●Practise asking for <b>help</b> when we need it.</li> <li>●Learn a simple <b>breathing exercise</b> to feel calm.</li> <li>●Reflect: When did we keep trying even when something was hard?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>●Stories where characters face <b>challenges</b> and overcome them.</li> <li>●Encouragement to ask for <b>help</b> when stuck.</li> <li>●Practice of <b>breathing</b> or calming strategies when frustrated.</li> </ul>	<p><b>Self-Identity and Self-Worth</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> Everyone is <b>special</b> and <b>unique.</b></li> <li>●Create an "All About Me" poster showing favourite things and strengths.</li> <li>●Discuss what makes us feel <b>proud</b> of ourselves.</li> <li>●Share something we like about our friends.</li> <li>●Reflect: What makes me, <b>me?</b></li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>●All About Me" posters or displays.</li> <li>●Celebrating differences and what makes each child unique.</li> <li>●Positive recognition of children's strengths.</li> </ul>	<p><b>Ready for the next step</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> Moving to a new class is a <b>change</b>, and change can feel different for everyone.</li> <li>●Share feelings about moving up — <b>excited, nervous, or curious.</b></li> <li>●Listen to a story about a character starting something new.</li> <li>●Draw or talk about what we're looking forward to next year.</li> <li>●Reflect: Who can we talk to when we feel worried about change?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>●Stories about change and new beginnings.</li> <li>●Role play about moving to new classrooms.</li> <li>●Gradual visits to new spaces or meeting new teachers.</li> </ul>
<p><b>Physical Health Year A</b></p>	<p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> To stay <b>strong</b> and healthy, we need to eat the right foods.</li> <li>●Learn that <b>fruits</b> and <b>vegetables</b> help our bodies grow <b>strong.</b></li> </ul>	<p><b>Dental Hygiene</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> We look after our teeth to keep them <b>strong</b> and <b>healthy.</b></li> <li>●Learn that we need to <b>brush teeth</b> in the <b>morning</b> and at <b>night.</b></li> </ul>	<p><b>Sleep and Rest</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> Our bodies need <b>sleep</b> to help us grow and feel happy.</li> <li>●Learn that <b>sleep</b> helps our bodies and brains get <b>stronger.</b></li> </ul>	<p><b>Personal Hygiene</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> Keeping <b>clean</b> helps us stay <b>healthy.</b></li> <li>●Learn to <b>wash hands</b> after playing and before eating to wash away <b>germs.</b></li> </ul>	<p><b>Sun Safety</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> The <b>sun</b> can be nice, but we need to stay <b>safe</b> when it's hot.</li> <li>●Learn to wear <b>hats</b> and <b>sunscreen</b> to protect our skin when playing outside.</li> </ul>	<p><b>Keeping Hydrated</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> Our bodies need <b>water</b> to stay <b>healthy</b> and <b>happy.</b></li> <li>●Learn to <b>drink water</b> often during the day,</li> </ul>

	<ul style="list-style-type: none"> <li>•Discuss why we should try <b>new foods</b>, even if we haven't had them before.</li> <li>•Understand that eating <b>too many sweets</b> can make us feel <b>unwell</b>.</li> <li>•Reflect: What healthy foods do I like, and what new foods could I try?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Discussions during snack and lunchtime about <b>healthy foods</b>.</li> <li>•Opportunities to try a variety of <b>fruits</b> and <b>vegetables</b>.</li> <li>•Stories and activities about <b>healthy choices</b>.</li> </ul>	<ul style="list-style-type: none"> <li>•Understand that the <b>dentist</b> helps keep our teeth healthy.</li> <li>•Discuss why eating <b>too many sugary treats</b> can hurt our teeth.</li> <li>•Reflect: When do I brush my teeth, and why is it important?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Conversations about <b>brushing teeth</b> during daily routines.</li> <li>•Stories and role play involving visits to the <b>dentist</b>.</li> <li>•Visual reminders of healthy <b>teeth care</b> around the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss why having the <b>same bedtime</b> each night helps us feel better.</li> <li>•Understand that feeling <b>tired</b> means we need <b>rest</b>.</li> <li>•Reflect: What helps me get a good night's sleep?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Daily conversations about feeling tired or rested.</li> <li>•Stories featuring characters who need sleep.</li> <li>•Encouraging consistent bedtime routines.</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss why having a <b>bath or shower</b> helps keep our bodies clean.</li> <li>•Explore why wearing <b>clean clothes</b> each day is important.</li> <li>•Reflect: What do I do every day to keep myself clean?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Daily handwashing routines before eating and after play.</li> <li>•Encouraging wearing clean clothes to school.</li> <li>•Role play and stories about keeping clean.</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss finding <b>shade</b> when it's very sunny to stay cool.</li> <li>•Talk about the importance of <b>drinking water</b> to stay <b>hydrated</b> in the heat.</li> <li>•Reflect: What do I do to stay safe when it's sunny?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Reminders during outdoor play about wearing hats and sunscreen.</li> <li>•Conversations on sunny days about the importance of shade.</li> <li>•Encouraging children to drink water in hot weather.</li> </ul>	<p>especially when playing or running.</p> <ul style="list-style-type: none"> <li>•Understand how to notice when we feel <b>thirsty</b> — a sign our body needs a drink.</li> <li>•Talk about how <b>water</b> helps us stay cool and feel good.</li> <li>•Reflect: When do I need to drink water, and why?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Encouraging regular water breaks throughout the day.</li> <li>•Using language around thirst and recognising when our bodies need a drink.</li> <li>•Promoting drinking water after active play or time outdoors.</li> </ul>
<p><b>Physical Health Year B</b></p>	<p><b>Food Safety &amp; Hygiene</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> We need to keep food and our hands <b>clean</b> to stay <b>healthy</b>.</li> <li>•Learn to <b>wash hands</b> before eating to remove <b>germs</b>.</li> <li>•Understand we should <b>wash fruits and vegetables</b> before eating them.</li> <li>•Discuss why we don't eat food that's been <b>dropped on the floor</b>.</li> <li>•Reflect: What do I do to keep my food and my hands clean?</li> </ul> <p><b>Throughout the year:</b></p>	<p><b>Physical Health &amp; Emotions</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Moving our bodies helps us feel <b>happy, strong,</b> and <b>healthy</b>.</li> <li>•Learn that <b>running, jumping,</b> and <b>playing</b> help our bodies and minds.</li> <li>•Discuss how to notice when we feel <b>tired</b> or <b>sad</b>, and how playing can help us feel better.</li> <li>•Talk about how being active is good for our <b>health and feelings</b>.</li> <li>•Reflect: What games or activities make me feel happy?</li> </ul>	<p><b>Medicines &amp; Household Products</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Some things at home can be <b>dangerous</b> if we don't use them properly.</li> <li>•Learn that only <b>adults</b> should give us <b>medicine</b> when we're unwell.</li> <li>•Understand that <b>household products</b> like cleaning items can be dangerous and we must not touch <b>unknown bottles</b>.</li> <li>•Practise saying <b>no</b> and telling an adult if we see something we shouldn't touch.</li> </ul>	<p><b>Healthy Lifestyles &amp; Habits</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Doing different things like <b>eating well, sleeping,</b> and <b>playing</b> helps us grow and stay <b>healthy</b>.</li> <li>•Practise routines like <b>brushing teeth</b> and <b>washing hands</b> every day.</li> <li>•Talk about the importance of sharing how we <b>feel</b> with others.</li> <li>•Discuss what a <b>healthy day</b> looks like: eating, playing, resting, and talking about feelings.</li> </ul>	<p><b>Screen Time &amp; Eye Health</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Too much time on <b>screens</b> like TVs or tablets isn't good for our <b>eyes</b> or bodies.</li> <li>•Learn to <b>rest our eyes</b> by taking breaks after screen time.</li> <li>•Discuss the importance of playing <b>outside</b> to keep our bodies and eyes <b>healthy</b>.</li> <li>•Reflect: What activities can I do instead of using a screen?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Reminders to limit screen time and encourage outdoor play.</li> </ul>	<p><b>Recognising Illness &amp; Seeking Help</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Sometimes we feel <b>poorly</b> or <b>unwell</b>, and that's okay.</li> <li>•Learn to <b>tell an adult</b> if we feel <b>sick, tired,</b> or not right.</li> <li>•Discuss who we can ask for help — <b>parents, teachers, nurses</b>.</li> <li>•Understand that when we're unwell, we need <b>rest</b> to get better.</li> <li>•Reflect: What should I do when I don't feel well?</li> </ul> <p><b>Throughout the year:</b></p>

	<ul style="list-style-type: none"> <li>•Regular reminders to <b>wash hands before eating</b>.</li> <li>•Conversations about keeping food <b>clean</b> and safe.</li> <li>•Encouraging safe practices during snack and meal times.</li> </ul>	<p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Daily <b>outdoor play</b> to encourage physical activity.</li> <li>•Discussions about how <b>exercise</b> makes us feel.</li> <li>•Regular check-ins on <b>feelings</b> using Zones of Regulation.</li> </ul>	<ul style="list-style-type: none"> <li>•Reflect: What should I do if I see a bottle or medicine at home?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Ongoing conversations about safety at home.</li> <li>•Reinforcement that only trusted adults can give medicine.</li> <li>•Stories or role play about staying safe around household items.</li> </ul>	<ul style="list-style-type: none"> <li>•Reflect: What is my favourite way to stay healthy?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Daily routines that promote eating well, sleeping, and playing actively.</li> <li>•Encouragement of good hygiene practices like brushing teeth and washing hands.</li> <li>•PSHE sessions encouraging children to share their feelings.</li> </ul>	<ul style="list-style-type: none"> <li>•Discussions about looking after our eyes.</li> <li>•Encouraging regular breaks from screens during indoor play.</li> </ul>	<ul style="list-style-type: none"> <li>•Regular check-ins about how children are feeling physically.</li> <li>•Encouraging children to tell an adult if they feel unwell.</li> <li>•Discussions about who the trusted adults are when help is needed.</li> </ul>
<p><b>Wider Risks and Safety Year A</b></p>	<p><b>Road Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Roads can be <b>dangerous</b>, so we must be <b>careful</b>.</li> <li>•Learn to <b>hold hands</b> with an adult and <b>stop, look, and listen</b> before crossing.</li> <li>•Identify <b>traffic lights, zebra crossings, and pelican crossings</b>.</li> <li>•Discuss why wearing <b>bright or reflective clothing</b> helps drivers see us.</li> <li>•Reflect: What should I do when I need to cross the road?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Daily reminders about <b>holding hands</b> near roads.</li> <li>•Stories and role play involving <b>crossing roads safely</b>.</li> </ul>	<p><b>Fire Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> <b>Fire</b> can be <b>dangerous</b>, but there are ways to stay <b>safe</b>.</li> <li>•Learn the sound of a <b>fire alarm</b> and practise what to do when we hear it.</li> <li>•Understand that <b>matches, lighters, and candles</b> are not toys.</li> <li>•Talk about how <b>firefighters</b> help us during emergencies.</li> <li>•Reflect: What should I do if I hear the fire alarm?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Practising fire drills and evacuations.</li> <li>•Stories about firefighters and their role.</li> <li>•Reminders about the dangers of matches, lighters, and candles.</li> </ul>	<p><b>Outdoor Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> When we play outside, we need to stay <b>safe and close to adults</b>.</li> <li>•Learn that some plants or berries can be <b>unsafe</b> — we should not <b>pick or eat</b> anything we don't know.</li> <li>•Discuss what to do if we get <b>separated</b> from an adult — <b>stop and stay still</b>.</li> <li>•Talk about listening to <b>safety rules</b> when we go outside.</li> <li>•Reflect: What helps keep me safe when I play outdoors?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Supervised outdoor play with reminders to <b>stay close to adults</b>.</li> </ul>	<p><b>Stranger Danger and Online Awareness</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> A <b>stranger</b> is someone we don't <b>know</b> or <b>trust</b>.</li> <li>•Learn to say <b>no</b> and tell an <b>adult</b> if a stranger talks to us.</li> <li>•Discuss who our <b>trusted adults</b> are (parents, teachers, police officers).</li> <li>•Understand that we should never go anywhere with someone we don't <b>know</b>.</li> <li>•Reflect: What should I do if a stranger speaks to me or makes me feel uncomfortable?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Regular reminders about staying with <b>trusted adults</b> in public.</li> </ul>	<p><b>Water Safety and Seasonal Risks</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> <b>Water</b> can be fun but also <b>dangerous</b> if we're not careful.</li> <li>•Learn to always stay <b>close to an adult</b> near water and to wear <b>armbands</b> when needed.</li> <li>•Discuss why we must never run near <b>pools or ponds</b> to avoid slipping.</li> <li>•Understand why it's important to <b>drink water</b> and stay in the <b>shade</b> when it's hot.</li> <li>•Reflect: How do I keep myself safe when I'm near water or when it's hot outside?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Safety reminders during water play or local trips</li> </ul>	<p><b>Sun Protection and Travel Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> The <b>sun</b> can make us <b>hot</b>, so we need to stay <b>safe</b>.</li> <li>•Learn to wear a <b>hat</b> and use <b>sunscreen</b> to protect our skin.</li> <li>•Discuss why we should find <b>shade</b> when it's very sunny.</li> <li>•Understand the importance of <b>drinking water</b> to stay cool and hydrated.</li> <li>•Reflect: What can I do to stay safe when it's sunny or when I go on a trip?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Reminders to wear hats and sunscreen during outdoor play.</li> </ul>

	<ul style="list-style-type: none"> <li>•Practising <b>stopping and looking</b> before crossing during local walks.</li> </ul>		<ul style="list-style-type: none"> <li>•Teaching <b>basic safety rules</b> during nature walks or forest school.</li> <li>•Discussions about not touching <b>unknown plants</b> or objects.</li> </ul>	<ul style="list-style-type: none"> <li>•Role play around saying <b>no</b> to strangers.</li> <li>•Supervised use of <b>devices</b> with adults present.</li> </ul>	<ul style="list-style-type: none"> <li>near ponds, rivers, or pools.</li> <li>•Encouraging children to stay hydrated in hot weather.</li> <li>•Teaching seasonal safety like staying cool in summer.</li> </ul>	<ul style="list-style-type: none"> <li>•Discussing why we need to drink water in hot weather.</li> <li>•Encouraging safe behaviour when travelling on walks or trips.</li> </ul>
<b>Wider Risks and Safety Year B</b>	<p style="text-align: center;"><b>Bullying and Peer Pressure</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> We should always use <b>kind words</b> and play nicely with our friends.</li> <li>•Learn what <b>unkind behaviour</b> looks like, such as pushing or name-calling.</li> <li>•Discuss how to say <b>“I feel sad”</b> when someone is unkind.</li> <li>•Understand that we can ask a <b>trusted adult</b> for help if someone is being mean.</li> <li>•Reflect: How can I make sure I’m being a kind friend?</li> </ul> <p style="text-align: center;"><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Promoting the use of kind words and taking turns.</li> <li>•Regular circle time to talk about feelings when someone is unkind.</li> <li>•Encouraging children to tell a trusted adult if someone is mean</li> </ul> <p style="text-align: center;"><b>Link to Anti-Bullying Ambassadors</b></p>	<p style="text-align: center;"><b>Safe Play</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> We need to play in ways that are <b>safe</b> for us and our friends.</li> <li>•Learn to use playground equipment like <b>swings</b> and <b>slides</b> carefully.</li> <li>•Discuss why we must not <b>push, shove</b>, or play too roughly.</li> <li>•Understand that staying close to <b>adults</b> helps us play safely.</li> <li>•Reflect: How do I play in a way that keeps me and my friends safe?</li> </ul> <p style="text-align: center;"><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Supervised play with reminders about using equipment safely.</li> <li>•Encouraging taking turns and playing kindly.</li> </ul> <p>Spotting and correcting unsafe behaviours during play.</p>	<p style="text-align: center;"><b>Electrical Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit: Electronic devices</b> like tablets can be fun but need to be used <b>safely</b>.</li> <li>•Learn that we should only use devices when an <b>adult</b> is with us.</li> <li>•Understand that we must not click on <b>links or buttons</b> we don’t know.</li> <li>•Talk about telling a <b>trusted adult</b> if we see something <b>strange or scary</b> on a device.</li> <li>•Reflect: Who can I ask for help if I see something online I don’t understand?</li> </ul> <p style="text-align: center;"><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Supervised use of technology like tablets or computers.</li> <li>•Conversations about using devices with an adult.</li> <li>•Basic discussions about not clicking on unfamiliar links.</li> </ul>	<p style="text-align: center;"><b>Animal Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Animals can be <b>friendly</b>, but we need to approach them <b>safely</b>.</li> <li>•Learn to let <b>familiar animals</b> sniff your hand first before stroking them.</li> <li>•Understand that some animals, like <b>wild animals</b>, should not be touched.</li> <li>•Discuss why we <b>wash our hands</b> after playing with or feeding animals.</li> <li>•Reflect: How do I keep myself and animals safe when we play together?</li> </ul> <p style="text-align: center;"><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Supervised interactions with pets or animals during school visits or trips.</li> <li>•Hygiene routines like washing hands after touching animals.</li> <li>•Discussions on wild animals and why we don’t touch them.</li> </ul>	<p style="text-align: center;"><b>Cycling and Scooter Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Riding <b>bikes</b> and <b>scooters</b> is fun, but we need to stay <b>safe</b>.</li> <li>•Learn that wearing a <b>helmet</b> protects our heads.</li> <li>•Understand why we must ride in <b>safe areas</b> like parks or driveways.</li> <li>•Practise how to <b>stop</b> and <b>look</b> before crossing paths or driveways.</li> <li>•Reflect: What do I need to wear and do to stay safe on my bike or scooter?</li> </ul> <p style="text-align: center;"><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Supervised outdoor play using bikes and scooters.</li> <li>•Encouraging children to wear helmets.</li> <li>•Practising steering and stopping safely.</li> </ul>	<p style="text-align: center;"><b>Safety in Public</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> When we go out to <b>public places</b>, we need to stay <b>close to our adults</b>.</li> <li>•Learn what to do if we get <b>lost</b>: stop and find a <b>trusted adult</b> like a teacher, police officer, or shop assistant.</li> <li>•Recognise the <b>uniforms</b> of helpers who can assist us in public spaces.</li> <li>•Discuss why we never wander off on our own in <b>busy places</b>.</li> <li>•Reflect: What should I do if I can’t see my grown-up in a public place?</li> </ul> <p style="text-align: center;"><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Supervised trips to parks, shops, or public places.</li> <li>•Discussions about staying close to adults.</li> <li>•Learning about uniformed helpers like police officers or security staff.</li> </ul>

<p><b>Safeguarding and Digital Literacy Year A</b></p>	<p><b>Anti-Bullying &amp; Cyberbullying</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> We should always be <b>kind</b> to others in class, in the playground, and when using devices.</li> <li>●Learn what <b>bullying</b> looks like — someone being unkind on purpose, over and over.</li> <li>●Understand that if someone is unkind on a <b>tablet or computer</b>, we must tell a <b>trusted adult</b>.</li> <li>●Practise using <b>kind words</b> and playing fairly with friends.</li> <li>●Reflect: What should I do if someone is unkind to me or a friend?</li> </ul> <p><b>Throughout the year</b></p> <ul style="list-style-type: none"> <li>●Promoting the use of <b>kind words</b> and friendly behaviour.</li> <li>●Circle time and PSHE stories about <b>kindness</b> and <b>friendship</b>.</li> <li>●Encouraging children to <b>tell an adult</b> if someone is unkind, in person or online.</li> </ul> <p><b>Link to Anti-Bullying Ambassadors</b></p>	<p><b>Online Safety &amp; Digital Footprint</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> We only use <b>tablets</b> or <b>computers</b> when an <b>adult</b> is with us.</li> <li>●Learn that we must not click on <b>links</b> or <b>pop-ups</b> we don't recognise.</li> <li>●Understand that what we do online leaves a <b>footprint</b> — we should be careful what we click and see.</li> <li>●Discuss the importance of asking an <b>adult</b> if we see something confusing or scary online.</li> <li>●Reflect: Who can I ask for help if I see something online I don't like?</li> </ul> <p><b>Throughout the year</b></p> <ul style="list-style-type: none"> <li>●Supervised use of <b>technology</b> like tablets and computers.</li> <li>●Simple reminders about <b>safe behaviour online</b>.</li> <li>●Encouraging children to ask an <b>adult</b> when unsure.</li> </ul>	<p><b>NSPCC PANTS Rule (My Body, My Rules)</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> My body belongs to <b>me</b> — it's <b>private</b> and special.</li> <li>●Learn that <b>private parts</b> are the parts covered by underwear and no one should ask to see or touch them.</li> <li>●Understand that it's okay to say <b>no</b> if someone makes us feel uncomfortable.</li> <li>●Know that we should always tell a <b>trusted adult</b> if something feels wrong or makes us feel worried.</li> <li>●Reflect: Who can I talk to if someone does something that makes me feel uncomfortable?</li> </ul> <p><b>Throughout the year</b></p> <ul style="list-style-type: none"> <li>●Regular reminders that <b>private parts</b> of our bodies are <b>private</b>.</li> <li>●Using age-appropriate resources like the <b>PANTS song</b> from the NSPCC.</li> <li>●Encouraging children to talk to a <b>trusted adult</b> if they feel worried.</li> </ul>	<p><b>Trusted Adults &amp; Help-Seeking</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> If we are <b>worried, upset</b>, or unsure, we should tell a <b>trusted adult</b>.</li> <li>●Identify who our <b>trusted adults</b> are: parents, teachers, family members.</li> <li>●Understand that it is always okay to ask for <b>help</b> when something feels wrong.</li> <li>●Learn that we should never keep <b>bad secrets</b>, but it's okay to keep happy surprises!</li> <li>●Reflect: Who would I go to if I needed help</li> </ul> <p><b>Throughout the year</b></p> <ul style="list-style-type: none"> <li>●Regular discussions about who the trusted adults are at school and home.</li> <li>●Encouraging children to ask for help when worried, sad, or scared.</li> <li>●Circle time stories that highlight help-seeking.</li> </ul>	<p><b>Personal Privacy &amp; Body Autonomy</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> Our bodies are <b>private</b>, and we are the boss of our own body.</li> <li>●Learn that it's okay to say <b>no</b> if someone wants a hug, tickle, or touch and we don't want it.</li> <li>●Understand what <b>personal space</b> means and how to give it to others.</li> <li>●Talk about the importance of telling an <b>adult</b> if someone makes us feel uncomfortable.</li> <li>●Reflect: How do I keep my body safe and respect other people's space?</li> </ul> <p><b>Throughout the year</b></p> <ul style="list-style-type: none"> <li>●Daily routines that respect children's personal space.</li> <li>●Role play and discussions about consent and safe touch.</li> <li>●Using phrases like "No thank you" or "I don't like that".</li> </ul>	<p><b>Consent &amp; Saying No</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> We can say <b>no</b> if we don't like something or feel uncomfortable.</li> <li>●Learn that saying <b>no</b> is important when we don't want to be touched or don't want to share personal things.</li> <li>●Understand that we can tell a <b>trusted adult</b> if someone doesn't listen when we say no.</li> <li>●Practise saying "<b>No, thank you</b>" or "<b>Stop, I don't like that</b>" confidently.</li> <li>●Reflect: Why is it important to say no when something doesn't feel right?</li> </ul> <p><b>Throughout the year</b></p> <ul style="list-style-type: none"> <li>●Encouraging children to use their voice to say no when uncomfortable.</li> <li>●Daily reinforcement that it's okay to set boundaries.</li> <li>●Role play using phrases like "Stop, I don't like that".</li> </ul>
<p><b>Safeguarding and Digital Literacy Year B</b></p>	<p><b>Healthy vs Unhealthy Friendships</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> A <b>good friend</b> is someone who is <b>kind, shares</b>, and plays fairly.</li> </ul>	<p><b>Managing Emotions &amp; Peer Pressure</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> We all feel <b>happy, sad, angry</b>, or <b>worried</b> sometimes.</li> </ul>	<p><b>Stranger Danger &amp; Community Safety</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> A <b>stranger</b> is someone we don't <b>know</b> or <b>trust</b>.</li> </ul>	<p><b>Keeping Secrets vs Surprises</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> A <b>surprise</b> is something happy that we find out soon, like a <b>birthday party</b>.</li> </ul>	<p><b>Discrimination, Prejudice &amp; Respecting Differences</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> Everyone is <b>special</b> and <b>different</b>, and that's a good thing.</li> </ul>	<p><b>Sharing Images, Social Media &amp; Online Reputation</b></p> <ul style="list-style-type: none"> <li>●<b>Revisit:</b> We should always <b>ask</b> before taking a <b>photo</b> of someone.</li> </ul>

	<ul style="list-style-type: none"> <li>•Learn that if a friend makes us feel <b>sad</b>, upset, or uncomfortable, that's not okay.</li> <li>•Discuss how to ask a <b>trusted adult</b> for help if a friendship doesn't feel good.</li> <li>•Practise using phrases like <b>"Please stop, that upsets me"</b>.</li> <li>•Reflect: What do I like about my friends who make me happy?</li> </ul> <p><b>Throughout the year</b></p> <ul style="list-style-type: none"> <li>•Regular discussions about what makes a good friend.</li> <li>•Circle time to explore kindness and feelings.</li> <li>•Encouraging children to tell an adult if a friend is making them sad.</li> </ul>	<ul style="list-style-type: none"> <li>•Learn to name our <b>feelings</b> and talk about them with friends or a <b>trusted adult</b>.</li> <li>•Understand that sometimes friends may ask us to do something we don't want to — and it's okay to say <b>no</b>.</li> <li>•Role play how to say <b>"No thank you, I don't want to do that"</b>.</li> <li>•Reflect: Who can I talk to when I feel upset or worried?</li> </ul> <p><b>Throughout the year</b></p> <ul style="list-style-type: none"> <li>•Using Zones of Regulation to check and name emotions.</li> <li>•Encouraging talking about feelings during circle time.</li> <li>•Practising saying no to things that feel wrong, even if others are doing it.</li> </ul>	<ul style="list-style-type: none"> <li>•Learn to say <b>no</b> and walk away if a stranger talks to us or makes us feel uncomfortable.</li> <li>•Identify <b>trusted adults</b> like parents, teachers, or police officers who can help us.</li> <li>•Discuss how to stay safe by sticking with our <b>grown-ups</b> in busy places.</li> <li>•Reflect: What should I do if someone I don't know speaks to me?</li> </ul> <p><b>Throughout the year</b></p> <ul style="list-style-type: none"> <li>•Daily reminders to stay close to adults in public.</li> <li>•Role play about recognising and avoiding strangers.</li> <li>•Identifying helpers in the community, like police or teachers.</li> </ul>	<ul style="list-style-type: none"> <li>•Learn that some <b>secrets</b> are bad if they make us feel <b>worried, scared, or sad</b>.</li> <li>•Understand that we must tell a <b>trusted adult</b> if someone tells us to keep a secret that makes us uncomfortable.</li> <li>•Practise saying, <b>"I'm going to tell an adult about this secret"</b>.</li> <li>•Reflect: Who can I tell if I hear a secret that doesn't feel right?</li> </ul> <p><b>Throughout the year</b></p> <ul style="list-style-type: none"> <li>•Using stories to explain the difference between good surprises and bad secrets.</li> <li>•Encouraging children to always tell a trusted adult if they are asked to keep a secret that feels wrong.</li> <li>•Reinforcing that some things should never be kept secret, especially if they make us feel sad or worried.</li> </ul>	<ul style="list-style-type: none"> <li>•Learn that we should be <b>kind</b> to people even if they look, speak, or live differently to us.</li> <li>•Understand that it's wrong to be <b>unkind</b> to someone because of how they look, what they believe, or where they're from.</li> <li>•Practise saying <b>kind things</b> and celebrating what makes our friends unique.</li> <li>•Reflect: What makes me special, and how can I respect others?</li> </ul> <p><b>Throughout the year</b></p> <ul style="list-style-type: none"> <li>•Stories and discussions that celebrate differences and diversity.</li> <li>•Circle time exploring how everyone is unique.</li> <li>•Encouraging children to use kind words and show respect to others.</li> </ul>	<ul style="list-style-type: none"> <li>•Learn that we must never share pictures on a <b>tablet</b> or <b>computer</b> without an <b>adult's</b> help.</li> <li>•Understand that once something is shared online, it stays there — this is called our <b>online reputation</b>.</li> <li>•Discuss who we can ask if we are unsure about sharing a picture.</li> <li>•Reflect: Who can help me make good choices when I use devices?</li> </ul> <p><b>Throughout the year</b></p> <ul style="list-style-type: none"> <li>•Supervised use of cameras and devices in class.</li> <li>•Regular reminders to always ask permission before taking photos.</li> <li>•Discussions about sharing things safely online with an adult present.</li> </ul>
<b>Pupil Passport Year A</b>	Meet every staff member to understand their roles and a tour of school (spotting dangers)	Visit to Local Church During Advent	Fireman Visit	Bring up a Butterfly	Birds of Prey Visit	Farm Visit
<b>Visits to local library throughout the year</b>						
<b>Pupil Passport Year B</b>	Meet every staff member to understand their roles and a tour of school (spotting dangers)	Walk to the local park	Police Visit	Visit to local Church during Easter	Living Eggs (Hatch a chick)	Aquarium Visit
<b>Visits to the local library throughout the year</b>						

<b>Lunchtime Clubs</b>	<ul style="list-style-type: none"> <li>•Sewing</li> <li>•Debate</li> <li>•Choir</li> <li>•Draughts</li> <li>•Storytime</li> </ul>	<ul style="list-style-type: none"> <li>•Sewing</li> <li>•Debate</li> <li>•Choir</li> <li>•Draughts</li> <li>•Storytime</li> </ul>	<ul style="list-style-type: none"> <li>•Sewing</li> <li>•Debate</li> <li>•Choir</li> <li>•Draughts</li> <li>•Storytime</li> </ul>	<ul style="list-style-type: none"> <li>•Sewing</li> <li>•Debate</li> <li>•Choir</li> <li>•Draughts</li> <li>•Storytime</li> </ul>	<ul style="list-style-type: none"> <li>•Sewing</li> <li>•Debate</li> <li>•Choir</li> <li>•Draughts</li> <li>•Storytime</li> </ul>	<ul style="list-style-type: none"> <li>•Sewing</li> <li>•Debate</li> <li>•Choir</li> <li>•Draughts</li> <li>•Storytime</li> </ul>
<b>After School Clubs</b>		Dance	Gymnastics	Football	Street Games	Athletics
<b>Events and Performances</b>	Welcome Assembly	<ul style="list-style-type: none"> <li>• Children in Need Dance Festival</li> <li>• Nativity Play</li> </ul>	Nursery Rhyme Rehearsal	Spring Songs Showcase	Sports Day	<ul style="list-style-type: none"> <li>• St Thomas More's Got Talent</li> <li>• Graduation</li> </ul>
<b>Behaviour</b>	Explicit Teaching of behaviour curriculum	Recap of behaviour curriculum	Explicit Teaching of behaviour curriculum	Recap of behaviour curriculum	Explicit Teaching of behaviour curriculum	Recap of behaviour curriculum
<b>Forest Friday</b>	In the Early Years, every child will take part in a bi-weekly Forest Friday session in our on school wooded area. These sessions are carefully planned to connect with the Early Learning Goals (ELGs), supporting communication and language, personal, social and emotional development, physical development, and understanding the world. Through hands-on exploration, children learn patience, resilience, and teamwork while developing a sense of awe and respect for the natural world. Activities such as building dens, identifying plants and minibeasts, and using tools safely foster curiosity, independence, and problem-solving. These experiences complement our Gospel values by nurturing thankfulness for creation and supporting children's spiritual, moral, and social growth.					
<b>Catholic Social Teaching Campaigns Year A- Option for the Poor and Vulnerable</b>	<p><b>Harvest Foodbank Collection — Durham Foodbank</b></p> <p>Helping those in need of basic food, showing care for the poor.</p>	<p><b>Winter Woollies Collection — Changing Lives Durham</b></p> <p>Providing warmth to vulnerable individuals in winter.</p>	<p><b>Old Toy &amp; Book Donation Drive — Salvation Army Durham</b></p> <p>Collecting toys and books to support local families in need, teaching generosity and care for the vulnerable.</p>	<p><b>Acts of Kindness Week</b></p> <p>A week where children engage in simple acts of kindness within school. This fosters empathy and awareness of how small actions can help others, linking to care for the poor and vulnerable</p>	<p><b>Teddy Bear Picnic-Family Action Durham</b></p> <p>A fun event where children bring a teddy and share a picnic, with a small donation raised for Family Action Durham, which supports vulnerable families facing poverty.</p>	<p><b>Family Fun Day</b></p> <p>A community event where families are invited to enjoy games, activities, and refreshments. All proceeds or donations collected are directed to support local charities working with vulnerable families, reinforcing the importance of community support and caring for those in need</p>
<b>Catholic Social Teaching Campaigns Year B- Dignity of the Human Person</b>	<p><b>Walk for Dignity</b></p> <p>A short, playful sponsored walk around the school grounds where children celebrate that we are all important and special. Funds raised can support St Cuthbert's Hospice,</p>	<p><b>All About Me Day</b></p> <p>A focus on celebrating each child's uniqueness through play, storytelling, and art activities like creating self-portraits, helping them understand that everyone is special</p>	<p><b>Friendship Day</b> Exploring friendship and kindness through play, songs, and a simple friendship bracelet craft, promoting respect for others.</p>	<p><b>Teddy Bear Donations for Care Homes</b> Children bring in a new or gently used teddy bear to donate to local care homes or children's services. This teaches empathy and compassion, helping</p>	<p><b>Mini Sponsored Obstacle Course</b></p> <p>A fun obstacle course where children are sponsored by family to complete the course, raising funds for Age UK County Durham, linking to</p>	<p><b>Helping Hands Activity</b></p> <p>Creating handprint art showing ways they can help others, reinforcing service and dignity</p>

	reinforcing the dignity of every person, especially those in care.	and made in the image of God.		children understand that sharing something comforting can bring dignity and joy to others.	dignity in supporting the elderly.	
<b>Whole School Charitable Events</b>	<b>Jeans for Genes Day —</b> A non-uniform day where pupils wear jeans to raise money for genetic disorder research, linking to the dignity of every human person.	<b>Children in Need Day Dance Festival</b> A whole school fundraiser to support disadvantaged children in the UK, promoting solidarity.	<b>Aid to the Church in Need Awareness Day</b> A non-uniform day supporting persecuted Christians worldwide, promoting the CST value of Solidarity and the Dignity of the Human Person.	<b>Mary's Meals Blue Day —</b> Pupils wear blue and bring a small donation to support Mary's Meals, which provides meals to children in impoverished communities, linking to the CST value of Option for the Poor and Vulnerable	<b>Missio Red Box Appeal</b> A whole-school collection using the traditional Red Boxes to raise funds for global missionary work, supporting Participation and the Common Good.	<b>Caritas Social Action Project</b> A whole-school initiative to support Caritas' work locally, such as a clothing or toiletries collection for those experiencing homelessness, reinforcing the CST values of the Common Good and Option for the Poor and Vulnerable
<b>Nursery texts linked to British Values</b>	I Love Me-Individual Liberty  The Little Red Hen-Democracy	The Three Little Pigs-Mutual Respect and Tolerance /Rule of Law			Jack and the Bean Stalk-The Rule of Law	
<b>Reception texts linked to British Values</b>	The Squirrels who Squabbled-Democracy	The Princess and the Pea-Mutual Respect and Tolerance	Now Not, Bernard-Individual Liberty  Supertato-The Rule of Law	The Ugly Duckling-Mutual Respect and Tolerance	Rumpelstiltskin-Individual Liberty	Chicken Licken-Democracy

## Year 1 and 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
<b>Gospel Values</b>	<p style="text-align: center;"><b>Friendship and Forgiveness</b></p> <p>During their time in Years 1 and 2, children will focus on the Gospel values of friendship and forgiveness. These values are essential in helping children build empathy, respect, and meaningful connections with others, all rooted in their growing understanding of faith.</p> <p><b>Friendship</b> encourages children to form positive, supportive relationships based on trust, kindness, and mutual respect. Through friendship, children learn the importance of sharing, cooperation, and being a good friend to others. By nurturing these relationships, they develop social skills that help them understand different perspectives, work collaboratively, and create a sense of belonging within the school community.</p> <p><b>Forgiveness</b> teaches children the importance of compassion and understanding when things go wrong in relationships. By learning to forgive, children understand how to resolve conflicts, accept apologies, and let go of resentment. They are encouraged to reflect on their own actions, seek forgiveness when needed, and extend it to others. This fosters emotional resilience and helps build a peaceful and respectful environment where everyone feels valued.</p> <p>Together, the values of friendship and forgiveness support children’s spiritual, moral, and social development. They help children grow into kind, thoughtful, and faith-filled individuals, equipped to maintain positive relationships and contribute to their communities with love, respect, and understanding.</p>					
<b>PSHE and RHE Year A</b>	RHE and PSHE are taught through our Life to the Full Plus programme — full details can be found in our curriculum documentation.					
<b>PSHE and RHE Year B</b>						
<b>British Values</b>	<p style="text-align: center;"><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Revisit: We vote in class to make fair decisions.</li> <li>• Learn that adults vote in <b>elections</b> to choose leaders.</li> <li>• Name the <b>Prime Minister</b>.</li> <li>• Discuss why it’s important to let everyone have a <b>voice</b>.</li> <li>• Reflect on what would happen if only some people got to decide.</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>• Class votes (monitors, story choices).</li> </ul>	<p style="text-align: center;"><b>Rule of Law</b></p> <ul style="list-style-type: none"> <li>• Revisit: We need rules to help us stay safe.</li> <li>• Know that the country has <b>laws</b> everyone must follow.</li> <li>• Understand what happens if laws are broken.</li> <li>• Talk about why rules help us all feel safe and happy.</li> <li>• Reflect on why breaking rules isn’t fair on others.</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>• Class rules revisited regularly.</li> <li>• Online safety rules.</li> </ul>	<p style="text-align: center;"><b>Individual Liberty</b></p> <ul style="list-style-type: none"> <li>• Revisit: We have the <b>freedom</b> to make safe choices.</li> <li>• Talk about our <b>rights</b>, like the right to feel safe.</li> <li>• Discuss how to respect other people’s choices.</li> <li>• Practise listening when someone shares their opinion.</li> <li>• Reflect on what makes us feel respected.</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>• Making choices in learning tasks.</li> <li>• Respect discussions in PSHE.</li> </ul>	<p style="text-align: center;"><b>Mutual Respect</b></p> <ul style="list-style-type: none"> <li>• Revisit: We treat others kindly.</li> <li>• What does <b>respect</b> mean?</li> <li>• Practise respecting opinions that are different.</li> <li>• How does respect help us work together?</li> <li>• Reflect on respect at home and school.</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>• Golden rules focus on kindness.</li> <li>• Circle time on feelings.</li> </ul>	<p style="text-align: center;"><b>Tolerance of Those with Different Faiths and Beliefs</b></p> <ul style="list-style-type: none"> <li>• Revisit: People believe different things and that’s okay.</li> <li>• Learn about one local <b>religion</b> or belief.</li> <li>• Discuss how it feels to be listened to about your beliefs.</li> <li>• Understand that using unkind words about beliefs is wrong.</li> <li>• Reflect on why we should be kind about other people’s beliefs.</li> </ul> <p><b>Throughout the year:</b></p>	<p style="text-align: center;"><b>Recap</b></p> <ul style="list-style-type: none"> <li>• Create an individual or class scrapbook, with a page for each value:</li> <li>• Draw or write about a time they voted or made a group choice.</li> <li>• Write/draw about a rule that helps them feel safe.</li> <li>• Show a choice they’ve made and how it made them feel.</li> <li>• Show how they’ve shown respect to a friend.</li> </ul>

	<ul style="list-style-type: none"> <li>• Introduction to <b>School Council</b>.</li> <li>• Practising sharing opinions.</li> </ul>	<ul style="list-style-type: none"> <li>•PSHE on fairness.</li> </ul>	<ul style="list-style-type: none"> <li>•Zones of Regulation check-ins.</li> </ul>		<ul style="list-style-type: none"> <li>•RE curriculum covering different faiths and religious understanding in personal development.</li> <li>•Visiting places of worship.</li> <li>•Classroom displays of world festivals.</li> </ul>	<ul style="list-style-type: none"> <li>•Share something they've learned about a different religion or belief.</li> </ul>
Religious Understanding Day Year A	<p style="text-align: center;"><b>Theme: Stories</b></p> <ul style="list-style-type: none"> <li>•<b>Driver Question:</b> What do stories teach us about caring for the world?</li> <li>•Exploring religious stories in RE lessons that promote care for the world.</li> <li>•Discussions on personal and community responsibility for nature.</li> <li>•Celebrating religious festivals linked to nature and respect for life.</li> </ul>					
	<p style="text-align: center;"><b>Islam</b></p> <ul style="list-style-type: none"> <li>• The story of the Prophet <b>Muhammad and the ants</b>.</li> </ul>	<p style="text-align: center;"><b>Hinduism</b></p> <p>Stories from the <b>Bhagavad Gita</b> about protecting nature.</p>	<p style="text-align: center;"><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>•<b>Guru Nanak</b> and the sacred river.</li> </ul>	<p style="text-align: center;"><b>Judaism</b></p> <ul style="list-style-type: none"> <li>•The story of <b>Noah and caring for animals</b>.</li> </ul>	<p style="text-align: center;"><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>•The <b>Buddha and the wounded swan</b>.</li> </ul>	Reflect on what caring for nature means to the children themselves — in their families, communities and faiths.
Religious Understanding Day Year B	<p style="text-align: center;"><b>Theme: Stories</b></p> <p style="text-align: center;"><b>Driver Question:</b> What do stories teach us about kindness?</p> <ul style="list-style-type: none"> <li>•Stories from <b>different faiths</b> taught in RE and PSHE lessons about kindness.</li> <li>•Promoting daily acts of <b>kindness and empathy</b>.</li> <li>•Reinforcing kindness during <b>circle times</b> and <b>assemblies</b>.</li> </ul>					
	<p style="text-align: center;"><b>Islam</b></p> <ul style="list-style-type: none"> <li>•The story of the <b>woman at the well</b> and the Prophet's kindness.</li> </ul>	<p style="text-align: center;"><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>•<b>Krishna</b> helping friends in times of need.</li> </ul>	<p style="text-align: center;"><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>•<b>Guru Gobind Singh</b> sharing water equally with his enemies.</li> </ul>	<p style="text-align: center;"><b>Judaism</b></p> <ul style="list-style-type: none"> <li>•<b>Ruth and Naomi's</b> story of loyalty and care.</li> </ul>	<p style="text-align: center;"><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>•The <b>Jataka</b> tale of the monkey king and <b>selflessness</b>.</li> </ul>	Reflect on what caring for others means to the children themselves — in their families, communities and faiths.
Mental Health and Wellbeing	<p style="text-align: center;"><b>Zones of regulation</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> We all have different <b>feelings</b> that put us in different <b>zones</b> (e.g., green = calm, red = angry).</li> <li>•Identify personal <b>triggers</b> that change our emotions</li> </ul>	<p style="text-align: center;"><b>Growth Mindset</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> A <b>growth mindset</b> means believing we can get better with <b>practice</b>.</li> <li>•Learn phrases like “<b>I can't do it yet</b>” instead of “I can't do it.”</li> </ul>	<p style="text-align: center;"><b>Emotional Literacy</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> It's important to <b>name our feelings</b> so others understand how we feel.</li> <li>•Learn new words for feelings like <b>frustrated</b>,</li> </ul>	<p style="text-align: center;"><b>Resilience and Coping</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit: Resilience</b> means keeping going even when something is hard.</li> <li>•Identify common <b>challenges</b> in school and life.</li> </ul>	<p style="text-align: center;"><b>Self-Identity and Self-Worth</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Everyone is <b>unique</b> and that makes them <b>special</b>.</li> <li>•Create a “<b>What Makes Me Special</b>” page or poster.</li> </ul>	<p style="text-align: center;"><b>Ready for the next step</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Moving up a year can feel <b>exciting</b>, but also a little <b>scary</b>.</li> <li>•Use a <b>feelings chart</b> to express emotions about the upcoming change.</li> </ul>

	<p>and learn which <b>zone</b> they match.</p> <ul style="list-style-type: none"> <li>•Practise simple strategies like <b>counting to ten, deep breathing, or talking to a teacher.</b></li> <li>•Create a personal <b>toolkit</b> of calming strategies.</li> <li>•Reflect: What helps me feel calm when I'm upset</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Daily emotion check-ins using the <b>Zones of Regulation.</b></li> <li>•Classroom tools like <b>calming areas or regulation stations.</b></li> <li>•Modelling strategies for moving between <b>zones.</b></li> </ul>	<ul style="list-style-type: none"> <li>•Explore stories where characters overcome <b>challenges</b> and keep trying.</li> <li>•Set small <b>personal goals</b> and track progress, focusing on <b>effort</b> not just success.</li> <li>•Reflect: What's something I kept trying until I got better at it?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Modelling phrases like "Mistakes help me learn".</li> <li>•Encouraging effort over outcomes during class activities.</li> <li>•Celebrating small successes and progress.</li> </ul>	<p><b>nervous, excited, or disappointed.</b></p> <ul style="list-style-type: none"> <li>•Practise expressing feelings using "<b>I feel...</b>" statements.</li> <li>•Role play how to recognise and respond when friends feel differently to us.</li> <li>•Reflect: What new feeling word did I learn today and when might I feel it?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Expanding <b>vocabulary for emotions</b> through stories and discussion.</li> <li>•Using <b>role play</b> to express feelings.</li> <li>•Supporting children to recognise that others may feel <b>differently</b> in the same situation.</li> </ul>	<ul style="list-style-type: none"> <li>•Explore <b>coping strategies</b> like squeezing a <b>stress ball</b>, deep breathing, or asking for help.</li> <li>•Use the <b>Coping Wheel</b> to choose strategies.</li> <li>•Reflect: What helps me when I feel stuck or frustrated?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Use of a Coping Wheel in class to explore coping options.</li> <li>•Recognition of resilient behaviours in others.</li> <li>•Encouraging children to ask for help when needed.</li> </ul>	<ul style="list-style-type: none"> <li>•Practise giving and receiving <b>compliments</b> with a partner.</li> <li>•Discuss why it's important to feel <b>proud</b> of who we are.</li> <li>•Reflect: What do I like most about myself?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•PSHE activities that celebrate diversity and what makes us special.</li> <li>•Sharing compliments and positive feedback with peers.</li> <li>•Creating a class celebration book of strengths.</li> </ul>	<ul style="list-style-type: none"> <li>•Create a "<b>Same &amp; Different</b>" chart about what will stay the same and what will change.</li> <li>•Set a <b>personal goal</b> for next year.</li> <li>•Reflect: What are you looking forward to next year?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Discussions about change, such as moving to a new class.</li> <li>•Visits to new classrooms and meeting new teachers.</li> <li>•Sharing worries and excitement about the next year.</li> </ul>
<p><b>Physical Health Year A</b></p>	<p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Eating the right foods keeps us <b>healthy</b> and <b>energised.</b></li> <li>•Learn to spot <b>healthy</b> and <b>unhealthy</b> snacks.</li> <li>•Explore what a <b>balanced meal</b> looks like — including <b>fruit, vegetables, and proteins.</b></li> <li>•Understand why eating regularly helps us feel <b>strong</b> and able to learn.</li> </ul>	<p><b>Dental Hygiene</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Brushing our <b>teeth</b> keeps them <b>strong</b> and clean. <ul style="list-style-type: none"> <li>•Learn the <b>steps</b> for brushing teeth properly.</li> </ul> </li> <li>•Discuss why we visit the <b>dentist</b> twice a year.</li> <li>•Understand why <b>sticky foods</b> like sweets can harm teeth. <ul style="list-style-type: none"> <li>•Reflect: How do I look after my teeth every day?</li> </ul> </li> </ul> <p><b>Throughout the year:</b></p>	<p><b>Sleep and Rest</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> <b>Sleep</b> helps our <b>brains</b> and bodies <b>grow.</b></li> <li>•Learn why having a <b>nighttime routine</b> helps us fall asleep.</li> <li>•Discuss how not enough sleep can make us feel <b>grumpy</b> or <b>tired.</b></li> <li>•Create a healthy <b>bedtime routine checklist.</b></li> <li>•Reflect: What do I do to help myself sleep well?</li> </ul>	<p><b>Personal Hygiene</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> <b>Washing hands</b> stops <b>germs</b> from spreading.</li> <li>•Learn about daily <b>washing routines</b> to keep us fresh.</li> <li>•Discuss why we should wear <b>clean clothes</b> each day.</li> <li>•Practise proper <b>handwashing technique.</b></li> </ul>	<p><b>Sun Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> The <b>sun</b> is nice, but we need to stay <b>safe.</b></li> <li>•Learn to apply <b>sunscreen</b> before going outside.</li> <li>•Understand why we stay out of the <b>midday sun.</b></li> <li>•Explore how <b>clothes</b> and <b>hats</b> protect our skin.</li> <li>•Reflect: What do I do to stay safe in the sun?</li> </ul> <p><b>Throughout the year</b></p>	<p><b>Keeping Hydrated</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Our bodies need <b>water</b> to stay healthy.</li> <li>•Learn that <b>water</b> is the best drink to stay <b>hydrated.</b></li> <li>•Discuss how <b>dehydration</b> makes us feel tired and unwell.</li> <li>•Understand why we choose <b>water</b> over fizzy drinks.</li> <li>•Reflect: When do I need to drink more water?</li> </ul>

	<ul style="list-style-type: none"> <li>•Reflect: What healthy snack do I enjoy?</li> <li><b>Throughout the year:</b></li> <li>•Discussions during snack/lunch about healthy vs unhealthy snacks.</li> <li>•Encouraging regular meals for energy.</li> </ul>	<ul style="list-style-type: none"> <li>•Reminders to brush teeth twice daily.</li> <li>•Avoiding sticky or sugary foods</li> </ul>	<p><b>Throughout the year</b></p> <ul style="list-style-type: none"> <li>•Noticing effects of lack of sleep.</li> </ul>	<ul style="list-style-type: none"> <li>•Reflect: How do I keep myself clean?</li> <li><b>Throughout the year</b></li> <li>•Daily reminders for handwashing.</li> <li>•Promoting wearing clean clothes.</li> </ul>	<ul style="list-style-type: none"> <li>•Sun protection reminders during outdoor play.</li> <li>•Discuss sun dangers in hot weather.</li> <li>•Encouraging wearing hats and sunscreen</li> </ul>	<p><b>Throughout the year</b></p> <ul style="list-style-type: none"> <li>•Promoting water breaks throughout the day.</li> <li>•Comparing water to fizzy drinks.</li> <li>•Discussing signs of dehydration.</li> </ul>
<b>Physical Health Year B</b>	<p><b>Food Safety &amp; Hygiene</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit: Food hygiene</b> keeps us <b>safe</b> and healthy.</li> <li>•Learn to <b>wash fruits and vegetables</b> before eating.</li> <li>•Understand the importance of putting food in the <b>fridge</b>.</li> <li>•Learn to <b>check dates</b> on food labels to avoid eating old food.</li> <li>•Reflect: What do I do before I eat?</li> <li><b>Throughout the year:</b></li> <li>•Hygiene routines in class cooking/snack activities.</li> <li>•Encouraging checking food labels at home.</li> <li>•Promoting washing fresh produce.</li> </ul>	<p><b>Physical Health &amp; Emotions</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Moving our bodies makes us feel <b>happy and healthy</b>.</li> <li>•Learn how <b>exercise</b> helps our <b>mood</b>.</li> <li>•Recognise signs of when we feel <b>tired, sad</b>, or need to move.</li> <li>•Plan favourite ways to stay <b>active</b>.</li> <li>•Reflect: How does exercise help my feelings?</li> <li><b>Throughout the year:</b></li> <li>•Linking exercise to feeling good.</li> <li>•Encouraging children to notice feelings after play or exercise.</li> </ul>	<p><b>Medicines &amp; Household Products</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit: Medicines</b> are not sweets — they help when we are poorly.</li> <li>•Learn that <b>household products</b> need to be stored <b>safely</b>.</li> <li>•Understand we must always <b>ask an adult</b> before taking medicine.</li> <li>•Discuss what to do if we see <b>unknown bottles</b> at home.</li> <li>•Reflect: What should I do if I see medicine or cleaning products?</li> <li><b>Throughout the year:</b></li> <li>•Daily safety reminders about medicine storage.</li> <li>•Stories about medicine and safety.</li> </ul>	<p><b>Healthy Lifestyles &amp; Habits</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit: A healthy lifestyle</b> means looking after our body every day.</li> <li>•Learn that eating well, sleeping, and exercising help us grow <b>strong</b>.</li> <li>•Discuss how <b>routines</b> help keep us healthy.</li> <li>•Plan a day of <b>healthy habits</b>.</li> <li>•Reflect: What do I do every day to stay healthy?</li> <li><b>Throughout the year:</b></li> <li>•Promoting daily healthy routines.</li> <li>•Exploring exercise, sleep, and eating as key to health.</li> </ul>	<p><b>Screen Time &amp; Eye Health</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Too much <b>screen time</b> can hurt our <b>eyes</b> and body.</li> <li>•Learn how to take <b>eye breaks</b> when using devices.</li> <li>•Discuss why <b>playing outside</b> keeps our eyes and bodies healthy.</li> <li>•Explore ways to balance screen time with other activities.</li> <li>•Reflect: How can I keep my eyes healthy?</li> <li><b>Throughout the year:</b></li> <li>•Limiting screen time in class routines.</li> <li>•Encouraging outdoor play.</li> </ul>	<p><b>Recognising Illness &amp; Seeking Help</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Sometimes we feel <b>poorly</b>, and that's okay.</li> <li>•Learn to <b>spot signs</b> like feeling hot, tired, or sore.</li> <li>•Know to tell a <b>trusted adult</b> when we don't feel well.</li> <li>•Understand that sometimes we need to see a <b>doctor</b> to get better. <ul style="list-style-type: none"> <li>•Reflect: Who do I tell when I feel unwell?</li> </ul> </li> <li><b>Throughout the year:</b></li> <li>•Encouraging children to say when they feel <b>unwell</b>.</li> </ul>
<b>Wider Risks and Safety Year A</b>	<p><b>Road Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> We must stay safe near <b>roads</b> by using the <b>Green Cross Code</b>.</li> <li>•Learn to <b>stop, look, listen, think</b> before crossing.</li> </ul>	<p><b>Fire Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit: Fire</b> can be dangerous, but we can stay safe.</li> <li>•Learn the <b>stop, drop, and roll</b> technique.</li> </ul>	<p><b>Outdoor Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Playing outside is fun but we need to stay <b>safe</b>.</li> <li>•Identify common hazards like <b>slippery paths</b> or <b>thorny bushes</b>.</li> </ul>	<p><b>Stranger Danger and Online Awareness</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> A <b>stranger</b> is someone we don't <b>know</b> or <b>trust</b>.</li> </ul>	<p><b>Water Safety and Seasonal Risks</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit: Water</b> can be fun but we need to stay <b>safe</b>.</li> <li>•Learn not to swim without an <b>adult</b>.</li> </ul>	<p><b>Sun Protection and Travel Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> The <b>sun</b> can be harmful if we don't stay <b>safe</b>.</li> </ul>

	<ul style="list-style-type: none"> <li>•Discuss why running near roads is <b>dangerous</b>.</li> <li>•Understand how <b>weather conditions</b> like rain and fog can affect road safety.</li> <li>•Reflect: How do I cross the road safely? <b>Throughout the year:</b></li> <li>•Reinforcing the <b>Green Cross Code</b> during local walks.</li> <li>•Classroom discussions on <b>crossing roads safely</b>.</li> <li>•Using stories to explain <b>road dangers</b>.</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss safe ways to enjoy <b>bonfires</b> and <b>fireworks</b>.</li> <li>•Identify things at home that are <b>flammable</b> and should be kept away from flames.</li> <li>•Reflect: What should I do if I hear the fire alarm? <b>Throughout the year:</b></li> <li>•Fire drills and evacuation practices in school.</li> <li>•Awareness during Bonfire Night or fireworks season.</li> <li>•Identifying fire hazards at home.</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss rules for being near <b>animals</b> — don't touch if you don't know them.</li> <li>•Learn why we stay with our <b>group</b> on trips.</li> <li>•Reflect: How do I stay safe when playing outside? <b>Throughout the year:</b></li> <li>•Discussions during forest school/nature walks</li> <li>•Safety around animals and plants.</li> <li>•Staying with a group on trips.</li> </ul>	<ul style="list-style-type: none"> <li>•Learn what to do if a stranger offers <b>gifts or rides</b>.</li> <li>•Understand that people we meet <b>online</b> are still strangers.</li> <li>•Practise saying <b>no</b>, walking away, and telling a <b>trusted adult</b>.</li> <li>•Reflect: Who can help me if I feel unsafe? <b>Throughout the year:</b></li> <li>•Practising safety in public places.</li> <li>•Learning about online strangers.</li> <li>•Knowing personal information like parent's number.</li> </ul>	<ul style="list-style-type: none"> <li>•Recognise <b>beach flags</b> and what they mean.</li> <li>•Identify <b>safe places</b> to play near water.</li> <li>•Reflect: How do I stay safe near water? <b>Throughout the year:</b></li> <li>•Reminders during hot weather or water play.</li> <li>•Beach safety discussions.</li> <li>•Understanding seasonal risks like sunburn or cold weather.</li> </ul>	<ul style="list-style-type: none"> <li>•Learn when to apply <b>sunscreen</b> and why we wear <b>hats</b>.</li> <li>•Discuss signs of <b>overheating</b> — dizziness, tiredness.</li> <li>•Understand safety rules when using <b>buses, trains, or cars</b>.</li> <li>•Reflect: How can I keep safe when travelling? <b>Throughout the year:</b></li> <li>•Reminders about sunscreen and hats in summer.</li> <li>•Discussions about public transport safety.</li> <li>•Recognising signs of overheating.</li> </ul>
<b>Wider Risks and Safety Year B</b>	<p style="text-align: center;"><b>Bullying and Peer Pressure</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> <b>Bullying</b> is when someone is <b>unkind on purpose, again and again</b>.</li> <li>•Identify what <b>peer pressure</b> is — feeling pushed to do something you don't want to.</li> <li>•Discuss strategies like <b>telling a teacher</b> or saying <b>no</b>.</li> <li>•Understand that everyone deserves <b>respect</b>, even if they're different.</li> <li>•Reflect: What would I do if someone is unkind to me or my friend?</li> </ul>	<p style="text-align: center;"><b>Safe Play</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> We need to play safely to avoid <b>hurting ourselves or others</b>.</li> <li>•Learn how to check if equipment is <b>safe</b> before using it.</li> <li>•Understand how to use <b>bats, balls, and racquets</b> carefully.</li> <li>•Discuss why it's important to listen to <b>adults</b> during play.</li> <li>•Reflect: How do I play safely with my friends? <b>Throughout the year:</b></li> <li>•Encouraging safe use of <b>playground</b> and <b>sports equipment</b>.</li> </ul>	<p style="text-align: center;"><b>Electrical Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> <b>Electricity</b> is helpful but can be <b>dangerous</b>.</li> <li>•Identify hazards like <b>frayed wires</b> or <b>overloaded sockets</b>.</li> <li>•Learn why we shouldn't use devices near <b>water</b>.</li> <li>•Understand why adults should turn appliances <b>on/off</b>.</li> <li>•Reflect: What should I do if I see a broken wire? <b>Throughout the year:</b></li> <li>•Daily reminders about not touching plugs or sockets.</li> <li>•Safety discussions in science or PSHE.</li> </ul>	<p style="text-align: center;"><b>Animal Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Animals can be friendly but we need to stay <b>safe</b>.</li> <li>•Learn how to safely approach <b>familiar animals</b>.</li> <li>•Understand why we must never touch <b>wild animals</b>.</li> <li>•Practise washing hands after touching animals.</li> <li>•Reflect: How do I keep myself safe around animals? <b>Throughout the year:</b></li> <li>•Encouraging safe interaction with pets and animals.</li> </ul>	<p style="text-align: center;"><b>Cycling and Scooter Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> We need to stay <b>safe</b> when cycling or using a <b>scooter</b>.</li> <li>•Learn basic road rules like riding on the <b>left</b> and using <b>hand signals</b>.</li> <li>•Discuss why we wear <b>helmets</b> and <b>bright clothes</b>.</li> <li>•Understand why it's important to keep a <b>safe distance</b> from others.</li> <li>•Reflect: How do I stay safe when riding? <b>Throughout the year</b></li> <li>•Supervised cycling and scooting activities.</li> </ul>	<p style="text-align: center;"><b>Safety in Public</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> When we're in public places, we need to stay <b>safe</b>.</li> <li>•Learn why we stay <b>close to adults</b> or hold hands in crowds.</li> <li>•Identify <b>safe meeting points</b> if separated.</li> <li>•Understand why we don't talk to <b>strangers</b> in public.</li> <li>•Reflect: What should I do if I can't see my adult? <b>Throughout the year</b></li> <li>•Reminders during school trips or outings. <ul style="list-style-type: none"> <li>•Discussions about staying with your group.</li> </ul> </li> </ul>

	<p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•PSHE discussions about kindness and respect.</li> <li>•Anti-bullying week participation.</li> </ul>	<ul style="list-style-type: none"> <li>•Reinforcing listening to <b>adult instructions</b>.</li> <li>Checking equipment for <b>wet or broken parts</b></li> </ul>		<ul style="list-style-type: none"> <li>•Washing hands after animal contact.</li> </ul>	<ul style="list-style-type: none"> <li>•Road safety reinforcement.</li> </ul>	
<p><b>Safeguarding and Digital Literacy Year A</b></p>	<p><b>Anti-Bullying &amp; Cyberbullying</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit: Bullying</b> is when someone is <b>unkind on purpose, again and again</b>.</li> <li>•Learn the difference between someone being <b>unkind</b> and <b>bullying</b>.</li> <li>•Understand that bullying can happen <b>face to face</b> or <b>online</b> — this is called <b>cyberbullying</b>.</li> <li>•Discuss why it's important to tell a <b>trusted adult</b> if someone is being unkind or bullying.</li> <li>•Reflect: What can I do if I see or experience bullying?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•PSHE lessons and circle time about recognising unkind behaviour.</li> <li>•Using class charters or rules promoting kindness and respect.</li> <li>•Ongoing conversations about telling a trusted adult if bullied in person or online.</li> </ul>	<p><b>Online Safety &amp; Digital Footprint</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> The <b>internet</b> can be fun, but we need to stay <b>safe</b> when we use it.</li> <li>•Learn what a <b>digital footprint</b> is — the trail of things we leave behind online.</li> <li>•Discuss what we should and shouldn't share online, including <b>photos, names, or personal information</b>.</li> <li>•Understand that we should ask a <b>trusted adult</b> if unsure about a link, website, or message.</li> <li>•Reflect: How can I keep my online footprint safe and positive?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Supervised internet and device use with clear safety rules.</li> <li>•Regular reminders not to click on unknown links.</li> <li>•Conversations about how our actions online create a digital footprint.</li> </ul>	<p><b>NSPCC PANTS Rule (My Body, My Rules)</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> My <b>body</b> belongs to <b>me</b>, and the parts covered by my <b>underwear</b> are <b>private</b>.</li> <li>•Learn each part of the <b>PANTS rule</b>:</li> <li>•<b>P:</b> Private parts are private.</li> <li>•<b>A:</b> Always remember your body belongs to you.</li> <li>•<b>N:</b> No means no.</li> <li>•<b>T:</b> Talk about secrets that upset you.</li> <li>•<b>S:</b> Speak up — someone can help.</li> <li>•Practise saying <b>no</b> and telling a <b>trusted adult</b> if someone asks to see or touch private parts.</li> <li>•Reflect: Who can I talk to if something doesn't feel right?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Revisiting the PANTS rule through stories and songs.</li> <li>•Class discussions about body privacy and respecting others' boundaries.</li> </ul>	<p><b>Trusted Adults &amp; Help-Seeking</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> When we feel <b>worried, scared, or unsure</b>, we should tell a <b>trusted adult</b>.</li> <li>•Identify and name personal <b>trusted adults</b> (family members, teachers, club leaders).</li> <li>•Discuss examples of when we might need to ask for <b>help</b> (feeling unsafe, upset, or if someone breaks rules).</li> <li>•Understand that we should never keep <b>bad secrets</b>, but surprises are okay when they make people happy.</li> <li>•Reflect: Who is on my list of trusted adults?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Reinforcing who the trusted adults are at school, home, and in the community.</li> <li>•Encouraging help-seeking during PSHE and when feelings arise.</li> <li>•Regular circle time to remind children it's okay to ask for help.</li> </ul>	<p><b>Personal Privacy &amp; Body Autonomy</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Our <b>bodies</b> are <b>private</b>, and we have the right to decide who comes into our <b>personal space</b>.</li> <li>•Learn that it is okay to say <b>no</b> if someone tries to touch us or if we don't want a hug or physical contact.</li> <li>•Practise how to clearly say <b>"No, I don't like that"</b> or <b>"Stop, please"</b> when we feel uncomfortable.</li> <li>•Discuss that we should respect when others say <b>no</b> to us.</li> <li>•Reflect: How can I keep my body safe and respect others?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Encouraging children to understand and respect personal space.</li> <li>•Using stories and scenarios to discuss body boundaries.</li> <li>•Reinforcing that children have the right to say no.</li> </ul>	<p><b>Consent &amp; Saying No</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit: Consent</b> means asking <b>permission</b> before doing something that involves someone else.</li> <li>•Learn that we should always ask before hugging, touching, or using someone's things: <b>"Is it okay if...?"</b></li> <li>•Practise how to say <b>"No thank you"</b>, <b>"Stop, I don't like that"</b>, and how to listen when friends say no.</li> <li>•Understand that saying <b>no</b> helps keep us safe and that our feelings matter.</li> <li>•Reflect: When have I needed to say no or ask someone else first?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Role play activities where children practise giving and asking for consent.</li> <li>•Daily reinforcement that it's okay to say no when uncomfortable.</li> <li>•Discussing how to listen when someone else says no.</li> </ul>

			<ul style="list-style-type: none"> <li>•Encouraging openness to speak to trusted adults if worried.</li> </ul>			
<b>Safeguarding and Digital Literacy Year B</b>	<p><b>Healthy vs Unhealthy Friendships</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> A <b>healthy friendship</b> makes us feel <b>happy, safe,</b> and <b>respected.</b></li> <li>•Learn that an <b>unhealthy friendship</b> might make us feel sad, worried, or uncomfortable.</li> <li>•Discuss examples of <b>kind</b> and <b>unkind</b> behaviours in friendships.</li> <li>•Understand that good friends don't force us to do things we don't want to do.</li> <li>•Reflect: What do I like about my best friends, and how do they make me feel?</li> <li><b>Throughout the year:</b></li> <li>•PSHE discussions about what makes a <b>good friend.</b></li> <li>•Regular reflection on <b>kindness, respect,</b> and how friends make us feel.</li> <li>•Encouraging children to seek help if someone makes them feel <b>unhappy</b> or <b>unsafe.</b></li> </ul>	<p><b>Managing Emotions &amp; Peer Pressure</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> We all feel different <b>emotions</b> like happy, sad, angry, or nervous — and that's okay.</li> <li>•Learn ways to manage big feelings, like <b>deep breathing</b> or talking to a <b>trusted adult.</b></li> <li>•Discuss what <b>peer pressure</b> means — when someone tries to make us do something we don't want to.</li> <li>•Practise saying “<b>No thank you</b>” when friends ask us to do something that feels wrong.</li> <li>•Reflect: What helps me when I feel upset or unsure?</li> <li><b>Throughout the year:</b></li> <li>•Regular use of Zones of Regulation to identify emotions.</li> <li>•Circle time to discuss feelings and how to manage them.</li> <li>•Stories or scenarios exploring the effects of peer pressure.</li> </ul>	<p><b>Stranger Danger &amp; Community Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> A <b>stranger</b> is someone we don't <b>know</b> or <b>trust.</b></li> <li>•Learn to say <b>no,</b> walk away, and tell a <b>trusted adult</b> if a stranger speaks to us or makes us feel uncomfortable.</li> <li>•Identify safe people to ask for help, like <b>police officers, teachers,</b> or <b>security staff.</b></li> <li>•Discuss the importance of staying <b>close to adults</b> when out in public places.</li> <li>•Reflect: What would I do if I got lost or a stranger spoke to me?</li> <li><b>Throughout the year:</b></li> <li>•Ongoing discussions about staying safe in public spaces.</li> <li>•Teaching children how to identify trusted adults like police or teachers.</li> <li>•Role play on what to do if approached by a stranger.</li> </ul>	<p><b>Keeping Secrets vs Surprises</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> A <b>surprise</b> is something that makes people feel <b>happy,</b> like a birthday party.</li> <li>•Learn that some <b>secrets</b> are not good if they make us feel <b>worried, scared,</b> or <b>sad.</b></li> <li>•Understand that it's always okay to tell a <b>trusted adult</b> if someone asks us to keep a secret that feels wrong.</li> <li>•Practise how to say “<b>I don't like that secret — I'm going to tell an adult</b>”.</li> <li>•Reflect: Who can I tell if I hear a secret that makes me feel uncomfortable?</li> <li><b>Throughout the year:</b></li> <li>•Stories and scenarios to help children understand the difference between good surprises and bad secrets.</li> <li>•Encouraging openness about feelings when keeping a secret makes them feel worried or sad.</li> <li>•Reinforcing that children can always tell a trusted adult.</li> </ul>	<p><b>Discrimination, Prejudice &amp; Respecting Differences</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Everyone is <b>different</b> and that's what makes the world <b>interesting.</b></li> <li>•Learn that it's wrong to treat people <b>unkindly</b> because of how they look, speak, or what they believe.</li> <li>•Discuss what <b>prejudice</b> means — judging someone without knowing them.</li> <li>•Practise ways to show <b>respect</b> to others who are different from us.</li> <li>•Reflect: What is one way I can show kindness to someone who is different from me?</li> <li><b>Throughout the year</b></li> <li>•RE and PSHE lessons exploring differences in culture, faith, and abilities.</li> <li>•Stories that celebrate diversity and inclusion.</li> <li>•Ongoing discussions about treating everyone with kindness and respect.</li> </ul>	<p><b>Sharing Images, Social Media &amp; Online Reputation</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> We must always <b>ask permission</b> before taking or sharing a <b>photo</b> of someone else.</li> <li>•Learn that what we share online can stay there forever — this is called our <b>online reputation.</b></li> <li>•Understand that it's important to ask a <b>trusted adult</b> before posting or sharing anything online.</li> <li>•Discuss why we should never share <b>personal information</b> or pictures of ourselves without an adult's help.</li> <li>•Reflect: Who can help me make safe choices when I use a device?</li> <li><b>Throughout the year</b></li> <li>•Supervised discussions about using devices to take photos or videos.</li> <li>•Regular reminders to always ask permission before sharing images.</li> <li>•Conversations about being careful with online sharing to protect our reputation.</li> </ul>

<b>Pupil Passport Year A</b>	Geography Fieldwork Trip to Durham City	Visit a Synagogue	Science Hub Visit (Seasons)	Map Workshop at Wharton Park	Coastguard Visit	Seaside Location Fieldwork-History and Geography
<b>Pupil Passport Year B</b>	Visit to local park focussing on how to play safe there	Beamish Museum	Jet and Ben Police Dogs Visit/Vet	Fieldwork Identifying Plants	Fairtrade Tuck Shop in School	Oriental Museum
<b>Lunchtime Clubs</b>	<ul style="list-style-type: none"> <li>•Sewing</li> <li>•Debate</li> <li>•Choir</li> <li>•Computing</li> <li>•Drama</li> </ul>	<ul style="list-style-type: none"> <li>•Sewing</li> <li>•Debate</li> <li>•Choir</li> <li>•Computing</li> <li>•Drama</li> </ul>	<ul style="list-style-type: none"> <li>•Sewing</li> <li>•Debate</li> <li>•Choir</li> <li>•Computing</li> <li>•Drama</li> </ul>	<ul style="list-style-type: none"> <li>•Sewing</li> <li>•Debate</li> <li>•Choir</li> <li>•Computing</li> <li>•Drama</li> </ul>	<ul style="list-style-type: none"> <li>•Sewing</li> <li>•Debate</li> <li>•Choir</li> <li>•Computing</li> <li>•Drama</li> </ul>	<ul style="list-style-type: none"> <li>•Sewing</li> <li>•Debate</li> <li>•Choir</li> <li>•Computing</li> <li>•Drama</li> </ul>
<b>After School Clubs</b>	Football	Dance	Gymnastics	Football	Street Games	Athletics
<b>Events and Performances</b>		Children in Need Dance Festival Nativity Play	Poetry Rehearsal	Spring Songs Showcase	Sports Day	St Thomas More's Got Talent
<b>Behaviour</b>	Explicit Teaching of behaviour curriculum	Recap of behaviour curriculum	Explicit Teaching of behaviour curriculum	Recap of behaviour curriculum	Explicit Teaching of behaviour curriculum	Recap of behaviour curriculum
<b>Forest Friday</b>	Children in Year 1 & 2 will receive six Forest Friday sessions across the year in our on school wooded area. This is mapped to the Wild Passport objectives. Sessions build on EYFS foundations and link directly to the KS1 curriculum by encouraging enquiry, observation, and description in science, developing fine and gross motor skills in PE, and strengthening communication and collaboration through PSHE. Pupils learn practical outdoor skills such as den building, knot tying, and minibeast identification, which reinforce scientific understanding of living things, habitats, and seasonal change. These sessions also promote British Values and Gospel values of friendship and forgiveness, as children work collaboratively, share resources, and reflect on their role in caring for creation					
<b>Catholic Social Teaching Campaigns Year A-Solidarity</b>	<b>Walk to School Week — Promote Active Travel</b> Standing together for the environment and healthier lives.	<b>St Cuthbert's Christmas Fun Run</b> Leading the school's charitable fun run, supporting a local cause and acting in solidarity.	<b>World Culture Food Day Awareness Raising</b> Celebrating diversity and standing in solidarity with all cultures.	<b>Friendship Awareness Campaign</b> Children engage in a school-wide Friendship Awareness Campaign, where they share messages of kindness through posters, simple role-play demonstrations, and songs in assembly.	<b>School Supplies Appeal — North East Children's Charity</b> A collection drive where children bring in new or gently used school supplies such as pencils, crayons, exercise books, and school bags. These items are donated to local children in need, promoting the right to education and ensuring that all children have the tools they need to learn and succeed.	<b>Solan Cancer Trust Sponsored Sports Challenge</b> Pupils take part in a fun, active sports challenge such as a mini obstacle course, relay races, or fitness circuits. Children gather sponsorship from family and friends to complete the challenge, raising funds for the Solan Fawcett Trust.

<b>Catholic Social Teaching Campaigns Year B- Rights and Responsibilities</b>	<b>Poster Campaign for Rights Awareness</b> Children create posters to display around the school, educating others about the importance of children's rights, both locally and globally. This fosters a sense of agency and responsibility in promoting justice and equality	<b>St Cuthbert's Christmas Fun Run</b> —Year 1 & 2 lead this annual event, reinforcing their understanding of community responsibility and the impact of collective charitable efforts.	<b>Read for Rights Sponsored Reading</b> Pupils participate in a sponsored reading event, raising money for UNICEF UK. This activity connects the enjoyment of reading with the global right to education, encouraging children to recognise their responsibility in supporting access to learning for all children worldwide.	<b>Letters to Local MPs on Children's Rights</b> As a class, children compose simple messages or letters to their local MP, advocating for children's rights and wellbeing. This teaches them the importance of speaking up for others and understanding their role in society.	<b>Fairtrade Tuck Shop — Fairtrade</b> Children help organise and run a tuck shop selling Fairtrade snacks such as fruit, biscuits, or chocolate. Through this, they learn how buying Fairtrade products supports workers' rights, fair pay, and better working conditions in developing countries.	<b>Solan Cancer Trust Sponsored Wellbeing Walk</b> Children and staff take part in a gentle, mindful walk around the school grounds or local area, focusing on the importance of health, wellbeing, and supporting others who are unwell.
<b>Whole School Charitable Events</b>	<b>Jeans for Genes Day</b> — A non-uniform day where pupils wear jeans to raise money for genetic disorder research, linking to the dignity of every human person.	<b>Children in Need Day Dance Festival</b> A whole school fundraiser to support disadvantaged children in the UK, promoting solidarity.	<b>Aid to the Church in Need Awareness Day</b> A non-uniform day supporting persecuted Christians worldwide, promoting the CST value of Solidarity and the Dignity of the Human Person.	<b>Mary's Meals Blue Day</b> — Pupils wear blue and bring a small donation to support Mary's Meals, which provides meals to children in impoverished communities, linking to the CST value of Option for the Poor and Vulnerable	<b>Missio Red Box Appeal</b> A whole-school collection using the traditional Red Boxes to raise funds for global missionary work, supporting Participation and the Common Good.	<b>Caritas Social Action Project</b> A whole-school initiative to support Caritas' work locally, such as a clothing or toiletries collection for those experiencing homelessness, reinforcing the CST values of the Common Good and Option for the Poor and Vulnerable
<b>Year A texts linked to British Values</b>	I want my hat back- Individual Liberty	The Leaf Thief-The Rule of Law	The King's Pants- Democracy			The Proudest Blue-Mutual Respect and Tolerance
<b>Year B texts linked to British Values</b>	Please, Mrs Butler-The Rule of Law		Speak Up-Democracy		The Queen on our Corner- Mutual Respect and Tolerance	We are water protectors- Individual Liberty

**Year 3 and 4**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 1</b>
<b>Gospel Values</b>	<b>Compassion and Honesty</b>					

*Family, Aspiration, Love*

	<p>During their time in Years 3 and 4, children will focus on the Gospel values of <b>compassion</b> and <b>honesty</b>. These values are essential in guiding children to develop empathy, integrity, and a strong moral foundation in their personal and community life.</p> <p><b>Compassion</b> teaches children to recognise and respond to the needs and feelings of others with kindness and understanding. Through stories, discussions, and role-play, they learn to see situations from different perspectives and to support their peers with patience and care. Compassion helps to create a welcoming and inclusive environment where every child feels valued and supported, strengthening the bonds within the classroom and the wider school community.</p> <p><b>Honesty</b> encourages children to speak and act with truthfulness, even when it is difficult. By practising honesty, children develop integrity and learn the importance of being trustworthy and responsible. They are taught that honesty builds stronger relationships based on respect and openness, and that admitting mistakes is a vital step in personal growth. Through this, children learn to reflect on their choices and understand the value of living authentically according to Gospel teachings.</p> <p>Together, the values of compassion and honesty support children’s spiritual, moral, and social development. These values help them to build meaningful relationships, act with integrity, and become thoughtful, principled individuals who contribute positively to their communities and live out their faith with sincerity and care.</p>					
<p><b>PSHE and RHE</b></p>	<p>RHE and PSHE are taught through our Life to the Full Plus programme — full details can be found in our curriculum documentation.</p>					
<p><b>British Values</b></p>	<p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>•Revisit: We vote to make decisions in school and country.</li> <li>•Learn that adults vote for <b>MPs</b> who represent us.</li> <li>•Explore what a <b>political party</b> is.</li> <li>•Discuss why <b>free and fair elections</b> are important.</li> <li>•Debate: Why is it important that everyone can vote?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•School Council elections.</li> <li>•Group decision-making projects.</li> <li>•Local democracy links (MP visits).</li> </ul>	<p><b>Rule of Law</b></p> <ul style="list-style-type: none"> <li>•Revisit: Rules keep us safe and fair.</li> <li>•Discuss <b>sanctions</b> in school and why they exist.</li> <li>•Learn about the <b>protected characteristics</b> in the law.</li> <li>•Explore the role of the <b>police</b> and <b>justice system</b>.</li> <li>•Reflect on life without laws.</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Behaviour policy reviewed by pupils.</li> <li>•E-safety lessons linked to online law.</li> <li>•Fairness in games and sports.</li> </ul>	<p><b>Individual Liberty</b></p> <ul style="list-style-type: none"> <li>•Revisit: We have the freedom to be ourselves.</li> <li>•Understand <b>human rights</b> and why they matter.</li> <li>•Discuss making choices that respect others.</li> <li>•Practise disagreeing respectfully.</li> <li>•Reflect on why liberty is important for everyone.</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Opportunities for leadership roles.</li> <li>•Choices in clubs</li> <li>•Identity work in PSHE.</li> </ul>	<p><b>Mutual Respect</b></p> <ul style="list-style-type: none"> <li>•Revisit: Respect means being kind and fair.</li> <li>•What is <b>empathy</b>?</li> <li>•How do we show respect in disagreements?</li> <li>•Practise respect in group discussions.</li> <li>•Why does respect help society work?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Sportsmanship in PE.</li> <li>•Group projects needing collaboration.</li> </ul>	<p><b>Tolerance of Those with Different Faiths and Beliefs</b></p> <ul style="list-style-type: none"> <li>•Revisit: Everyone’s beliefs deserve <b>respect</b>.</li> <li>•Compare <b>similarities and differences</b> between major religions.</li> <li>•Discuss what a <b>pilgrimage</b> is.</li> <li>•Explore how <b>stereotyping</b> is unfair.</li> <li>•Reflect on how to show tolerance every day.</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•RE curriculum/ religious understanding lessons covering different faiths.</li> <li>•Visiting places of worship.</li> </ul>	<p><b>Recap</b></p> <p>Pupils work in pairs or small groups to design an imaginary community or school that shows all 5 British Values in action, Each group creates a poster, map, or fact file with a section for each value:</p> <p>Democracy: How do people vote or make decisions together?</p> <p>Rule of Law: What important rules or laws help everyone stay safe and happy?</p> <p>Individual Liberty: What choices do people have in the community?</p> <p>Mutual Respect: How do people treat each other kindly, even when they disagree?</p>

						<p>Tolerance of Different Faiths and Beliefs: How do people learn about and celebrate different beliefs or cultures?</p> <p><b>Groups present their community to the class or display their work in a gallery walk.</b></p>
<b>Religious Understanding Day Year A</b>	<p style="text-align: center;"><b>Theme: Creation and the Universe</b></p> <p style="text-align: center;"><b>Driver Question:</b> What do stories teach us about caring for the world?</p> <ul style="list-style-type: none"> <li>•Discussing human responsibility to care for the environment.</li> <li>•Reflecting on how faith influences care for the world.</li> </ul>					
	<ul style="list-style-type: none"> <li>•Islam: The Qur’anic story of creation and the role of humans as <b>stewards</b>.</li> </ul>	<ul style="list-style-type: none"> <li>•Hinduism: The cycle of creation, preservation, and destruction (<b>Brahma, Vishnu, Shiva</b>).</li> </ul>	<ul style="list-style-type: none"> <li>•Sikhism: <b>Waheguru’s</b> role in creation and unity of all life.</li> </ul>	<ul style="list-style-type: none"> <li>•Judaism: The <b>Genesis</b> creation story and <b>Shabbat</b> as a reminder.</li> </ul>	<ul style="list-style-type: none"> <li>•Buddhism: The idea of the interconnection of all life and <b>karma</b>.</li> </ul>	<p>Reflect on what caring for the world means to the children themselves — in their families, communities and faiths.</p>
<b>Religious Understanding Day Year B</b>	<p style="text-align: center;"><b>Creation and the Universe</b></p> <p style="text-align: center;"><b>Driver Question:</b> How do different religions view humanity's responsibility for the world</p> <ul style="list-style-type: none"> <li>•Investigating stewardship and ethical living across religions.</li> <li>•Exploring concepts like Ahimsa, Tikkun Olam, and responsible living.</li> <li>•Encouraging students to express their own views on responsibility.</li> </ul>					
	<ul style="list-style-type: none"> <li>•Islam: Stewardship (<b>Khalifah</b>) and caring for Allah’s creation.</li> </ul>	<ul style="list-style-type: none"> <li>•Hinduism: <b>Ahimsa</b> (non-violence) and living in harmony with nature.</li> </ul>	<ul style="list-style-type: none"> <li>•Sikhism: The oneness of creation and equality of all beings.</li> </ul>	<ul style="list-style-type: none"> <li>•Judaism: <b>Tikkun Olam</b> (repairing the world).</li> </ul>	<ul style="list-style-type: none"> <li>•Buddhism: The <b>Eightfold Path</b> and responsible living</li> </ul>	<p>Reflect on how different beliefs about what is most important in life can inspire children to think about the kind of people they want to be — in their families, communities and the wider world</p>
<b>Mental Health and Wellbeing</b>	<p><b>Zones of regulation</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Emotions fit into different <b>zones</b> (green, yellow, red).</li> <li>•Identify personal <b>triggers</b> that shift zones.</li> </ul>	<p><b>Growth Mindset</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Challenges can be opportunities to <b>grow</b>.</li> <li>•Reflect on times you’ve used <b>perseverance</b>.</li> </ul>	<p><b>Emotional Literacy</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Understanding others’ feelings is <b>empathy</b>.</li> <li>•Discuss how actions can affect others’ emotions.</li> </ul>	<p><b>Resilience and Coping</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Resilience means <b>bouncing back</b> after difficulties.</li> <li>•Discuss challenges and what helped overcome them.</li> </ul>	<p><b>Self-Identity and Self-Worth</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Knowing who we are helps build <b>self-worth</b>.</li> <li>•Explore personal <b>strengths</b> and values.</li> </ul>	<p><b>Ready for the next step</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Change can be exciting and a bit scary.</li> <li>•Reflect on what you’ve learned and accomplished this year.</li> </ul>

	<ul style="list-style-type: none"> <li>•Practise regulation strategies like <b>counting, deep breathing,</b> or talking to a peer.</li> <li>•Develop ways to <b>support friends</b> when they feel upset.</li> <li>•Reflect: What helps me calm down when I'm upset?</li> <li><b>Throughout the year:</b></li> <li>•Deepening understanding of emotional triggers and zones.</li> <li>•Using regulation strategies in classroom situations.</li> <li>•Developing peer support like buddy systems for calming.</li> </ul>	<ul style="list-style-type: none"> <li>•Learn about someone famous who kept trying despite difficulties.</li> <li>•Discuss how <b>effort</b> leads to success.</li> <li>•Reflect: What challenge will I keep trying with?</li> <li><b>Throughout the year:</b></li> <li>•Identifying where to apply growth mindset in learning.</li> <li>•Reflecting on perseverance overcoming challenges.</li> <li>•Group discussions on famous people demonstrating resilience.</li> </ul>	<ul style="list-style-type: none"> <li>•Explore expressing feelings like <b>disappointment</b> in healthy ways.</li> <li>•Analyse characters' emotions in stories.</li> <li>•Reflect: How do my actions affect others?</li> <li><b>Throughout the year:</b></li> <li>•Building <b>empathy</b> by discussing how actions affect others.</li> <li>•Analysing emotions in stories or media.</li> <li>•Practising expressing <b>complex emotions</b> positively.</li> </ul>	<ul style="list-style-type: none"> <li>•Learn strategies like <b>exercise, talking, or relaxation.</b></li> <li>•Role-play how to respond to setbacks.</li> <li>•Reflect: What helps me when things are tough?</li> <li><b>Throughout the year:</b></li> <li>•Reflecting on past challenges and supports.</li> <li>•Learning and practising different coping strategies.</li> <li>•Role-playing scenarios requiring resilience.</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss ways to assert yourself while being respectful.</li> <li>•Celebrate achievements and unique qualities.</li> <li>•Reflect: What makes me proud of who I am?</li> <li><b>Throughout the year:</b></li> <li>•Reflecting on personal values, strengths, and achievements.</li> <li>•Exploring self-esteem's effect on actions and relationships.</li> <li>•Discussing how to stand up for oneself respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss worries about moving to the next year.</li> <li>•Set personal goals for the coming year.</li> <li>•Reflect: What am I looking forward to next year?</li> <li><b>Throughout the year:</b></li> <li>•Reflecting on progress and achievements over the year.</li> <li>•Discussing common worries about moving on.</li> <li>•Creating a "My Next Step" booklet to set goals and express feelings.</li> </ul>
<b>Physical Health Year A</b>	<p style="text-align: center;"><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Eating a variety of foods keeps us <b>healthy</b> and <b>energised</b>.</li> <li>•Learn about different <b>food groups</b> and their benefits.</li> <li>•Identify foods high in <b>sugar</b> and <b>fat</b> and why to eat them less often.</li> <li>•Discuss how a balanced diet helps us stay <b>strong</b> and focused.</li> <li>•Reflect: What's my favourite healthy meal?</li> <li><b>Throughout the year:</b></li> <li>•Learning about <b>food groups</b> including proteins and carbohydrates.</li> </ul>	<p style="text-align: center;"><b>Dental Hygiene</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> <b>Plaque</b> causes cavities if we don't clean our teeth.</li> <li>•Learn correct <b>toothbrushing</b> and <b>flossing</b> techniques.</li> <li>•Discuss how foods affect our teeth.</li> <li>•Understand the role of a <b>balanced diet</b> in dental health.</li> <li>•Reflect: How do I look after my teeth?</li> <li><b>Throughout the year:</b></li> <li>•Understanding plaque and cavities.</li> <li>•Practising daily flossing along with brushing.</li> </ul>	<p style="text-align: center;"><b>Sleep and Rest</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Sleep helps us learn and feel happy.</li> <li>•Learn how much <b>sleep</b> we need at this age.</li> <li>•Discuss healthy <b>bedtime routines</b>.</li> <li>•Explore how lack of sleep affects us.</li> <li>•Reflect: What helps me get a good night's sleep?</li> <li><b>Throughout the year:</b></li> <li>•Recognising how sleep improves mood and focus.</li> <li>•Learning recommended sleep hours for age.</li> <li>•Understanding good sleep habits.</li> </ul>	<p style="text-align: center;"><b>Personal Hygiene</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Hygiene is important as we grow.</li> <li>•Learn daily habits to stay clean and fresh.</li> <li>•Discuss why managing <b>body odour</b> is important.</li> <li>•Practise good hygiene routines.</li> <li>•Reflect: How do I feel when I'm clean?</li> <li><b>Throughout the year:</b></li> <li>•Understanding hygiene changes with growth.</li> <li>•Managing body odour.</li> <li>•Promoting hygiene for confidence.</li> </ul>	<p style="text-align: center;"><b>Sun Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> The sun can harm our skin.</li> <li>•Learn to apply <b>sunscreen</b> properly.</li> <li>•Recognise signs of <b>sunburn</b>.</li> <li>•Understand the importance of protective clothing and shade.</li> <li>•Reflect: How do I keep safe in the sun?</li> <li><b>Throughout the year:</b></li> <li>•Understanding UV rays and skin damage.</li> <li>•Recognising signs of sunburn.</li> <li>•Practising sun safety outdoors.</li> </ul>	<p style="text-align: center;"><b>Keeping Hydrated</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Water keeps our body working well.</li> <li>•Learn signs of being <b>dehydrated</b>.</li> <li>•Understand the importance of drinking water regularly.</li> <li>•Discuss why water is better than sugary drinks.</li> <li>•Reflect: How much water do I drink each day?</li> <li><b>Throughout the year:</b></li> <li>•Understanding hydration's role in health.</li> <li>•Spotting signs of dehydration.</li> <li>•Encouraging carrying water bottles.</li> </ul>

	<ul style="list-style-type: none"> <li>Identifying foods high in <b>sugar and fat</b>.</li> <li>Understanding that a <b>varied diet</b> keeps the body functioning well.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising how a balanced diet supports strong teeth.</li> </ul>				
<b>Physical Health Year B</b>	<p><b>Food Safety &amp; Hygiene</b></p> <ul style="list-style-type: none"> <li><b>Revisit:</b> Safe food handling keeps us healthy.</li> <li>Learn to store food correctly.</li> <li>Understand the importance of washing fruit and vegetables.</li> <li>Discuss cooking food to the right temperature.</li> <li>Reflect: What do I do to keep food safe?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>Learning about bacteria and food safety.</li> <li>Correct food storage, especially meats and dairy.</li> <li>Cooking food properly.</li> </ul>	<p><b>Physical Health &amp; Emotions</b></p> <ul style="list-style-type: none"> <li><b>Revisit:</b> Moving our bodies helps us feel good.</li> <li>Learn how exercise affects mood.</li> <li>Discuss signs that we need rest.</li> <li>Plan favourite ways to stay active.</li> <li>Reflect: How does exercise help me feel better?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>Understanding how exercise boosts happiness.</li> <li>Balancing exercise and rest.</li> <li>Recognising physical signs of tiredness or sadness.</li> </ul>	<p><b>Medicines &amp; Household Products</b></p> <ul style="list-style-type: none"> <li><b>Revisit:</b> Medicines help us but need to be used safely.</li> <li>Learn which household products are unsafe.</li> <li>Understand asking an adult before taking medicine.</li> <li>Discuss dangers of misuse.</li> <li>Reflect: What do I do if I see unsafe products?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>Recognising safe vs unsafe products.</li> <li>Understanding proper use of medicine.</li> <li>Awareness of misuse risks.</li> </ul>	<p><b>Healthy Lifestyles &amp; Habits</b></p> <ul style="list-style-type: none"> <li><b>Revisit:</b> Healthy habits help us grow strong.</li> <li>Learn how diet, sleep, and exercise work together.</li> <li>Discuss why routines are important.</li> <li>Plan a day full of healthy habits.</li> <li>Reflect: What healthy habits do I follow?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>Balancing diet, sleep, and activity.</li> <li>Benefits of healthy daily habits.</li> <li>Recognising rest's role in repair.</li> </ul>	<p><b>Screen Time &amp; Eye Health</b></p> <ul style="list-style-type: none"> <li><b>Revisit:</b> Too much screen time can hurt our eyes.</li> <li>Learn how to take breaks from screens.</li> <li>Discuss benefits of playing outside.</li> <li>Explore ways to balance screen and physical play.</li> <li>Reflect: How do I keep my eyes healthy?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>Limiting screen time.</li> <li>Taking breaks for eye health.</li> <li>Encouraging outdoor play.</li> </ul>	<p><b>Recognising Illness &amp; Seeking Help</b></p> <ul style="list-style-type: none"> <li><b>Revisit:</b> Sometimes we feel unwell, and that's okay.</li> <li>Learn to spot symptoms like fever or tiredness.</li> <li>Know when to tell a trusted adult.</li> <li>Understand that doctors help us get better.</li> <li>Reflect: Who do I ask for help when I'm unwell?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>Recognising signs of illness.</li> <li>Knowing when rest is needed.</li> <li>Understanding when to seek help.</li> </ul>
<b>Wider Risks and Safety Year A</b>	<p><b>Road Safety</b></p> <ul style="list-style-type: none"> <li><b>Revisit:</b> Safe travel means planning and staying alert.</li> <li>Learn to use <b>lights and reflectors</b> to be seen.</li> <li>Understand bike safety basics like <b>checking brakes</b>.</li> <li>Discuss why helmets keep us safe.</li> </ul>	<p><b>Fire Safety</b></p> <ul style="list-style-type: none"> <li><b>Revisit:</b> Fire safety helps keep us and our families safe.</li> <li>Learn how to <b>stop, drop, and roll</b>.</li> <li>Discuss safe ways to enjoy <b>bonfires</b> and <b>fireworks</b>.</li> <li>Understand how to make a <b>fire escape plan</b>.</li> </ul>	<p><b>Outdoor Safety</b></p> <ul style="list-style-type: none"> <li><b>Revisit:</b> Outdoor activities are fun but need care.</li> <li>Identify common outdoor hazards.</li> <li>Discuss the importance of packing essentials.</li> <li>Learn simple <b>map-reading</b> skills.</li> <li>Reflect: How do I stay safe outdoors?</li> </ul>	<p><b>Stranger Danger and Online Awareness</b></p> <ul style="list-style-type: none"> <li><b>Revisit:</b> Some strangers may try to trick us.</li> <li>Learn to recognise <b>manipulation</b> and unsafe secrets.</li> <li>Discuss how to stay safe walking alone.</li> <li>Understand risks of sharing personal information online.</li> </ul>	<p><b>Water Safety and Seasonal Risks</b></p> <ul style="list-style-type: none"> <li><b>Revisit:</b> Water is fun but can be dangerous.</li> <li>Learn about <b>cold water shock</b> and currents.</li> <li>Practice reading <b>water safety signs</b>.</li> <li>Understand how to help someone safely in water.</li> <li>Reflect: How do I stay safe near water?</li> </ul>	<p><b>Sun Protection and Travel Safety</b></p> <ul style="list-style-type: none"> <li><b>Revisit:</b> Staying safe in the sun and when travelling is important.</li> <li>Learn to spot dehydration signs.</li> <li>Plan a safety kit with water and sunscreen.</li> <li>Understand safety in places like train stations.</li> </ul>

	<ul style="list-style-type: none"> <li>•Reflect: How do I travel safely near roads?</li> <li><b>Throughout the year:</b></li> <li>•Practising safe travel with supervision, including route planning.</li> <li>•Basic bike safety: checking brakes, wearing helmets.</li> </ul>	<ul style="list-style-type: none"> <li>•Reflect: What should I do if there's a fire?</li> <li><b>Throughout the year:</b></li> <li>•Learning roles of emergency services and calling for help.</li> </ul>	<p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Recognising risks like slippery surfaces or water.</li> <li>•Packing essentials like water, snacks, and first aid for trips.</li> </ul>	<ul style="list-style-type: none"> <li>•Reflect: Who can help me stay safe?</li> <li><b>Throughout the year:</b></li> <li>•Recognising manipulative behaviours and unsafe situations.</li> <li>•Strategies for avoiding danger, including walking safely at night. <ul style="list-style-type: none"> <li>•Understanding online grooming and protecting personal info.</li> </ul> </li> </ul>	<p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Understanding risks of open water swimming.</li> <li>•Interpreting water safety signs.</li> <li>•Learning basic water rescue skills.</li> </ul>	<ul style="list-style-type: none"> <li>•Reflect: How do I stay safe when travelling?</li> <li><b>Throughout the year:</b></li> <li>•Preventing dehydration during outdoor activities.</li> </ul>
<b>Wider Risks and Safety Year B</b>	<p><b>Bullying and Peer Pressure</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Everyone deserves to be treated with respect.</li> <li>•Learn what bullying and peer pressure are.</li> <li>•Discuss ways to say <b>no</b> and ask for help.</li> <li>•Understand when to report concerns.</li> <li>•Reflect: How can I help friends who are bullied?</li> <li><b>Throughout the year:</b></li> <li>•Learning about peer pressure and ways to resist it.</li> <li>•Supporting peers who experience bullying.</li> <li>•Understanding the difference between reporting and tattling.</li> </ul>	<p><b>Safe Play</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Playing safely keeps us healthy.</li> <li>•Learn to check equipment for damage.</li> <li>•Discuss importance of helmets and padding.</li> <li>•Understand how to respond to small injuries.</li> <li>•Reflect: How do I keep myself and others safe when playing?</li> <li><b>Throughout the year:</b></li> <li>•Evaluating risks in physical activities.</li> <li>•Checking safety of equipment and protective gear.</li> <li>•Responding to minor accidents.</li> </ul>	<p><b>Electrical Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Electricity can be dangerous if not handled properly.</li> <li>•Learn safe use of appliances.</li> <li>•Discuss what to do in case of electrical injury.</li> <li>•Understand how circuit breakers keep us safe.</li> <li>•Reflect: What should I do if I see electrical danger?</li> <li><b>Throughout the year:</b></li> <li>•Using household appliances safely.</li> <li>•First aid for electrical burns or shocks.</li> <li>•Understanding circuit breaker</li> </ul>	<p><b>Animal Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Animals need to be treated with respect and caution.</li> <li>•Learn how to tell if an animal is upset or scared.</li> <li>•Discuss safe ways to approach and care for animals.</li> <li>•Understand the duties involved in having a pet.</li> <li>•Reflect: How do I stay safe around animals?</li> <li><b>Throughout the year:</b></li> <li>•Recognising signs of aggression or discomfort in animals.</li> <li>•Rules for interacting with farm and domestic animals.</li> <li>•Responsibilities of pet ownership.</li> </ul>	<p><b>Cycling and Scooter Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Safety gear protects us when cycling or scooting.</li> <li>•Learn to check brakes and tyres.</li> <li>•Discuss safe riding habits and keeping space.</li> <li>•Understand risks of traffic and how to avoid them.</li> <li>•Reflect: What do I do to stay safe on my bike or scooter?</li> <li><b>Throughout the year:</b></li> <li>•Checking bikes and scooters for safety.</li> <li>•Riding safely in groups and near traffic.</li> <li>•Wearing helmets and bright clothes.</li> </ul>	<p><b>Safety in Public</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Staying calm helps us stay safe.</li> <li>•Learn how to find safe meeting points.</li> <li>•Identify unsafe situations and how to avoid them.</li> <li>•Discuss basic safety rules for events.</li> <li>•Reflect: What do I do if I get separated from my group?</li> <li><b>Throughout the year:</b></li> <li>•Staying calm and seeking help if lost.</li> <li>•Recognising potential dangers in crowds.</li> <li>•Learning event safety basics.</li> </ul>
<b>Safeguarding and Digital Literacy Year A</b>	<p><b>Anti-Bullying &amp; Cyberbullying</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Bullying is repeated <b>unkind behaviour</b> that hurts others.</li> </ul>	<p><b>Online Safety &amp; Digital Footprint</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Everything we do online leaves a <b>digital footprint</b>.</li> </ul>	<p><b>NSPCC PANTS Rule (My Body, My Rules)</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> My body belongs to me — I have rights over it.</li> </ul>	<p><b>Trusted Adults &amp; Help-Seeking</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Trusted adults can help us when we're worried.</li> </ul>	<p><b>Personal Privacy &amp; Body Autonomy</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Our bodies and information are private.</li> </ul>	<p><b>Consent &amp; Saying No</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Consent means asking permission before sharing or touching.</li> <li>•Learn that no always means no.</li> </ul>

	<ul style="list-style-type: none"> <li>•Learn different types of bullying, including online (<b>cyberbullying</b>).</li> <li>•Understand how bullying makes people feel.</li> <li>•Discuss how to support someone being bullied.</li> <li>•Reflect: What would I do if I saw bullying?</li> <li><b>Throughout the year:</b></li> <li>•Recognising different types of bullying including cyberbullying.</li> <li>•Understanding the feelings caused by bullying.</li> <li>•Supporting peers who are bullied.</li> </ul>	<ul style="list-style-type: none"> <li>•Learn how privacy settings keep us safe.</li> <li>•Understand how to spot <b>suspicious activity</b> online.</li> <li>•Discuss how to report concerns safely.</li> <li>•Reflect: How can I protect my online reputation?</li> <li><b>Throughout the year:</b></li> <li>•Understanding the concept of a digital footprint.</li> <li>•Using privacy settings on devices.</li> <li>•Recognising and reporting suspicious online activity.</li> </ul>	<ul style="list-style-type: none"> <li>•Learn the <b>PANTS</b> rule and what it means.</li> <li>•Recognise signs when someone is making us uncomfortable.</li> <li>•Know to tell a trusted adult if something feels wrong.</li> <li>•Reflect: Who can I trust to help me?</li> <li><b>Throughout the year:</b></li> <li>•Recognising unsafe behaviours and signs of grooming.</li> <li>•Learning to report uncomfortable feelings.</li> <li>•Understanding body privacy in digital and real life</li> </ul>	<ul style="list-style-type: none"> <li>•Learn who trusted adults are at home, school, and community.</li> <li>•Practise how to ask for help when needed.</li> <li>•Understand that bad secrets should be told to trusted adults.</li> <li>•Reflect: Who do I go to when I need help?</li> <li><b>Throughout the year:</b></li> <li>•Identifying trusted adults in various settings.</li> <li>•Practising asking for help.</li> <li>•Understanding the difference between good secrets and bad secrets.</li> </ul>	<ul style="list-style-type: none"> <li>•Learn how to keep personal information and body private.</li> <li>•Understand what inappropriate contact looks like, both offline and online.</li> <li>•Practise saying no and maintaining boundaries.</li> <li>•Reflect: How do I keep myself safe online and offline?</li> <li><b>Throughout the year:</b></li> <li>•Understanding body privacy, including digital privacy.</li> <li>•Identifying inappropriate online contact.</li> <li>•Maintaining personal boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>•Practise saying no to unwanted requests.</li> <li>•Know how to report unwanted contact or behaviour.</li> <li>•Reflect: When have I needed to say no or ask for consent?</li> <li><b>Throughout the year:</b></li> <li>•Understanding consent in sharing information and images.</li> <li>•Practising saying no firmly.</li> <li>•Reporting unwanted contact.</li> </ul>
<p><b>Safeguarding and Digital Literacy Year B</b></p>	<p><b>Healthy vs Unhealthy Friendships</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Healthy friendships make us feel safe and happy.</li> <li>•Learn signs of unhealthy or toxic friendships.</li> <li>•Understand the importance of setting boundaries.</li> <li>•Discuss when and how to ask for help.</li> <li>•Reflect: How do I know if a friendship is healthy?</li> <li><b>Throughout the year:</b></li> <li>•Recognising toxic or unhealthy friendships.</li> <li>•Setting boundaries in friendships.</li> </ul>	<p><b>Managing Emotions &amp; Peer Pressure</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Peer pressure can make us feel unsure.</li> <li>•Learn to identify peer pressure and its effects.</li> <li>•Practise ways to say no confidently.</li> <li>•Discuss how to support friends experiencing pressure.</li> <li>•Reflect: What helps me when I feel pressured?</li> <li><b>Throughout the year:</b></li> <li>•Recognising emotional responses to peer pressure.</li> <li>•Practising ways to resist pressure.</li> </ul>	<p><b>Stranger Danger &amp; Community Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Not all strangers are safe.</li> <li>•Learn how to identify and avoid unsafe situations.</li> <li>•Practise safety codes, like “stay close” and “tell an adult.”</li> <li>•Understand online risks from strangers.</li> <li>•Reflect: How do I keep myself safe in my community?</li> <li><b>Throughout the year:</b></li> <li>•Identifying safe versus unsafe situations.</li> <li>•Learning safety codes and strategies for public safety.</li> </ul>	<p><b>Keeping Secrets vs Surprises</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Some secrets are bad and need to be told.</li> <li>•Learn how to spot bad secrets.</li> <li>•Understand why telling a trusted adult is important.</li> <li>•Discuss how secrets can be used to manipulate.</li> <li>•Reflect: What would I do if someone asked me to keep a bad secret?</li> <li><b>Throughout the year:</b></li> <li>•Recognising bad secrets and their warning signs.</li> <li>•Understanding the importance of telling.</li> </ul>	<p><b>Discrimination, Prejudice &amp; Respecting Differences</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Everyone deserves to be treated fairly.</li> <li>•Learn what discrimination and prejudice mean.</li> <li>•Discuss ways to challenge unfair treatment.</li> <li>•Explore the importance of respecting others.</li> <li>•Reflect: How can I be more respectful to everyone?</li> <li><b>Throughout the year:</b></li> </ul>	<p><b>Sharing Images, Social Media &amp; Online Reputation</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> What we share online can affect us forever.</li> <li>•Learn how to use privacy settings properly.</li> <li>•Understand why we should be careful with images and information.</li> <li>•Discuss the consequences of online behaviour.</li> <li>•Reflect: How can I protect my online reputation?</li> <li><b>Throughout the year:</b></li> <li>•Understanding risks of sharing online.</li> </ul>

	<ul style="list-style-type: none"> <li>•Knowing how to seek help when needed.</li> </ul>	<ul style="list-style-type: none"> <li>•Supporting friends under pressure.</li> </ul>	<ul style="list-style-type: none"> <li>•Discussing online stranger dangers.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifying manipulation through secrets</li> </ul>	<ul style="list-style-type: none"> <li>•Understanding discrimination and prejudice.</li> <li>•Challenging unfair treatment.</li> <li>•Promoting respect for differences.</li> </ul>	<ul style="list-style-type: none"> <li>•Importance of privacy settings.</li> <li>•Recognising online actions have consequences.</li> </ul>
<b>Pupil Passport Year A</b>	Oriental Museum Visit- Ancient Egypt	Geologist Visit	Arable and Pastoral Farming Fieldwork	School Nurse Visit- Keeping Healthy	Y3- Enterprise Y4-Emmaus Village (FHC)	Visit to a Sikh Gurdwara Temple
<b>Pupil Passport Year B</b>	Visit to a Hindu Temple	Visit a Sporting Event (Durham Uni)	Hadrian's Wall and Housesteads	Dentist Visit	Y3- Enterprise Y4-Emmaus Village (FHC)	Visit to a Mosque
<b>Lunchtime Clubs</b>	<ul style="list-style-type: none"> <li>•Sewing</li> <li>•Debate</li> <li>•Choir</li> <li>•Computing</li> <li>•Chess</li> </ul>	<ul style="list-style-type: none"> <li>•Sewing</li> <li>•Debate</li> <li>•Choir</li> <li>•Computing</li> <li>•Chess</li> </ul>	<ul style="list-style-type: none"> <li>•Sewing</li> <li>•Debate</li> <li>•Choir</li> <li>•Computing</li> <li>•Chess</li> </ul>	<ul style="list-style-type: none"> <li>•Sewing</li> <li>•Debate</li> <li>•Choir</li> <li>•Computing</li> <li>•Chess</li> </ul>	<ul style="list-style-type: none"> <li>•Sewing</li> <li>•Debate</li> <li>•Choir</li> <li>•Computing</li> <li>•Chess</li> </ul>	<ul style="list-style-type: none"> <li>•Sewing</li> <li>•Debate</li> <li>•Choir</li> <li>•Computing</li> <li>•Chess</li> </ul>
<b>After School Clubs</b>	<ul style="list-style-type: none"> <li>• Football</li> </ul>	<ul style="list-style-type: none"> <li>•Dance</li> </ul>	<ul style="list-style-type: none"> <li>•Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>•Netball</li> </ul>	<ul style="list-style-type: none"> <li>•Street Games</li> </ul>	<ul style="list-style-type: none"> <li>•Athletics</li> </ul>
<b>Events and Performances</b>	Harvest Assembly	Children in Need Dance Festival Carols around the Crib	Debate Showcase	Spring Songs Showcase	Sports Day	St Thomas More's Got Talent
<b>Behaviour</b>	Explicit Teaching of behaviour curriculum	Recap of behaviour curriculum	Explicit Teaching of behaviour curriculum	Recap of behaviour curriculum	Explicit Teaching of behaviour curriculum	Recap of behaviour curriculum
<b>Forest Friday</b>	In Year 3 & 4, pupils take part in six Forest Friday sessions each year, designed to develop independence, collaboration, and a growing awareness of the natural world. Through practical outdoor activities, children strengthen teamwork and resilience by working together to build simple shelters, practise knot-tying, and use tools such as peelers and saws safely, in line with Wild Passport objectives. These experiences directly support the science curriculum by enabling pupils to observe seasonal changes, classify plants and minibeasts, and explore habitats and food chains, while also linking to design and technology through construction tasks. Physical skills are developed through climbing, carrying, and coordination, and PSHE learning is embedded as pupils practise turn-taking, cooperation, and respect for one another and the environment. Rooted in our Gospel values of stewardship and respect, Forest Friday promotes democratic decision-making within groups, nurtures resilience through trial and error, and encourages responsibility for the safety of self and others, supporting pupils' personal, social, and spiritual growth.					
<b>Catholic Social Teaching Campaigns Year A- The Common Good</b>	<b>Community Clean-Up Day</b> Pupils take part in a local clean-up of a park, street, or school grounds. This teaches them that improving the local environment benefits	<b>Christmas Shoebox Appeal</b> Pupils contribute to the Blythswood Care Shoebox Appeal, providing gifts to those in need during the festive season. This activity fosters empathy	<b>Local Hero Awards</b> Children nominate and celebrate local community helpers, such as doctors, teachers, or volunteers. This promotes appreciation of those who	<b>CAFOD Big Lent Walk</b> Year 3 & 4 lead the school in this sponsored walk during Lent, raising funds for CAFOD and standing in solidarity with those in poverty worldwide.	<b>Bake for the Community</b> Pupils bake treats to share with local care homes, promoting intergenerational connections and care for the elderly.	<b>Community Garden Project</b> Pupils help create or maintain a school garden, learning that working together to improve shared spaces benefits everyone.

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	everyone, reinforcing their role in serving the common good.	and the importance of giving.	contribute to the wellbeing of the community			
<b>Catholic Social Teaching Campaigns Year B-Peace</b>	<p><b>Walk for Peace</b> A mindful, reflective walk to promote peace and non-violence, raising awareness of conflicts around the world and the importance of peace in our lives.</p>	<p><b>Peace Poetry &amp; Art Competition</b> Pupils express their understanding of peace through poetry and art, with works displayed around the school to inspire others.</p>	<p><b>Sponsored Silence</b> Pupils participate in a sponsored silence to reflect on global conflicts and the importance of listening to others. Funds raised support Peace Direct, a charity working in conflict zones.</p>	<p><b>CAFOD Big Lent Walk</b> Year 3 &amp; 4 continue to lead the school's participation in the CAFOD Big Lent Walk, combining physical activity with solidarity and charity.</p>	<p><b>Peace Assembly</b> Pupils prepare and deliver an assembly on the theme of peace, sharing messages and stories that highlight peaceful conflict resolution.</p>	<p><b>Aid Collection for War-Torn Countries</b> Pupils organise a collection of essential items such as toiletries, stationery, and non-perishable food to donate to organisations supporting families in war-torn countries. This activity fosters empathy, global awareness, and a sense of responsibility to help those affected by conflict and displacement.</p>
<b>Whole School Charitable Events</b>	<p><b>Jeans for Genes Day —</b> A non-uniform day where pupils wear jeans to raise money for genetic disorder research, linking to the dignity of every human person.</p>	<p><b>Children in Need Day Dance Festival</b> A whole school fundraiser to support disadvantaged children in the UK, promoting solidarity.</p>	<p><b>Aid to the Church in Need Awareness Day</b> A non-uniform day supporting persecuted Christians worldwide, promoting the CST value of Solidarity and the Dignity of the Human Person.</p>	<p><b>Mary's Meals Blue Day —</b> Pupils wear blue and bring a small donation to support Mary's Meals, which provides meals to children in impoverished communities, linking to the CST value of Option for the Poor and Vulnerable</p>	<p><b>Missio Red Box Appeal</b> A whole-school collection using the traditional Red Boxes to raise funds for global missionary work, supporting Participation and the Common Good.</p>	<p><b>Caritas Social Action Project</b> A whole-school initiative to support Caritas' work locally, such as a clothing or toiletries collection for those experiencing homelessness, reinforcing the CST values of the Common Good and Option for the Poor and Vulnerable</p>
<b>Year A texts linked to British Values</b>	The Railway Children-The Rule of Law	Charlotte's Web- Democracy	The Iron Man-Mutual Respect and Tolerance		Why the Whales Cam- Individual Liberty	
<b>Year B texts linked to British Values</b>		Matilda-Mutual Respect and Tolerance	The Firework Maker's Daughter- Individual Liberty	The Lion, the Witch and the Wardrobe- Democracy	Varkaj Paw-The Rule of Law	

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## Year 5 and 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
<b>Gospel Values</b>	<p style="text-align: center;"><b>Service and Respect</b></p> <p>During their time in Years 5 and 6, children will focus on the Gospel values of <b>service</b> and <b>respect</b>. These values are essential in shaping mature, responsible, and compassionate individuals who are prepared to make meaningful contributions both within school and beyond.</p> <p><b>Service</b> encourages children to use their gifts and talents to help others and make a positive impact in their community. At this stage, children take on greater responsibilities, such as leadership roles, mentoring younger pupils, and engaging in social action projects. Through these opportunities, they learn that service is not only about helping but also about inspiring and empowering others. It deepens their understanding of selflessness and reflects the call to follow Jesus' example of serving with love.</p> <p><b>Respect</b> teaches children to recognise the inherent dignity and worth of every person. They are encouraged to treat everyone with fairness, kindness, and understanding, regardless of differences. Respect also includes valuing diverse opinions, cultures, and beliefs, which is crucial as they prepare to navigate the wider world. Furthermore, children learn the importance of respecting the environment, promoting sustainability, and caring for God's creation.</p> <p>Together, the values of service and respect guide children's spiritual, moral, and social development as they prepare for secondary school and the wider society. These values help them to grow into thoughtful, principled leaders who act with integrity, compassion, and a deep sense of responsibility to others. Through service and respect, they live out their faith, striving to build a more just and loving world.</p>					
<b>PSHE and RHE</b>	RHE and PSHE are taught through our Life to the Full Plus programme — full details can be found in our curriculum documentation.					
<b>British Values</b>	<p style="text-align: center;"><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Revisit: In the UK, we live in a <b>democracy</b>.</li> <li>• Explain the <b>etymology</b> of democracy (demos and kratos).</li> <li>• Discuss four features: <b>human rights, rule of law, political participation, free elections</b>.</li> <li>• Explore <b>equity</b> and fairness.</li> <li>• Name the <b>Prime Minister</b> and <b>political parties</b>.</li> </ul> <p style="text-align: center;"><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>• School Council</li> </ul>	<p style="text-align: center;"><b>Rule of Law</b></p> <ul style="list-style-type: none"> <li>• Revisit: Laws protect everyone.</li> <li>• Age of criminal responsibility — UK is 10.</li> <li>• Understand <b>hate crime</b> and <b>discrimination</b>.</li> <li>• Laws apply online — discuss examples.</li> <li>• Explore types of <b>sanctions</b> in wider society.</li> </ul> <p style="text-align: center;"><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>• Restorative justice approaches.</li> <li>• Online safety and laws.</li> </ul>	<p style="text-align: center;"><b>Individual Liberty</b></p> <ul style="list-style-type: none"> <li>• Revisit: <b>Individual liberty</b> means freedom to choose.</li> <li>• Explore <b>human rights</b>.</li> <li>• Understand the link between <b>identity</b> and choice.</li> <li>• Discuss when to <b>assert rights</b> responsibly.</li> <li>• Reflect on respect and responsibility.</li> </ul> <p style="text-align: center;"><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>• Leadership roles.</li> <li>• Career planning and aspirations.</li> <li>• Respect in debates and discussions</li> </ul>	<p style="text-align: center;"><b>Mutual Respect</b></p> <ul style="list-style-type: none"> <li>• Revisit: <b>Mutual respect</b> means valuing others.</li> <li>• How does <b>equality</b> link to respect?</li> <li>• Examples of respect in real life.</li> <li>• How do we disagree respectfully in debates?</li> <li>• Reflect on the impact of respect on community.</li> </ul> <p style="text-align: center;"><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>• Leadership roles.</li> <li>• Class discussions and debates.</li> </ul>	<p style="text-align: center;"><b>Tolerance of Those with Different Faiths and Beliefs</b></p> <ul style="list-style-type: none"> <li>• Revisit: We protect the right to follow any <b>faith</b> or none.</li> <li>• Explore how <b>beliefs</b> shape identity.</li> <li>• Discuss <b>racism, prejudice, and discrimination</b>.</li> <li>• Learn that <b>racist language</b> is illegal.</li> <li>• Reflect on challenging prejudice and promoting inclusion.</li> </ul> <p style="text-align: center;"><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>• RE/Religious understanding lessons .</li> </ul>	<p style="text-align: center;"><b>Recap</b></p> <ul style="list-style-type: none"> <li>• Pupils work in teams to design a society or school community that:</li> <li>• Has fair democratic processes.</li> <li>• Explains its laws/rules and consequences.</li> <li>• Encourages freedom and personal choices.</li> <li>• Promotes mutual respect for everyone.</li> <li>• Celebrates different faiths and beliefs.</li> </ul> <p style="text-align: center;"><b>Present through presentations or speeches.</b></p>

	<ul style="list-style-type: none"> <li>•Debates and votes on real issues.</li> <li>•Learning about elections, Parliament, and current event</li> </ul>	<ul style="list-style-type: none"> <li>•PSHE: consequences of discrimination.</li> </ul>			<ul style="list-style-type: none"> <li>•Visits to places of worship.</li> <li>•Discussions on news/current issues like racism</li> </ul>	
Religious Understanding Day Year A	<p style="text-align: center;"><b>Theme: Death and the Afterlife</b></p> <p style="text-align: center;"><b>Driver Question:</b> What do religions teach about life after death?</p> <ul style="list-style-type: none"> <li>•Exploring beliefs about life after death in major religions.</li> <li>•Discussing concepts like Jannah, Moksha, rebirth, and Nirvana.</li> <li>•Reflecting on personal and cultural understandings of death.</li> </ul>					
	<ul style="list-style-type: none"> <li>•Islam: Beliefs in <b>Jannah</b> (paradise) and life as a test.</li> </ul>	<ul style="list-style-type: none"> <li>•Hinduism: <b>Reincarnation</b> and achieving <b>Moksha</b>.</li> </ul>	<ul style="list-style-type: none"> <li>•Sikhism: Reincarnation and union with <b>Waheguru</b>.</li> </ul>	<ul style="list-style-type: none"> <li>•Judaism: Diverse views on the afterlife (<b>Olam Ha-Ba and resurrection</b>).</li> </ul>	<ul style="list-style-type: none"> <li>•Buddhism: <b>Rebirth</b> and Nirvana.</li> </ul>	<ul style="list-style-type: none"> <li>•Reflect on how different beliefs about what is most important in life can inspire children to think about the kind of people they want to be — in their families, communities and the wider world</li> </ul>
Religious Understanding Day Year B	<p style="text-align: center;"><b>Theme: Death and the Afterlife</b></p> <p style="text-align: center;"><b>Driver Question:</b> How do religions help people cope with death?</p> <ul style="list-style-type: none"> <li>•Exploring rituals and practices surrounding <b>death and mourning</b>.</li> <li>•Discussing how faith supports people through <b>loss</b>.</li> <li>•Encouraging respect for diverse cultural practices.</li> </ul>					
	<ul style="list-style-type: none"> <li>Islam: Funeral practices and prayers for the deceased.</li> </ul>	<ul style="list-style-type: none"> <li>•Hinduism: <b>Cremation</b> and rituals to support the soul's journey.</li> </ul>	<ul style="list-style-type: none"> <li>•Sikhism: The <b>Anand Karaj</b> (celebration of life and Waheguru's will).</li> </ul>	<ul style="list-style-type: none"> <li>•Judaism: Mourning practices such as <b>sitting Shiva</b>.</li> </ul>	<ul style="list-style-type: none"> <li>•Buddhism: Meditation and rituals for guiding the deceased to a good <b>rebirth</b>.</li> </ul>	<ul style="list-style-type: none"> <li>•Reflect on how different beliefs about what is most important in life can inspire children to think about the kind of people they want to be — in their families, communities and the wider world</li> </ul>
Mental Health and Wellbeing	<p style="text-align: center;"><b>Zones of regulation</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Emotions can be complex, and we can be in different <b>zones</b> at once.</li> <li>•Analyse a challenging scenario with multiple emotions.</li> </ul>	<p style="text-align: center;"><b>Growth Mindset</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Our brains can grow and change with effort.</li> <li>•Learn about <b>brain plasticity</b> and how practice changes the brain.</li> </ul>	<p style="text-align: center;"><b>Emotional Literacy</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> People express emotions in different ways.</li> <li>•Explore how culture affects emotional expression.</li> </ul>	<p style="text-align: center;"><b>Resilience and Coping</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> <b>Resilience</b> helps us achieve goals despite difficulties.</li> <li>•Discuss the concept of <b>grit</b> and examples of perseverance.</li> </ul>	<p style="text-align: center;"><b>Self-Identity and Self-Worth</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Identity is more than how we look; it's about who we are inside.</li> <li>•Explore your beliefs, values, and what matters most to you.</li> </ul>	<p style="text-align: center;"><b>Ready for the next step Year 5</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Think about what I've achieved so far and what new responsibilities come with being older.</li> </ul>

	<ul style="list-style-type: none"> <li>•Discuss the impact of good <b>self-regulation</b> on friendships and learning.</li> <li>•Create a personalised plan for managing emotions.</li> <li>•Reflect: How does managing my feelings help me and others?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Analysing complex emotional situations and identifying multiple zones.</li> <li>•Reflecting on how self-regulation affects relationships and learning.</li> <li>•Designing personalised Zones Plans for managing emotions.</li> </ul>	<ul style="list-style-type: none"> <li>•Identify when you have a fixed mindset and plan how to shift it.</li> <li>•Set long-term goals broken down into small, achievable steps.</li> <li>•Reflect: How can changing my mindset help me reach my goals?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Exploring the science behind growth mindset, like brain plasticity.</li> <li>•Identifying personal fixed mindset habits and strategies to change.</li> <li>•Developing long-term goals with incremental steps.</li> </ul>	<ul style="list-style-type: none"> <li>•Practise listening skills to help friends share feelings.</li> <li>•Identify your emotional triggers and how to ask for support.</li> <li>•Reflect: How can I better understand others' feelings?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Discussing cultural and individual differences in expressing emotions.</li> <li>•Practising active listening to support peers' feelings.</li> <li>•Reflecting on emotional triggers and communicating needs effectively.</li> </ul>	<ul style="list-style-type: none"> <li>•Evaluate how you cope with stress and challenges.</li> <li>•Practise problem-solving through role-play.</li> <li>•Reflect: What helps me keep going when things get tough?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Understanding grit and its importance for long-term success.</li> <li>•Evaluating personal coping strategies and areas to improve.</li> <li>•Practising problem-solving for real-life challenges.</li> </ul>	<ul style="list-style-type: none"> <li>•Learn strategies to accept yourself and manage criticism.</li> <li>•Reflect on your growth over the year and set future goals.</li> <li>•Reflect: What am I most proud of about myself?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Exploring identity beyond looks: beliefs, values, and goals.</li> <li>•Discussing self-acceptance and managing self-criticism.</li> <li>•Reflecting on personal growth and future aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss what it means to be a <b>leader</b> and a <b>role model</b> for younger pupils.</li> <li>•Talk about what to expect in Year 6, including challenges like <b>SATs</b> and how to prepare positively.</li> <li>•Set personal goals for the year focused on schoolwork, helping others, and growing as a person.</li> <li>•Reflect: What kind of leader or role model do I want to be?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Reflecting on past achievements.</li> <li>•Understanding increased responsibilities in Year 6.</li> <li>•Exploring leadership and role model qualities.</li> <li>•Setting personal goals for academic and personal growth</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>•Revisit: Secondary school is different—timetables, multiple teachers, homework.</li> <li>•Discuss feelings about transition: excitement, nerves, and how to manage them.</li> <li>•Role-play scenarios like asking for help and meeting new peers.</li> <li>•Create a personalised Secondary School Transition Plan with goals,</li> </ul>
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						<p>support network, and practical steps.</p> <ul style="list-style-type: none"> <li>•Celebrate achievements and reflect on growth before moving on.</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Learning practical differences between primary and secondary school.</li> <li>•Exploring emotional responses to transition.</li> <li>•Visiting secondary schools</li> <li>•Creating personalised transition plans. <ul style="list-style-type: none"> <li>•Reflecting on primary school journey and future aspirations.</li> </ul> </li> </ul>
<b>Physical Health Year A</b>	<p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>• <b>Revisit:</b> A healthy diet helps protect us over our lifetime.</li> <li>•Learn how to read <b>food labels</b> for sugar, fat, and salt content. <ul style="list-style-type: none"> <li>•Understand how diet affects long-term health like the <b>heart</b>.</li> <li>•Discuss making balanced, healthy food choices daily.</li> </ul> </li> <li>•Reflect: What healthy foods do I like to eat regularly?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Reading and understanding <b>food labels</b>.</li> </ul>	<p><b>Dental Hygiene</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Good dental hygiene keeps teeth and gums healthy.</li> <li>•Learn about <b>gum disease</b> and how to prevent it.</li> <li>•Discuss links between oral health and overall health.</li> <li>•Plan routines for brushing, flossing, and dental visits.</li> <li>•Reflect: How do I care for my teeth every day?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Understanding poor hygiene risks like <b>gum disease</b>.</li> <li>•Connecting oral health to overall health.</li> </ul>	<p><b>Sleep and Rest</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Good sleep helps our body and mind stay healthy.</li> <li>•Learn how screen use affects sleep and ways to reduce it.</li> <li>•Explore bedtime routines that improve sleep quality.</li> <li>•Discuss how lack of sleep impacts learning and mood.</li> <li>•Reflect: What helps me get a good night's sleep?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Understanding the health benefits of sleep.</li> <li>•Reducing screen time before bed.</li> <li>•Creating habits for better sleep quality.</li> </ul>	<p><b>Personal Hygiene</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Personal hygiene keeps us healthy and confident.</li> <li>•Learn how good hygiene supports how we feel about ourselves.</li> <li>•Discuss changes in hygiene needs as we grow.</li> <li>•Practise thorough daily hygiene routines.</li> <li>•Reflect: How does good hygiene help me feel confident?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Keeping hygiene routines consistent.</li> <li>•Recognising good hygiene supports mental wellbeing.</li> </ul>	<p><b>Sun Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> The sun's UV rays can damage our skin.</li> <li>•Learn how to use sunscreen effectively.</li> <li>•Understand the importance of protective clothing and hats.</li> <li>•Discuss how to check skin for warning signs.</li> <li>•Reflect: How do I protect myself from the sun?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Understanding sun exposure risks like skin cancer.</li> <li>•Using SPF and protective clothing.</li> <li>•Checking skin for unusual changes</li> </ul>	<p><b>Keeping Hydrated</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Drinking enough water helps our body work well.</li> <li>•Learn signs of dehydration and how to avoid it.</li> <li>•Discuss the importance of water over sugary drinks.</li> <li>•Plan how to keep hydrated during the day.</li> <li>•Reflect: How do I make sure I drink enough water?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Staying hydrated for better physical performance.</li> <li>•Balancing water intake throughout the day.</li> </ul>

	<ul style="list-style-type: none"> <li>•Linking diet to <b>long-term health</b>, such as heart health.</li> <li>•Making choices that support a <b>healthy lifestyle</b>.</li> </ul>	<ul style="list-style-type: none"> <li>•Establishing long-term dental care routines</li> </ul>		<ul style="list-style-type: none"> <li>•Developing lifelong personal care habits</li> </ul>		<ul style="list-style-type: none"> <li>•Avoiding sugary or caffeinated drinks.</li> </ul>
<b>Physical Health Year B</b>	<p><b>Food Safety &amp; Hygiene</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Safe food handling keeps us healthy.</li> <li>•Learn how to prevent cross-contamination.</li> <li>•Understand the importance of cooking food properly.</li> <li>•Practise good hygiene during food preparation.</li> <li>•Reflect: How do I keep food safe to eat?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Preventing <b>cross-contamination</b> in cooking.</li> <li>•Understanding food safety rules.</li> <li>•Following hygiene practices when preparing food.</li> </ul>	<p><b>Physical Health &amp; Emotions</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Exercise helps us feel happier and less stressed.</li> <li>•Learn ways exercise benefits our mental health.</li> <li>•Discuss balancing exercise with rest.</li> <li>•Plan personal activities that support wellbeing.</li> <li>•Reflect: How does being active help me feel better?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Recognising how physical activity reduces stress and anxiety.</li> <li>•Using exercise as part of mental health care.</li> <li>•Planning personal wellbeing activities.</li> </ul>	<p><b>Medicines &amp; Household Products</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Medicines help us but must be used safely.</li> <li>•Learn how to use medicines responsibly.</li> <li>•Discuss risks of misuse and addiction.</li> <li>•Understand the difference between medicine and drugs.</li> <li>•Reflect: How do I keep myself safe around medicines?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Understanding differences between safe medicine and illegal drugs.</li> <li>•Using medicine responsibly.</li> <li>•Being aware of addiction risks.</li> </ul>	<p><b>Healthy Lifestyles &amp; Habits</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Healthy habits keep our bodies and minds well.</li> <li>•Learn how to balance diet, exercise, and rest.</li> <li>•Discuss how lifestyle choices affect mood and energy.</li> <li>•Create a plan for healthy living.</li> <li>•Reflect: What habits help me stay healthy?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Recognising that healthy habits protect long-term health.</li> <li>•Planning balanced lifestyles.</li> <li>•Understanding how choices affect feelings.</li> </ul>	<p><b>Screen Time &amp; Eye Health</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Too much screen time can harm our eyes and sleep.</li> <li>•Learn signs of eye strain and how to prevent it.</li> <li>•Discuss balancing screen use with outdoor activity.</li> <li>•Practise strategies to reduce screen time.</li> <li>•Reflect: How do I look after my eyes?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Managing screen time carefully.</li> <li>•Noticing eye strain symptoms.</li> <li>•Balancing digital and physical activities.</li> </ul>	<p><b>Recognising Illness &amp; Seeking Help</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> It's important to recognise when we're ill.</li> <li>•Learn signs of common and serious illnesses.</li> <li>•Discuss when to rest and when to seek help.</li> <li>•Understand how to access healthcare services.</li> <li>•Reflect: Who do I go to when I need help?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Knowing signs of serious illness.</li> <li>•Taking care of minor illnesses responsibly.</li> <li>•Accessing doctors or healthcare when needed.</li> </ul>
<b>Wider Risks and Safety Year A</b>	<p><b>Road Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Planning ahead helps us stay safe on journeys.</li> <li>•Learn to avoid distractions like phones while walking or cycling.</li> <li>•Discuss how to use public transport safely</li> </ul>	<p><b>Fire Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Fire safety keeps us and our environment safe.</li> <li>•Learn uses and limits of fire extinguishers and blankets.</li> </ul>	<p><b>Outdoor Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Outdoor activities can be safe and fun with planning.</li> <li>•Learn to identify potential risks and pack essentials.</li> <li>•Practice building shelter and basic first aid.</li> </ul>	<p><b>Stranger Danger and Online Awareness</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Sometimes people try to trick us, even online.</li> <li>•Learn strategies to resist peer pressure online or offline.</li> </ul>	<p><b>Water Safety and Seasonal Risks</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Water is fun but can be dangerous.</li> <li>•Learn how to spot rip currents and escape safely.</li> </ul>	<p><b>Sun Protection and Travel Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Too much sun can cause long-term skin damage.</li> <li>•Learn strategies for sun safety and hydration.</li> </ul>

	<p>and identify emergency exits.</p> <ul style="list-style-type: none"> <li>•Understand the importance of visibility with reflective clothing and lights.</li> <li>•Reflect: How do I stay safe when travelling?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Planning safe walking and cycling routes, considering visibility and traffic.</li> <li>•Understanding risks of distractions like phones or music while travelling.</li> <li>•Evaluating public transport safety, including emergency procedures.</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss how uncontrolled fires affect nature and people.</li> <li>•Practice planning safe evacuation routes at school and home.</li> <li>•Reflect: What should I do if there's a fire?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Evaluating fire risks in different environments.</li> <li>•Understanding fire safety equipment like extinguishers and blankets.</li> <li>•Learning about environmental impacts of uncontrolled fires.</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss how to prepare for storms or heatwaves.</li> <li>•Reflect: How do I keep myself safe outdoors?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Evaluating risks and benefits of outdoor activities like camping.</li> <li>•Learning survival basics including shelter building.</li> <li>•Understanding how to stay safe in extreme weather.</li> </ul>	<ul style="list-style-type: none"> <li>•Understand how to report suspicious or unsafe behaviour.</li> <li>•Discuss decision-making in difficult safety situations.</li> <li>•Reflect: Who can help me if I feel unsafe?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Evaluating peer pressure to meet people online.</li> <li>•Learning how to report unsafe behaviour in person and online.</li> <li>•Practising decision-making to stay safe in complex situations.</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss importance of safety gear like life jackets.</li> <li>•Plan how to stay safe during water activities.</li> <li>•Reflect: How do I stay safe near water?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Understanding and identifying rip currents.</li> <li>•Discussing use of life jackets and safety gear.</li> <li>•Planning safe water-based activities.</li> </ul>	<ul style="list-style-type: none"> <li>•Understand travel safety, including local hazards abroad.</li> <li>•Plan safe and enjoyable activities for summer.</li> <li>•Reflect: How do I protect myself in the sun and while travelling?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Discussing risks of prolonged UV exposure.</li> <li>•Learning how to stay safe while travelling abroad.</li> <li>•Planning summer activities with safety in mind</li> </ul>
<p><b>Wider Risks and Safety Year B</b></p>	<p><b>Bullying and Peer Pressure</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Bullying can take many forms, including online.</li> <li>•Learn how to recognise and respond to cyberbullying.</li> <li>•Discuss ways to resist peer pressure and help others.</li> <li>•Explore being an ally to promote kindness and respect.</li> <li>•Reflect: How can I support others facing bullying?</li> </ul> <p><b>Throughout the year:</b></p>	<p><b>Safe Play</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Safe play protects everyone.</li> <li>•Learn to identify and manage risks during games.</li> <li>•Understand how to encourage others to play safely.</li> <li>•Practice helping younger children stay safe.</li> <li>•Reflect: How do I promote safety when playing?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Planning safe play strategies for group games.</li> </ul>	<p><b>Electrical Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Electricity can be dangerous without care.</li> <li>•Learn how to safely use electrical equipment.</li> <li>•Understand the importance of safe electrical setups.</li> <li>•Create a safety checklist for home or school.</li> <li>•Reflect: What steps do I take to avoid electrical accidents?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Evaluating risks in electrical setups at home and school.</li> </ul>	<p><b>Animal Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Animals can be friendly but we must be cautious.</li> <li>•Learn basic first aid for bites and scratches.</li> <li>•Plan how to stay safe visiting farms or wild areas.</li> <li>•Discuss safe behaviour around large animals.</li> <li>•Reflect: How do I behave safely with animals?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Learning first aid for minor animal bites or scratches.</li> <li>•Planning safe visits to farms or wildlife areas.</li> </ul>	<p><b>Cycling and Scooter Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Checking equipment helps prevent accidents.</li> <li>•Learn safe riding habits in groups and near traffic.</li> <li>•Discuss why helmets and bright clothes are important.</li> <li>•Practise manoeuvres and stopping safely.</li> <li>•Reflect: How do I stay safe when cycling or scooting?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Bikeability training:</li> <li>•Practising bike and scooter safety checks.</li> </ul>	<p><b>Safety in Public</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Planning helps us stay safe in crowds.</li> <li>•Learn how to find safe meeting points and stay calm.</li> <li>•Understand evacuation procedures and when to use them.</li> <li>•Discuss recognising and avoiding unsafe situations.</li> <li>•Reflect: What would I do if I got lost in a crowd?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Planning for safe attendance at public events.</li> </ul>

	<ul style="list-style-type: none"> <li>•Evaluating complex bullying scenarios like cyberbullying.</li> <li>•Practising strategies to stand up to peer pressure.</li> <li>•Promoting positive school environments through allyship.</li> </ul>	<ul style="list-style-type: none"> <li>•Learning long-term risks of ignoring safety precautions.</li> <li>•Acting as buddies to younger peers.</li> </ul>	<ul style="list-style-type: none"> <li>•Learning safe use of extension cords and power strips.</li> <li>•Creating checklists for electrical safety.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•Discussing behaviour around large animals</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•Learning group riding safety and space awareness.</li> <li>•Understanding traffic risks and staying safe.</li> </ul>	<ul style="list-style-type: none"> <li>•Learning emergency responses like evacuation.</li> <li>•Evaluating and avoiding risks like overcrowding.</li> </ul>
<b>Safeguarding and Digital Literacy Year A</b>	<p style="text-align: center;"><b>Anti-Bullying &amp; Cyberbullying</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Bullying, including online, can seriously affect mental health.</li> <li>•Learn the difference between being a bystander and an <b>upstander</b>.</li> <li>•Understand ways to report cyberbullying safely.</li> <li>•Discuss how to support victims of bullying.</li> <li>•Reflect: How can I help stop bullying?</li> <li>•<b>Throughout the year:</b></li> <li>•Recognising bullying's impact on mental health.</li> <li>•Being an <b>upstander</b> rather than a bystander.</li> <li>•Reporting cyberbullying effectively.</li> </ul>	<p style="text-align: center;"><b>Online Safety &amp; Digital Footprint</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Everything we do online leaves a <b>digital footprint</b>.</li> <li>•Learn how to spot scams and fake accounts.</li> <li>•Understand how to use reporting tools responsibly.</li> <li>•Discuss protecting personal information online.</li> <li>•Reflect: How do I keep myself safe online?</li> <li>•<b>Throughout the year:</b></li> <li>•Understanding how online actions affect reputation.</li> <li>•Identifying scams and fake profiles.</li> <li>•Using online reporting tools.</li> </ul>	<p style="text-align: center;"><b>NSPCC PANTS Rule (My Body, My Rules)</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> My body belongs to me, and I have rights over it.</li> <li>•Learn signs of coercion and grooming.</li> <li>•Understand laws protecting personal safety.</li> <li>•Discuss ways to keep safe and ask for help.</li> <li>•Reflect: Who can I trust to protect me</li> <li>•<b>Throughout the year:</b></li> <li>•Understanding coercion and grooming.</li> <li>•Recognising body autonomy as a right.</li> <li>•Learning legal protections for personal safety.</li> </ul>	<p style="text-align: center;"><b>Trusted Adults &amp; Help-Seeking</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Trusted adults can help us when we need it.</li> <li>•Learn about different ways to seek help and report concerns.</li> <li>•Understand the importance of not giving up until help is received.</li> <li>•Practice asking for help in different situations.</li> <li>•Reflect: Who are my trusted adults?</li> <li>•<b>Throughout the year:</b></li> <li>•Identifying multiple trusted adults.</li> <li>•Using reporting routes like CEOP and Childline.</li> <li>•Persisting until help is received.</li> </ul>	<p style="text-align: center;"><b>Personal Privacy &amp; Body Autonomy</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Privacy is important in all relationships.</li> <li>•Learn how to recognise and avoid online exploitation.</li> <li>•Practice asserting personal boundaries and privacy rights.</li> <li>•Discuss respectful ways to maintain privacy.</li> <li>•Reflect: How do I protect my privacy?</li> <li>•<b>Throughout the year:</b></li> <li>•Understanding privacy in relationships.</li> <li>•Recognising risks of online exploitation.</li> <li>•Asserting privacy rights confidently.</li> </ul>	<p style="text-align: center;"><b>Consent &amp; Saying No</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Consent means freely agreeing to something.</li> <li>•Learn that saying no must be respected.</li> <li>•Discuss how peer pressure is not the same as consent.</li> <li>•Practice setting and respecting boundaries. Reflect: When have I said no or respected someone else's no?</li> <li>•<b>Throughout the year:</b></li> <li>•Understanding consent in relationships and online.</li> <li>•Recognising that peer pressure isn't consent.</li> <li>•Respecting boundaries at all times.</li> </ul>
<b>Safeguarding and Digital Literacy Year B</b>	<p style="text-align: center;"><b>Healthy vs Unhealthy Friendships</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Healthy friendships make us feel safe and happy.</li> </ul>	<p style="text-align: center;"><b>Managing Emotions &amp; Peer Pressure</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Our emotions affect the choices we make.</li> <li>•Learn strategies to resist peer pressure.</li> </ul>	<p style="text-align: center;"><b>Stranger Danger &amp; Community Safety</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Not everyone online or in public can be trusted.</li> <li>•Learn safe ways to manage online contacts.</li> </ul>	<p style="text-align: center;"><b>Keeping Secrets vs Surprises</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Some secrets should be shared to keep us safe.</li> <li>•Learn how to spot unsafe secrets.</li> </ul>	<p style="text-align: center;"><b>Discrimination, Prejudice &amp; Respecting Differences</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> Everyone deserves to be treated fairly.</li> </ul>	<p style="text-align: center;"><b>Sharing Images, Social Media &amp; Online Reputation</b></p> <ul style="list-style-type: none"> <li>•<b>Revisit:</b> What we share online can affect our reputation.</li> </ul>

	<ul style="list-style-type: none"> <li>•Learn signs of unhealthy friendships and manipulation.</li> <li>•Understand how to set boundaries.</li> <li>•Discuss when and how to ask for help.</li> <li>•Reflect: How do I know if my friendships are healthy?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Understanding manipulation in friendships.</li> <li>•Identifying unhealthy peer dynamics.</li> <li>•Seeking support for difficult friendships.</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss supporting friends facing pressure.</li> <li>•Practice making decisions aligned with personal values.</li> <li>•Reflect: How do I stay true to myself?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Recognising the impact of emotions on decisions.</li> <li>•Tackling peer influence.</li> <li>•Maintaining personal values.</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss strategies to stay safe in the community.</li> <li>•Practice what to do if feeling unsafe.</li> <li>•Reflect: Who helps me stay safe in my community?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Awareness of online strangers.</li> <li>•Managing online interactions safely.</li> <li>•Knowing escape strategies</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss why telling a trusted adult is important.</li> <li>•Practice encouraging others to speak up.</li> <li>•Reflect: When have I told or helped someone tell a secret?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Differentiating safe vs unsafe secrets.</li> <li>•Understanding disclosures and why they matter.</li> <li>•Supporting others to speak out.</li> </ul>	<ul style="list-style-type: none"> <li>•Learn about discrimination and prejudice.</li> <li>•Discuss how to challenge unfair treatment.</li> <li>•Explore ways to promote inclusion and respect.</li> <li>•Reflect: How can I stand up for others?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Recognising discriminatory bullying.</li> <li>•Understanding protected characteristics.</li> <li>•Promoting inclusion and respect.</li> </ul>	<ul style="list-style-type: none"> <li>•Learn to use privacy settings effectively.</li> <li>•Understand risks of sharing images or information.</li> <li>•Discuss how to report misuse or bullying online.</li> <li>•Reflect: How do I keep my online reputation safe?</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>•Managing online reputation.</li> <li>•Identifying risks of sharing images.</li> <li>•Using privacy tools and reporting misuse.</li> </ul>
<b>Pupil Passport Year A</b>	Buddhist Temple	Jarrow Hall and Bede Museum	Lindisfarne and Holy Island	Orchestra Visit	Planetarium Visit	<ul style="list-style-type: none"> <li>• London Visit to Parliament</li> <li>• Year 6 YMT Festival</li> </ul>
<b>Pupil Passport Year B</b>	Geographical Fieldwork-Windfarm	Visit to a Court	Enterprise Day	Theatre Visit	Eden Camp	<ul style="list-style-type: none"> <li>•Out of Bounds Residential</li> <li>•Year 6 YMT Festival</li> </ul>
<b>Lunchtime Clubs</b>	<ul style="list-style-type: none"> <li>•Sewing</li> <li>•Debate</li> <li>•Choir</li> <li>•Book Club</li> <li>•Chess</li> </ul>	<ul style="list-style-type: none"> <li>•Sewing</li> <li>•Debate</li> <li>•Choir</li> <li>•Book Club</li> <li>•Chess</li> </ul>	<ul style="list-style-type: none"> <li>•Sewing</li> <li>•Debate</li> <li>•Choir</li> <li>•Book Club</li> <li>•Chess</li> </ul>	<ul style="list-style-type: none"> <li>•Sewing</li> <li>•Debate</li> <li>•Choir</li> <li>•Book Club</li> <li>•Chess</li> </ul>	<ul style="list-style-type: none"> <li>•Sewing</li> <li>•Debate</li> <li>•Choir</li> <li>•Book Club</li> <li>•Chess</li> </ul>	<ul style="list-style-type: none"> <li>•Sewing</li> <li>•Debate</li> <li>•Choir</li> <li>•Book Club</li> <li>•Chess</li> </ul>
<b>After School Clubs</b>	<ul style="list-style-type: none"> <li>• Football</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>• Netball</li> </ul>	<ul style="list-style-type: none"> <li>• Street Games</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics</li> </ul>
<b>Events and Performances</b>	<ul style="list-style-type: none"> <li>•Welcome Assembly</li> </ul>	<ul style="list-style-type: none"> <li>•Children in Need Dance Festival</li> <li>•Carols around the Crib</li> </ul>	<ul style="list-style-type: none"> <li>•Public Speaking Contest</li> </ul>	<ul style="list-style-type: none"> <li>•Spring Songs Showcase</li> </ul>	<ul style="list-style-type: none"> <li>•Sports Day</li> </ul>	<ul style="list-style-type: none"> <li>•St Thomas More's Got Talent</li> <li>•Summer Production</li> </ul>
<b>Behaviour</b>	Explicit Teaching of behaviour curriculum	Recap of behaviour curriculum	Explicit Teaching of behaviour curriculum	Recap of behaviour curriculum	Explicit Teaching of behaviour curriculum	Recap of behaviour curriculum

<b>Forest Friday</b>	<p>In Upper Year 5 and 6, Forest Friday provides six seasonal sessions each year that enable pupils to take on greater responsibility, leadership, and mastery of outdoor skills. Building on earlier experiences, children refine their tool use — including saws, loppers, and secateurs — and gain confidence in producing sparks with a fire steel, cooking simple foods, and constructing larger den structures using ropes and advanced knots, aligned with Wild Passport progression. These activities reinforce scientific understanding of classification, adaptation, and interdependence, and strengthen design and technology skills through evaluation and refinement of practical projects. Physical endurance and coordination are further developed through more challenging tasks, while PSHE outcomes are met as pupils take on leadership roles, support peers, and reflect on risk, responsibility, and ethical decision-making in the outdoor environment. Forest Friday at this stage explicitly fosters the Gospel value of stewardship by deepening pupils' sense of awe and responsibility for creation, while also cultivating integrity, service, and resilience. By the end of Year 6, pupils demonstrate independence, confidence, and problem-solving skills that prepare them to flourish in secondary school and beyond.</p>					
<b>Catholic Social Teaching Campaigns Year A- Stewardship of Creation</b>	<p><b>School Litter Pick</b> Pupils take part in a school grounds litter pick to improve their immediate environment. This practical activity reinforces their responsibility as stewards of creation, teaching them the importance of caring for the world around them by keeping it clean and safe for everyone.</p>	<p><b>Recycled Christmas Crafts</b> Pupils create Christmas decorations and gifts using recycled materials, promoting sustainability and reducing waste during the festive season.</p>	<p><b>Recycling Challenge</b> Pupils take part in a week-long recycling challenge where they collect specific recyclable items (such as plastic bottles or cans) around the school the school.</p>	<p><b>Plastic-Free School Challenge</b> The school commits to reducing single-use plastics. Pupils audit school usage, suggest alternatives, and lead awareness activities to encourage sustainable change.</p>	<p><b>Summer Sponsored Fun Run</b> This event raises funds for Durham Wildlife Trust. It promotes health, teamwork, and environmental stewardship.</p>	<p><b>Power-Free Week</b> A 'Power-Free Week,' where the entire class, including the teacher, commits to using no electricity at all for a full school week. This means no lights, screens, or electrical devices, encouraging creativity in teaching and learning while highlighting the importance of energy conservation and environmental stewardship.</p>
<b>Catholic Social Teaching Campaigns Year B- Participation</b>	<p><b>Community Kindness Project</b> Pupils create care packages containing handmade cards, small treats, and essential items to donate to a local care home or shelter. This activity encourages participation by fostering community connections and demonstrating care for others in need.</p>	<p><b>Singing Christmas Carols at a Care Home</b> Pupils visit a local care home to sing Christmas carols, bringing joy to residents and building connections with the wider community. This activity fosters participation through service and sharing talents with others.</p>	<p><b>Bake Sale for Charity</b> A simple bake sale organised by the pupils to raise funds for the Aid to the Church, teaching fundraising skills and community support</p>	<p><b>Awareness Poster Campaign</b> Pupils design posters highlighting anti-bullying, which are then displayed around school.</p>	<p><b>Summer Fun Run</b> Led by Year 5 &amp; 6, this event brings the school together to raise funds for Missio and reinforces community participation</p>	<p><b>Thank You Card Project</b> Pupils create and send thank you cards to local community helpers such as nurses, firefighters, and postal workers, recognising their contribution to society</p>

<b>Whole School Charitable Events</b>	<b>Jeans for Genes Day —</b> A non-uniform day where pupils wear jeans to raise money for genetic disorder research, linking to the dignity of every human person.	<b>Children in Need Day Dance Festival</b> A whole school fundraiser to support disadvantaged children in the UK, promoting solidarity.	<b>Aid to the Church in Need Awareness Day</b> A non-uniform day supporting persecuted Christians worldwide, promoting the CST value of Solidarity and the Dignity of the Human Person.	<b>Mary's Meals Blue Day —</b> Pupils wear blue and bring a small donation to support Mary's Meals, which provides meals to children in impoverished communities, linking to the CST value of Option for the Poor and Vulnerable	<b>Missio Red Box Appeal</b> A whole-school collection using the traditional Red Boxes to raise funds for global missionary work, supporting Participation and the Common Good.	<b>Caritas Social Action Project</b> A whole-school initiative to support Caritas' work locally, such as a clothing or toiletries collection for those experiencing homelessness, reinforcing the CST values of the Common Good and Option for the Poor and Vulnerable
<b>Year A texts linked to British Values</b>			Skellig- Individual Liberty	The Chessmen Thief- Mutual Respect and Tolerance	Treasure Island-The Rule of Law	
<b>Year B texts linked to British Values</b>	The Girl who stole an elephant-Democracy	Boy at the Back of the Class-Mutual Respect and Tolerance		Cogheart-The Rule of Law	Pig Heart Boy-Individual Liberty	The Tempest-Democracy