

Creswell Junior School
SMSC and e-Safety Curriculum

	Autumn 1	Spring 1	Summer 1
<p>First Half</p> <p style="text-align: center; font-weight: bold; font-size: 1.2em;">Year 6</p>	<p><u>Managing Conflict</u> Children should have opportunities to:</p> <ul style="list-style-type: none"> • Talk about their own feelings and reactions • Read and express non-verbal messages • Recognise that one’s actions have consequences for themselves and others • Manage a range of emotions such as excitement, anger, jealousy • Develop strategies to avoid conflict in situations, including bullying • Negotiate and resolve conflict peacefully • Resolving problems and conflicts democratically using discussion • Recognise stereotyping in attitudes in the media and the impact of the media in reinforcing equal opportunities • Develop a sense of fair play in their dealings with peers and others. <p>E-safety:</p> <ul style="list-style-type: none"> • Evaluate their own use of the internet and how they present themselves online to others • Show increasing awareness of the issues surrounding cyberbullying • They understand what impact the words of others or their own can have on other individuals 	<p><u>Taking responsibility for my own</u> Safety Children should have opportunities to:</p> <ul style="list-style-type: none"> • Be able to express positive things about themselves and their values • Take responsibility for their bodies and behaviour • Know that some substances are illegal and have some understanding of their effects and the associated risks • Understand that the pressure to take harmful or illegal substances may come from people they know such as friends, relatives, neighbours • Recognise that some role models for young people take drugs, e.g.: in sports, and explore feelings about them • Choose the right decision-making approach in a real or simulated situation, including being assertive • Recognise the need to ask for support sometimes, know who to ask and how to find out more. <p>E-safety</p> <ul style="list-style-type: none"> • They know that some adults may use the internet to make contact with children • They recognise the early signs of abuse and speak immediately to a trusted adult/teacher about these they exchange and share ideas with a wider audience using a range of tools (email, online blogs, social networking sites, mobile phones) 	<p><u>Changing relationships</u> Children should have opportunities to:</p> <ul style="list-style-type: none"> • Think about making new relationships as they get older • Understand about parenthood • Know about human sexuality and that it is expressed in different ways, • Understand what it means and have some words to describe it • Appreciate different ways of loving and its importance to a range of relationships • Know ways of coping with difficult emotions, fears and worries • Decide who has access to their bodies. <p>E-safety:</p> <ul style="list-style-type: none"> • They are aware of potential dangers online, showing increasing ability to recognise early signs of these and seek trusted adult/teacher advice they are aware of what personal information is appropriate to share, only doing so with trusted adults/friends and teachers <p><u>ASK Module: Relationships</u></p> <ul style="list-style-type: none"> ■ Recognise their worth as individual. ■ Identify positive things about themselves and others. ■ Identify what it feels like to be embarrassed.

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	<p><u>ASK Module: Feeling Safe:</u></p> <ul style="list-style-type: none"> ■ Understand how rumour spreading and name calling can be bullying behaviour. ■ Explain the difference between direct and indirect bullying. ■ Explain ways in which one person can have power over another. ■ Understand some of the reasons why people use bullying behaviours. ■ Encourage pupils who use bullying behaviour to make other choices. ■ Explain a range of strategies to manage feelings and responses to bullying situations. ■ Demonstrate awareness that bullying can be done over the internet/phone. 	<ul style="list-style-type: none"> ● Recognise what is appropriate to share online or within an app and follow e-safety protocols regarding sharing personal information <p><u>ASK Module: Staying Healthy</u></p> <ul style="list-style-type: none"> ■ Identify what makes a healthy lifestyle and what affect mental health. ■ Identify some factors that affect emotional health and well-being. ■ Make informed choice that support a healthy lifestyle. ■ Identify what factors contribute to personal safety and have the strategies to deal with unsafe situations. 	<ul style="list-style-type: none"> ■ Use problem-solving approach to sort out an embarrassing situation. ■ Identify how to make people feel good about themselves. ■ Recognise when they use a put-down. ■ Understand that grieving is important and that there is more than one way to grieve. ■ Recognise the people who are important to them. ■ Identify some of the feelings people may experience when someone close dies/leaves. ■ Identify strategies to manage these feelings.
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	<i>Autumn 2</i>	<i>Spring 2</i>	<i>Summer 2</i>
Second Half Year 6	<p><u>The world of work</u> Children should have opportunities to:</p> <ul style="list-style-type: none"> • Interview adults to find out about job roles and responsibilities • Know that certain skills can be used for different tasks • Know the range of knowledge, skills and personal qualities required for different types of work • Respect other people’s work and career choices • Act confidently • Understand what affects mental health, e.g.: the balance between work and leisure, positive relationships <p>E-safety</p> <ul style="list-style-type: none"> • They confidently use the internet and apps to find out information and evaluate their effectiveness • Decide which computer tool is the most effective to use for a specific purpose <p><u>ASK Module: Money Matters:</u></p> <ul style="list-style-type: none"> ■ Explain different ways to look after money (spending saving). ■ Understand how actions, choices and decisions taken in the UK can impact +ly and –ly on the quality of life of people in other countries. ■ Work well in groups, cooperating with others to achieve a task. ■ Manage a budget. 	<p><u>Rights responsibilities and the law</u> Children should have opportunities to:</p> <ul style="list-style-type: none"> • Know their individual rights and responsibilities at home, in school and in the community • Gain simple knowledge about the law and understand that rules and the law are designed to protect • Appreciate the positive impact of human beings on plants, animals and the environment • Think about decisions that need to be made about the use of scarce resources, evaluating information about priorities for spending • Demonstrate that their reasoning is informed and considered • Use varied and appropriate language to express their ideas • Be able to manage money, budgeting and accounting. <p>E-safety</p> <ul style="list-style-type: none"> • Children show increasingly awareness of copyright laws • They know that not all information on the internet is legal to use or to copy • They select copyright free images from sources such as Audio networks and NEN image gallery • Develop strategies for establishing 	<p><u>Transition and managing change</u> Children should have opportunities to:</p> <ul style="list-style-type: none"> • Understand about the nature of change • Look forward and cope with the transition to secondary school • Review personal experiences as a basis for setting new targets • Develop simple vocabulary for describing personal effectiveness and setting personal goals • Know what affects positive mental health • Present themselves confidently and positively. <p>E-safety</p> <ul style="list-style-type: none"> • Show increasing awareness of new technology and how to effectively use it • Use a range of computer programs and apps to assess learning and set targets • Review their computer/app usage. <p><u>ASK Module: Going for Goals:</u></p> <ul style="list-style-type: none"> ■ Develop the skills and attributes of an effective learning. ■ Understand what some people in the class admire about them. ■ Recognise when they are making excuses instead of finding the way round a problem. ■ Recognise and celebrate their achievement, as well as set goals and/or challenges.

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	<ul style="list-style-type: none">■ Recognise the different risks in financial situations.■ Consider financial, social and moral dilemmas that they come across in life.■ Recognise and challenge stereotypes about money and wealth.■ Recognise their worth as individuals and become independent in making their own financial decisions.■ Envisage a positive future for themselves.■ Reflect on interests, skills and abilities in learning and future work.	<p style="text-align: center;"><u>ASK Module: Changes:</u></p> <ul style="list-style-type: none">■ Explain how people may feel and behave when they go to a new school.■ Have ways to manage feelings about starting new school.■ Understand all feelings including uncomfortable ones have a purpose and give us information.■ To understand that it is natural to be wary of change and can tell you why.	<ul style="list-style-type: none">■ Make long term personal or learning plans and break them down.■ Persist even when unsuccessful.■ Consider consequences of possible solutions to problems and their goals.■ Apply what they have learned and recognise what they will need to learn next.■ Be a critical friend to others.
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