

OBS SAFEGUARDING and WELLBEING IN THE CURRICULUM PROGRESSION MAP



At OBS we believe that ensuring our children are safe and happy are vital to their success in life. Our school 'PROUD' rules reflect how we expect the children and staff to behave towards each other to maintain a respectful and positive environment (P-polite and helpful, R-respect, and U- understanding others' needs). We are an inclusive school and are privileged to have an enhanced provision for children with SEND. We value the importance of mental health and wellbeing and nurture each individual through a rounded curriculum, which includes work on emotional intelligence through 'zones of regulation' from Nursery to Year 6. Our pastoral team and councillors echo these values through small group work or on an individual basis (including 'i-heart', 'ignite' and 'drawing and talking'. This progression map shows how safeguarding (both themselves and others) is taught discretely and explicitly throughout the curriculum at OBS. The document is split into subject areas and the key focus taught at each year group is identified. It also includes a section on enrichment/ personal development opportunities.

	F1	F2	Y1	Y2	Y3	Y4	Y5	Y6
ART & DESIGN	ELG-“ The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts” *To begin to represent different emotions in pictures and paintings.	*To understand that emotions can be conveyed through pictures and paintings.	* Review what they and others have done and say what they think and feel about it *Annotate creative journals/ evaluate partner’s work (say what you like about it)	*Review what they and others have done and say what they think and feel about it *Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. *Understand the safety and basic care of materials and tools.				→
COMPUTING			*Project Evolve weekly online safety lesson starters A!- Self image & identity/ Copyright& ownership A2-Online bullying Sp1- Online relationships S2- Online reputation/ Privacy & security Su1- Health, wellbeing & lifestyle Su2- Managing online information	*Project Evolve weekly online safety lesson starters A!- Self image & identity/ Copyright& ownership A2-Online bullying Sp1- Online relationships S2- Online reputation/ Privacy & security Su1- Health, wellbeing & lifestyle Su2- Managing online information	*Project Evolve weekly online safety lesson starters A!- Self image & identity/ Copyright& ownership A2-Online bullying Sp1- Online relationships S2- Online reputation/ Privacy & security Su1- Health, wellbeing & lifestyle Su2- Managing online information	*Project Evolve weekly online safety lesson starters A!- Self image & identity/ Copyright& ownership A2-Online bullying Sp1- Online relationships S2- Online reputation/ Privacy & security Su1- Health, wellbeing & lifestyle Su2- Managing online information	*Project Evolve weekly online safety lesson starters A!- Self image & identity/ Copyright& ownership A2-Online bullying Sp1- Online relationships S2- Online reputation/ Privacy & security Su1- Health, wellbeing & lifestyle Su2- Managing online information	*Project Evolve weekly online safety lesson starters A!- Self image & identity/ Copyright& ownership A2-Online bullying Sp1- Online relationships S2- Online reputation/ Privacy & security Su1- Health, wellbeing & lifestyle Su2- Managing online information

DESIGN & TECHNOLOGY		*To know they can safely construct with a purpose and evaluate their designs.	*use the basic principles of a healthy and varied diet to prepare dishes * Use tools such as scissors and hole punches safely	*use the basic principles of a healthy and varied diet to prepare dishes * Use hand tools safely and appropriately	*Demonstrate hygienic food preparation and storage *Work safely and accurately with a range of simple tools	*Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens	*Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens	*Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens
GEOGRAPHY		*To understand the need to respect and care for the natural world.	Super me topic/ Grow your own topic- recycling/ looking after the environment	Into the woods topic- caring for the environment	It's a wonderful life topic- caring for the environment	Rumble in the Jungle- looking at deforestation of rainforests	Save our planet topic/ Curious about the climate- look at environmental issues/ natural resources and sustainable resources Circle of life topic- caring for the environment	Taste of the Caribbean topic- looking at effects of trade (environmental impact and dependence on other parts of the world)
HISTORY			* Sequence events in their life (eg. baby-child	* the lives of significant individuals in the past who have contributed to national and international achievements Florence Nightingale and Mary Seacole and how they were treated differently _Katherine Johnson overcoming racism to be successful in NASA	*Find out about everyday lives of people in time studied and compare with our life today.	*Find out about everyday lives of people in time studied and compare with our life today.	Ancient Greece- Democracy	*Be aware that different evidence will lead to different conclusions. Taste of the Caribbean topic- looking at effects of transatlantic slavery
MUSIC	ELG-“ The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts”	*To understand that we can express emotions through music.	CHARANGA SCHEME- *How Can We Make Friends When We Sing Together? *How Does Music Tell Stories about the past? *How Does Music Make The World A Better Place? *How Does Music Help Us to Understand Our Neighbours?					

			<p>*What Songs Can We Sing to Help Us Through the Day?</p> <p>*How does Music Teach Us about Looking After Our Planet?</p>					
PE	<p>*to pursue happy, healthy and active lives</p> <p>* understand what keeps them healthy</p> <p>* to look after themselves by taking calculated risks</p>	<p>*to pursue happy, healthy and active lives</p> <p>* understand what keeps them healthy</p> <p>* to look after themselves by taking calculated risks</p>	<p>*NC purpose- build character and help to embed values such as fairness and respect.</p> <p>*NC aim- lead healthy, active lives</p>				<p>*Bikeability- bike riding skills /road safety skills</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>
PSHE	<p>*to lead healthy and happy lives</p> <p>* to understand their own feelings and those of others</p> <p>*to share, take turns and interact appropriately with each other.</p> <p>*to show an understanding of the needs of others</p>	<p>*to lead healthy and happy lives</p> <p>* to understand their own feelings and those of others</p> <p>*to share, take turns and interact appropriately with each other.</p> <p>*to show an understanding of the needs of others</p>	<p>JIGSAW PSHE PROGRAMME</p> <p>*Being me in my world</p> <p>*Celebrating difference</p> <p>*Dreams and goals</p> <p>*Healthy me</p> <p>*Relationships</p> <p>*Changing me</p> <p>RSHE- CHRISTOPHER WINTERS PROJECT</p>					<p>→</p> <p>→</p>

	<p>*begin to regulate their own behavior accordingly. *to build their resilience when faced with challenges and problem solve as needed. *build good relationships with their peers and the adults through shared play experiences.</p>	<p>*begin to regulate their own behavior accordingly. *to build their resilience when faced with challenges and problem solve as needed. *build good relationships with their peers and the adults through shared play experiences.</p> <p>JIGSAW (see Y1- Y6 half termly topic titles)</p>						
	<p>*Zones of regulation</p> <p>*NSPCC Pants Rule</p>							
								<p>*The Great Project</p> <p>*DART</p>
RE	<p>*To recognise differences and similarities between different cultures.</p>	<p>→</p>	<p>NOTTINGHAM AGREED SYLLABUS KNOW ABOUT & UNDERSTAND: *Recall and name different beliefs and practices *Retell and suggest meanings to some religious and moral stories *Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities EXPRESS AND COMMUNICATE:</p>	<p>→</p>	<p>NOTTINGHAM AGREED SYLLABUS KNOW ABOUT & UNDERSTAND: *make connections between different features of the religions and worldviews *Understand links between stories and other aspects of the communities *Understand different ways of life and ways of expressing meaning; EXPRESS AND COMMUNICATE * understand varied examples of religions and worldviews so that they can explain,</p>			

			<p>*identify what difference belonging to a community might make</p> <p>*Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves</p> <p>*Notice and respond sensitively to some similarities between different religions and worldviews;</p> <p>GAIN & DEPLOY RE SKILLS:</p> <p>*can express their own ideas and opinions in response using words, music, art or poetry;</p> <p>*give examples of co-operation between people who are different</p> <p>*Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>		<p>*Understand the challenges of commitment to a community of faith or belief</p> <p>*explore and show understanding of similarities and differences between different religions and worldviews;</p> <p>GAIN & DEPLOY RE SKILLS:</p> <p>* present views on challenging questions about belonging in different forms including (e.g.) reasoning, music, art and poetry</p> <p>*Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect</p> <p>*Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>			
SCIENCE	<p>*To explore through books and exploration, that every living being has a life cycle and they change in shape and size as they grow.</p> <p>* To understand and discuss similarities and differences in ourselves and how we look.</p>	<p>*To explore through books and exploration, that every living being has a life cycle and they change in shape and size as they grow.</p> <p>* To understand and discuss similarities and differences in ourselves and how we look.</p>	<p>*identify, name, draw and label the basic parts of the human body, link to senses</p> <p>*Compare / group materials by physical properties (recycling)</p> <p>GROW YOUR OWN TOPIC- caring for the environment</p>	<p>*Describe the requirements for plant growth (water, light & suitable temperature)</p> <p>*identify and name a variety of plants and animals in their habitats (caring for the environment)</p> <p>*Describe the importance of humans need exercise / nutrition / hygiene</p>	<p>*recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>IT'S A WONDERFUL LIFE TOPIC- caring for the environment</p>	<p>*describe the simple functions of the basic parts of the digestive system in humans</p> <p>*identify the different types of teeth in humans and their simple functions</p> <p>*recognise that environments can change and that this can sometimes pose dangers to living things. (deforestation)</p>	<p>*explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda (changes in the environment)</p> <p>*describe the changes as humans develop to old age.</p>	<p>*identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>*recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>*describe the ways in which nutrients and water are transported within animals, including humans.</p>

								<p>*recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>*identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (effects of the environmental change)</p>
SPANISH					*appreciate stories, songs, poems and rhymes in the language			
ENRICHMENT/ OTHER PERSONAL DEVELOPMENT OPPORTUNITIES			*Weekly assemblies based on British Values and current affairs					→
		*Opal play promoting cooperation, safe and active play						→
		*Creative habits of learning- being imaginative, inquisitive, persistent, disciplined and cooperative						→
		*Explicit teaching of oracy skills						→
		*Black History Month						→
		*Diversity Day						→
						*Road safety Quiz		→
					*School Leaders		→	
					*Eco Council		→	