

Safeguarding in the Curriculum

	PSHE	Science	Computing	Assemblies	Trips/ Visitors	Themed Weeks/ Events
Year Group						
All Year groups	<p>See SCARF PSHE overview for a breakdown of objectives:</p> <ul style="list-style-type: none"> • Me and my relationships • Valuing differences • Keeping safe • Rights and respects • Being my best • Growing and changing 			<p>Core Values (ongoing)</p> <p>Safeguarding Assembly (linked to responsibility value)</p> <p>Children in Need</p> <p>Road Safety (JRSOs)</p> <p>Fire Safety</p> <p>Water Safety</p> <p>Transport for London</p> <p>NSPCC</p> <p>Dogs Trust Assembly</p> <p>Be Bright Be Seen</p>	<p>Divergent Drama workshops (anti-bullying)</p> <p>Divergent Drama workshops (E-Safety)</p>	<p>Fire drills</p> <p>Anti-bullying Week (Autumn)</p> <p>National Road Safety Week (Autumn)</p> <p>Children's Mental Health Week (Spring)</p> <p>Mental Health Awareness Week (Summer)</p> <p>National ESafety Week (Spring)</p> <p>Half termly review of pupil core values books</p> <p>JRSO fieldwork</p> <p>Healthy Eating Workshops</p> <p>National Sports Week</p> <p>First Aid Week (KS2)</p>

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				Fire Brigade Sun Safety St John's Ambulance (First Aid) Contract Dining – Healthy eating		
EYFS	<p>Topic – I'm special: Name key adults who can help us when we are feeling sad/worried/scared</p> <p>Topic – People who are special to me: Name those who care for them and keep them safe</p> <p>Topic – Keeping Safe – the whole topic</p> <p>Me and my special people: Name key people outside of the family that care for them</p> <p>Topic – Who can help me?</p>	<p>Plants (Healthy eating)</p>	<p>Online Safety & Exploring Mini Mash Children Begin to understand the differences between real and online experiences.</p> <p>Children to understand the importance of politeness and courtesy on and off the internet.</p> <p>Children to be aware of how to keep safe and what to do if they are concerned.</p>		Road Safety Magician Dentist Visit (including parent workshop)	

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	<p>Topic – Me and my body: Explain which parts of their body are kept private and safe and to tell an adult if they feel unsafe</p>					
Year 1	<p>Topic – Unkind, tease or bully?: Explain the differences between unkindness, teasing and bullying</p> <p>Topic – Who can help?: Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe.</p> <p>Topic – Good or bad touches? And Keeping privates private: Understand and learn the PANTS rules; Name and know which parts should</p>	<p>Animals Including Humans</p> <p>(Basic parts of the body and the five senses - help to enable children to verbally articulate physical abuse, injury or harm to themselves or others)</p>	<p>Unit 1.1 Online Safety & Exploring Purple Mash</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>			

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	<p>be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help.</p> <p>Topic – Sharing pictures: Start thinking about how to stay safe online, including safety around sharing images; Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.</p>					
Year 2	<p>Topic – Types of bullying</p> <p>Topic – How safe would you feel?:</p>	Animals Including Humans	<p>Unit 2.2 Online Safety</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to</p>			

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	<p>Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help.</p> <p>Topic – What should Harold say?: Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</p> <p>Topic – I don't like that!: Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Topic – Fun or not?: Recognise that some touches are not fun and can</p>	<p>(The importance of a healthy diet/ hygiene/ physical exercise)</p> <p>Living things and their habitats (Identifying things as 'living, once-lived, dead or never lived)</p>	<p>go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>			
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	<p>hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Topic – Should I tell?: Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p> <p>Topic – Respecting privacy: Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their</p>					
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	<p>permission; Give examples of different types of private information.</p> <p>Topic – Some secrets should never be kept: Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p>					
Year 3	<p>Topic – Dan's dare: Explain what a dare is; Understand that no-one has the right to force them to do a dare;</p>	<p>Animals Including Humans (Human physiology/ nutrition)</p> <p>Lights and Shadows</p>	<p>Unit 3.2 Online safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>			<p>Walkability</p> <p>First Aid - Calling for help and head injuries/ Bites and stings</p>

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	<p>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</p> <p>The whole Keeping Safe termly topic</p> <p>Topic – Helping each other stay safe Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people.</p> <p>Topic – Body Space Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone</p>	(Harmful effects of the sun)				
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	<p>is inappropriately in their body space.</p> <p>Topic – None of your business</p> <p>Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</p> <p>Recognise and describe appropriate behaviour online as well as offline;</p> <p>Identify what constitutes personal information and when it is not appropriate or safe to share this;</p> <p>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p> <p>Topic – Secret or surprise</p>					
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	<p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>Topic – Basic First Aid</p>					
Year 4	<p>Topic – Ok or not OK? Explain what we mean by a 'positive, healthy relationship' Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies</p>	<p>Electricity (Conductivity – hazards)</p> <p>Animals Including Humans (The digestive system/ teeth & oral hygiene)</p>	<p>Unit 4.2 Online safety Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</p> <p>Use technology safely, respectfully and responsibly; recognise</p>		Girls' Menstruation talk (Bexley Nurse)	First Aid - Asthma

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	<p>for saying 'no' to a friend.</p> <p>Topic – Under pressure</p> <p>Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</p> <p>The whole Keeping Safe termly topic</p> <p>Topic – Who helps us stay healthy and safe?</p> <p>Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the</p>		<p>acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>			
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	<p>various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe.</p> <p>Topic – Basic First Aid</p> <p>Topic – Secret or surprise Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p>					
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<p style="text-align: center;">Year 5</p>	<p>Topic – Relationship cake recipe Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help.</p> <p>Topic – Our emotional needs Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</p> <p>Topic – Being assertive Identify characteristics of passive, aggressive and assertive behaviours;</p>	<p>Animals Including Humans (Puberty/ body changes).</p> <p>Living Things and Their Habitats (Life and reproduction in animals and plants)</p>	<p>Unit 5.2 Online safety Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		<p>Boys' hygiene talk</p>	<p>Swimming lessons</p> <p>First Aid - Calling for help and head injuries/ Bleeding</p> <p>Peer Mentor Roles</p>
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	<p>Understand and rehearse assertiveness skills.</p> <p>Topic – Is it true? Understand that the information we see online either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference sex, gender identity, gender expression and sexual orientation.</p> <p>Topic – Stop, start stereotypes Recognise that some people can get bullied because of the way they express their gender;</p>					
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	<p>Give examples of how bullying behaviours can be stopped.</p> <p>The whole Keeping Safe termly topic</p> <p>Topic – Independence and responsibility Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people.</p> <p>Basic first aid, including Sepsis Awareness</p> <p>Topic – How are they feeling? Use a range of words and phrases to describe the intensity of different feelings; Distinguish between good and not so good feelings, using</p>					
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	<p>appropriate vocabulary to describe these; Explain strategies they can use to build resilience.</p> <p>Topic – Taking notice of our feelings Identify people who can be trusted; Describe strategies for dealing with situations in which they would feel uncomfortable.</p> <p>Topic – Dear Ash Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe.</p> <p>Topic – Help, I'm a teenager...get me out of here!</p>					
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	List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.					
Year 6	<p>Topic – Solve the friendship problem Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</p> <p>Topic – Behave yourself Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel</p>	<p>Electricity (Revisit the hazards of electricity)</p> <p>Animals Including Humans (The circulatory system/ effects of drugs and exercise)</p>	<p>Unit 6.2 Online safety Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns</p>	<p>Stranger Danger</p> <p>Puberty Talks(Bexley Nurse)</p>	<p>Magistrate Workshop (rule of law)</p> <p>Houses of Parliament visit (rule of law)</p> <p>Junior Citizenship Day</p>	<p>Ambassador elections</p> <p>Bikeability</p> <p>Swimming Lessons</p> <p>First Aid - Choking & Basic Life Support</p> <p>Transport for London</p>

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	<p>uncomfortable about.</p> <p>Topic – Assertiveness Skills List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</p> <p>Topic – Acting appropriately Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal.</p> <p>Topic – OK to be different Recognise that bullying and discriminatory behaviour can</p>		<p>about content and contact*.</p>			
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	<p>result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Describe positive attributes of their peers.</p> <p>Topic – We have more in common than not Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Demonstrate ways of offering support to someone who has been bullied.</p> <p>The whole Keeping Safe termly topic</p> <p>Topic – 'Fakebook' friends Know the legal age (and reason behind these) for</p>					
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	<p>having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves online.</p> <p>Topic – What's the risk?</p> <p>Identify risk factors in a given situation (involving alcohol); Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given</p>					
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	<p>situation, including emotional risks; Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.</p> <p>Basic First Aid</p> <p>Topic – Pressure online Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</p>					
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	<p>Topic – Is this normal?</p> <p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</p> <p>Suggest strategies that would help someone who felt challenged by the changes in puberty;</p> <p>Understand what FGM is and that it is an illegal practice in this country;</p> <p>Know where someone could get support if they were concerned about their own or another person's safety.</p>					
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