

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</p> <p>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>		<p>Road Safety Magician</p> <p>Dentist Visit (including parent workshop)</p>	

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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 (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 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	Topic – Types of bullying Topic – How safe would you feel?:	Animals Including Humans	Unit 2.2 Online Safety Use technology safely and respectfully, keeping personal information private; identify where to		

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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 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</p> <p>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</p> <p>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 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; Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; 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>	<p>Girls' Menstruation talk (Bexley Nurse)</p>	First Aid - Asthma

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	<p>for saying 'no' to a friend.</p> <p>Topic – Under pressure 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? 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</p> <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>					
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Year 5	Topic – Relationship cake recipe Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help.	Animals Including Humans (Puberty/ body changes).	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.		Boys' hygiene talk	Swimming lessons First Aid - Calling for help and head injuries/ Bleeding Peer Mentor Roles
	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.	Living Things and Their Habitats (Life and reproduction in animals and plants)	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.			
			Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.			
	Topic – Being assertive Identify characteristics of passive, aggressive and assertive behaviours;					

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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</p> <p>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?</p> <p>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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	appropriate vocabulary to describe these; Explain strategies they can use to build resilience. Topic – Taking notice of our feelings Identify people who can be trusted; Describe strategies for dealing with situations in which they would feel uncomfortable. 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. Topic – Help, I'm a teenager...get me out of here!			
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	<p>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.</p>					
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 Puberty Talks(Bexley Nurse)</p>	<p>Magistrate Workshop (rule of law) Houses of Parliament visit (rule of law) Junior Citizenship Day</p>	<p>Ambassador elections Bikeability Swimming Lessons First Aid - Choking & Basic Life Support 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.</p> <p>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</p> <p>Understand the risks of sharing images online and how these are hard to control, once shared;</p> <p>Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</p> <p>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; Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Know where someone could get support if they were concerned about their own or another person's safety.</p>					
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