

## The Safeguarding Curriculum

EYFS						
 EYFS	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer Changing Me

## The Safeguarding Curriculum

Safeguarding Focus	<ul style="list-style-type: none"> <li>- Bonfire night - safety - fire work safety</li> <li>- Halloween (being safe).</li> <li>- Staying safe in school - stranger danger, not opening doors, telling an adult if you see something strange</li> <li>- Managing feelings and behaviour</li> <li>- Online Safety -passwords private. safety on the internet</li> <li>- Road safety - how to cross the road and use pavements</li> <li>- Anti bullying week - bullying focus</li> </ul> <p><b>Celebrating Difference</b>  <b>6 - Standing up for yourself</b>          Children learn how to improve things if they don't like what someone says or does to them. Children are given the opportunity to practise the phrase, 'Please don't do that, I don't like it'; they are also reminded that if someone says that to them, they have to stop whatever they are doing to cause another child to say the phrase.</p>	<p>Healthy relationships</p> <p>Stranger Danger - what to do if..... how to keep safe when outside, how to deal with a problem, a stranger etc</p> <p>Healthy Me - through PSHE          - NSPCC PANTS Rule</p> <p><b>Healthy Me</b>  <b>6 - Stranger Danger</b>          Using stories like 'Never Talk to Strangers', children discuss with suggestions about what they could do to keep themselves safe. Children are encouraged to think about what they could do if they don't feel safe, and who they can go to if they feel unsafe. The message. 'Say NO and DON'T GO!' is reinforced throughout the lesson, particularly when discussing grown-ups who approach children inappropriately and ask for their help</p>	<p>Who can help us? Relationships work in PSHE</p> <p>Keeping our bodies healthy</p> <p>Sun Safe - using sun screen/ sun hats</p> <p>Water safe - visit to the seaside keeping safe on the beach</p> <p>Tolerance and understanding - taught through RE Unit</p> <p><b>Relationships</b>  <b>4 &amp; 5 - Falling out and bullying</b>          Children explore how they feel if someone says something unkind to them. These lessons encourage children to take responsibility for their words and actions and to help them know who to go to if they need help. Calm Me time is used to help children manage their feelings.</p> <p><b>Changing Me</b>  <b>2 - Respecting my body</b>          Reinforcing the concept that our bodies are our own, are precious and need looking after. This lesson helps to reinforce how children can take responsibility for their bodies (to a point) and how to look after themselves.</p>
Jigsaw			

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<p style="text-align: center;">Other (Termly)</p>	<p>Topics/Foci/Big Questions/Little Questions Nursery - Starting School Reception - This is me Through these topics we explore relationships, family, friendships, people who help us in school, people who care for us, what makes us special, rules, how we can keep safe in school and feelings. On starting school one of the first things we do is establish positive relationships with the children so that they feels safe and secure with us. We spend time getting to know each child and for them to get to know us through observations, playing with them, supporting their play etc. We introduce and promote good "toilet" habits - only one person in the toilet, private time, you don't look under the door, also personal hygiene such as handwashing and flushing the toilet, leaving the toilet ready for the next child - This continues throughout the year. During this term we work on establishing new friendships and developing old ones. Modelling to the children how to behave and how to treat one another. We focus on turn taking and sharing. During the second half of the term we begin celebration assembly - each week we choose a child for Headteacher award and class certificates, We discuss why children have been chosen promoting positive behaviour and achievements. This continues throughout the year. Antibullying Week - assembly and related activities. National Online Safety Lessons - Early Years</p>	<p>Topics/Foci/Big Questions/Little Questions Nursery - Who can help us? Reception - Once Upon a Time (Traditional Tales) Through these topics we explore people who can help us outside of school (NHS, Police, Firefighters, and People in Uniforms etc). Through traditional tales we talk about strangers and keeping safe.  Internet Safety Day - Whole Class Discussion and related activities.  Save the Children - Jumper Day - thinking about others who are less fortunate.</p>	<p>Topics/Foci/Big Questions/Little Questions Nursery - Where does our food come from? Reception - Down at the bottom of the garden  Through these topics we explore how to keep our bodies and minds healthy, healthy living, the impact of being outside and also what makes our minds healthy and happy.  Transition to Year 1 - Pre Covid Transition playtime and story - to get children used to where they will be going, the playground, the building and staff.  National Online Safety Lessons - Early Years Foundation Stage Lessons</p>
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	Foundation Stage Lessons		
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<p>Other throughout the year</p>	<p>During our daily practice and specific PSED/Jigsaw lessons we discuss and explore different feelings and emotions.</p> <p>When children are sad or upset we support them to discuss how they are feeling and things we can do to help e.g. if someone has hurt you, who can you talk to, what can they do to help. If you are sad because you miss home, what can we do? If you are angry or cross, where can we go to calm down, who can we tell etc.</p> <p>We explore and celebrate different religions, beliefs, celebrations. Our aim is to develop an awareness and acceptance of differences between us all, to make all children comfortable and confident to talk about their beliefs. But also to challenge any issues, misconceptions etc. which could arise.</p> <p>Using technology safety - discussions about what we (FS aged children) should and should not be doing online - appropriate games, websites. We teach Reception how to search safely on the internet - e.g. always with an adult, using a child safe website like kiddle.</p> <p>Stories/Daily Storytime - We read the children a wide variety of stories exploring feelings, emotions, safety, moral stories etc.</p> <p>Oracy - We look at different pictures as a focus for discussion and talk about what we think is happening, how people are feeling and what they can do e.g. a child upset whilst others stand by laughing.</p> <p>Mindfulness - Daily mindfulness as a whole class</p> <p>Wake and Shake/ Yoga - to energise us and make us feel good/to relax us and help us calm our body and minds</p> <p>Welcome boards with children's work and pictures on to develop a sense of belonging.</p> <p>Proud Clouds - parents/carers fill in with things the child has done at home to make them proud. These are shared with the class and put on display.</p> <p>We sensitively and appropriately use incidents (no names or specifics used) that occur at school or home to develop awareness of situations, how to handle them, dangers etc. For example if a child keeps running away from the parents on the way to school, opening doors to strangers, being unkind to someone, name calling etc.</p> <p>National Online Safety Lessons - Early Years Foundation Stage Lessons</p>
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## The Safeguarding Curriculum

Year 1						
 Year 1	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me

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Safeguarding Focus	<p>Mental health awareness day (10th Oct 2019)</p> <ul style="list-style-type: none"> <li>- Road safety- crossing safely</li> <li>- Bonfire night - safety - fire work safety</li> </ul> <p>Halloween (being safe).</p> <ul style="list-style-type: none"> <li>- Staying safe in school - stranger danger, not opening doors, telling an adult if you see something strange</li> <li>- Managing feelings and behaviour</li> <li>- Online Safety -passwords private. Safety on the internet</li> </ul> <p><b>Anti-Bullying week.</b>  <b>Celebrating Difference 3</b>  <b>- What is bullying?</b>  <b>4 - What do I do about bullying?</b>          Children learn how to improve things if they don't like what someone says or does to them  <i>This lesson, and indeed the whole Puzzle, reinforces the messages about tolerance, difference and similarity, and how to be a better friend, and how to deal with bullying if it arises.</i></p>	<ul style="list-style-type: none"> <li>- Healthy relationships</li> <li>- Online safety week - national focus and school focus.</li> <li>- Keeping your information safe</li> <li>- Stranger Danger - what to do if... how to keep safe when outside, how to deal with a problem, a stranger</li> <li>- Healthy Me - through PSHE</li> <li>- NSPCC PANTS Rule</li> </ul>	<ul style="list-style-type: none"> <li>- Water Safety</li> <li>- People who help us and keep us safe.</li> <li>- Girls and Boys bodies (identifying body parts).</li> <li>- Food danger awareness</li> <li>- Who can help us? Relationships work in PSHCE</li> <li>- Keeping our bodies healthy</li> <li>- Sun Safe - using sun screen/ sun hats</li> <li>- Water safe - visit to the seaside keeping safe on the beach</li> <li>- Tolerance and understanding - taught through RE Unit</li> </ul> <p><b>Relationships</b>  <b>4 - People who help us</b>          Using the scenario cards (or make up your own), children act out scenarios showing when they can ask for help and from whom they can receive help.  <i>If children find something unsuitable on a computer, or see/ hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say.</i></p> <p><b>Changing Me</b>  <b>4 - Boys' and Girls' Bodies</b>          Children identify the parts of the body that make boys different to girls and can use the correct, scientific names for them</p>
Jigsaw			



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			<p><i>By using correct terminology for part of the body, children can learn to respect their own and others' bodies and understand which parts are private (meaning 'special and important', not 'guilty' or 'not very nice').</i></p>
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Other (Termly)	<p>Health &amp; Hygiene topic - During this topic, we speak about how to keep ourselves safe and healthy. We discuss ways to ensure that we are protecting ourselves from harmful germs, e.g. washing our hands throughout the day and using the hand sanitisers when necessary. We conduct a mouldy food experiment, which highlights the importance of food safety.</p> <p>Anti-bullying lesson - We look at anti-bullying and we speak about the term, 'STOP (Several Times on Purpose)', this helps the children to understand what bullying is. Throughout the year we continue to remind children of the importance of being kind to others and encourage them to report any incidents of bullying. We have an odd sock day to promote anti-bullying.</p> <p>Emotions - PSHE - We look at different kinds of emotions and discuss how they make us act and feel. We think about occasions when the children may experience these emotions. We talk about how we are all different and the importance of celebrating these differences.</p> <p>Story time - We read a range of stories that look at different events, morals and discussion points. As part of our Religious Education topics we learn about stories from different religions and their importance e.g. River Ganges and Rama and Sita. The children are taught to be respectful to one another.</p>	<p>Internet Safety day - We look at 'Buddy the Dog' story. The story is about a character that is doing unsafe things when using the internet, we talk about what the character is doing wrong and why. We highlight the importance of not talking to people we don't know online, not downloading things without asking an adult and not watching videos or playing games that have age restrictions. We explain the importance and speaking to an adult if they are not sure about something when using the internet.</p> <p>Core Values - During each term we choose a character strength and explore its meaning. For example, this term we look at Kindness and honesty and model the importance of having these two characteristics. We celebrate the children's success of demonstrating these characteristics each week during our celebration assemblies.</p> <p>Teamwork - We teach our children the importance of working as a team. We remind them of the school's mission statement "Team, everyone achieves more" TEAM.</p> <p>Story time - We read a range of stories that look at different events, morals and discussion points. As part of our PSHE topics we learn about stories from and their importance e.g. Alfie gives a hand. The children are taught about caring for one another.</p>	<p>We look at family trees and discuss how all families are different. We teach the children to appreciate that not every family situation is the same.</p> <p>We revisit e-safety and how to keep ourselves safe online. We also look at our wellbeing and lifestyle choices when using the internet, encouraging the children to ensure they do not spend too much time looking at a screen.</p> <p>Core Values - During each term we choose a character strength and explore its meaning. For example, this term we look at co-operation and responsibility and model the importance of having these two characteristics. We celebrate the children's success of demonstrating these characteristics each week during our celebration assemblies.</p> <p>Story time - We read a range of stories that look at different events, morals and discussion points. As part of our big question we learn about stories relating to change and growing. The children are taught that it is ok to feel different emotions and feelings as they grow.</p> <p>PHSE - We talk about the changes that happen to our bodies and the different emotions that we may experience; happiness, love, anger, sadness and scared.</p> <p>We also talk about medication and the importance of thinking before you do something that could harm you.</p>
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	<p>Core Values - During each term we choose a character strength and explore its meaning. For example, this term we look at respect and courage and model the importance of having</p>		
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	<p>these two characteristics, we celebrate the children's success of demonstrating these characteristics each week during our celebration assemblies.</p> <p>Children in Need- Children are invited into school wearing Pudsey Bear items to raise awareness of children who are less fortunate than themselves. They are taught about empathy.</p> <p>ICT - We teach the children about how to keep themselves safe when working online. We discuss passwords and the importance of not sharing confidential information with other people.</p>		
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<b>Year 2</b>						
 Year 2	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me

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<p>Safeguarding Focus</p> <p style="text-align: center; color: blue;">Jigsaw</p>	<ul style="list-style-type: none"> <li>- Fire Safety</li> <li>- Stranger Danger</li> <li>- Personal Hygiene - keeping clean and healthy</li> <li>- Anti-bullying week- standing up for myself.</li> <li>- Mental health awareness</li> <li>- Staying safe online</li> <li>- Follow the Digital Trail - digital footprints</li> <li>- Can you tell what someone believes by what they look like</li> </ul> <p style="color: blue;"><b>Being Me in My World</b>  <b>2 - Rights and Responsibilities</b>          Children learn about their rights, how to uphold them for themselves and others, and how rights come with responsibilities.  <i>This lesson helps children understand that all children have the right to be safe, healthy, happy and to learn.</i></p>	<ul style="list-style-type: none"> <li>- Road safety talk</li> <li>- E-safety- including safer internet day.</li> <li>- Medicine safety</li> <li>- Online safety week - focus week with national and in school focus</li> <li>- Stranger danger and keeping safe around animals</li> <li>- Managing risks</li> </ul>	<ul style="list-style-type: none"> <li>- Keeping safe (physical contact).</li> <li>- Secrets</li> <li>- Travel safety, road safety and general travel safety - water safety</li> <li>- Healthy relationships - ( domestic violence)</li> <li>- My body/your body - safe touching - Staying safe away from home - managing risks, managing feelings. Leaving home for a night/sleepovers</li> </ul> <p>Being different - How does what believers do show what they believe? Bullying/racism</p> <ul style="list-style-type: none"> <li>- Feeling good to be me! - mental health being confident, surviving a night away from home</li> </ul> <p style="color: blue;"><b>Relationship</b>  <b>2 - Keeping safe - exploring physical contact</b>          The lesson focuses on how there are many different forms of physical contact within a family - and some of this is acceptable and some is not.  <i>Children can think about which types of physical contact they like, which they don't like, and they can talk about this in a safe way</i></p>
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	<p><b>Celebrating Difference</b> <b>3</b> - Why does bullying happen? <b>4</b> - Standing up for myself and others</p> <p>Identifying that bullying is sometimes about difference allows children to understand more and to decide not to bully. Children are empowered to know what is right and wrong and to look after themselves.</p> <p><i>This lesson, and indeed the whole Puzzle, reinforces the messages about tolerance, difference and similarity, and how to deal with bullying if it arises (where to go for help, what to say and do in a bullying situation).</i></p>	<p><i>and know it is OK to say they don't want to be touched in that way e.g. punched or hugged if that is how they feel. Some of the lesson is taught through stories. Teachers are encouraged to be vigilant throughout this lesson. This lesson, along with others in previous year groups, highlights why teaching about consent is important from such a young age.</i></p> <p><b>Relationship</b> <b>4 - Secrets</b></p> <p>Children learn that sometimes secrets are good and sometimes they are not good - and how they feel if they are asked to keep a secret they don't want to keep, and who to talk to about it.</p> <p><i>Through understanding about good secrets and 'worry' secrets, children can practise giving advice to Jigsaw Jo to help with any 'worry' secrets. Teachers can emphasise that 'worry' secrets need to be told to an adult and not kept inside.</i></p>
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<p>Other throughout the year</p>	<p>Forest School - The children are provided with opportunities to explore the outdoor learning environment. The children are taught life skills and about how to be safe when outside.</p>		
<p>Purple Mash and Other (Termly)</p>	<p>Computing units focusing on safeguarding: Online bullying Health, wellbeing and lifestyle</p>	<p>Computing: E-Safety - Children are taught how to stay safe when using the internet and how to behave appropriately when sharing information online. 'Digiduck' and 'Smartie the Penguin' stories from Childnet are useful tools to engage children in initial discussions around e-safety.</p> <p>Computing units focusing on safeguarding: Privacy and Security / Managing Online Information</p> <p>Science: Life cycle of a human - Discussion about the circle of life.</p> <p>Computing units focusing on safeguarding: Online relationships / Online reputation</p>	<p>Computing units focusing on safeguarding: Self image and identity / Copyright and Ownership</p>

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Year 3						
 Year 3	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me



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Safeguarding Focus	<ul style="list-style-type: none"> <li>- Water safety.</li> <li>- Trip safety.</li> <li>- Online safety.</li> <li>- Family conflict.</li> <li>- Witness feelings and solutions.</li> <li>- healthy bodies, - PSHCE</li> <li>- looking after me, taking care of yourself mentally, emotionally and physically</li> <li>- everyone is different but we are all people - bullying/racism</li> <li>- families come in all shapes and forms - different parenting arrangements, homophobia</li> <li>- Anti-bullying week - theme for the school</li> </ul>	<ul style="list-style-type: none"> <li>- Careers, financial capability &amp; economic wellbeing.</li> <li>- Being safe.</li> <li>- Safety during experiments.</li> <li>- Drugs, alcohol &amp; tobacco -drugs education - don't be pressurised, drugs awareness - looking after our bodies and peer pressure</li> <li>- Online safety talk - cyberbullying and online safety</li> <li>- online safety week</li> <li>- drugs, alcohol and tobacco - looking after our bodies - peer pressure</li> <li>- showing respect online</li> </ul>	<ul style="list-style-type: none"> <li>- Keeping myself safe.</li> <li>- Safety in the sun.</li> <li>- Emotional &amp; mental health.</li> <li>- Food, diet and fitness</li> <li>- Keeping safe, looking after our bodies,</li> <li>- Managing pressure and risks</li> <li>- My body is my body</li> </ul>
Jigsaw	<p><b>Celebrating Difference</b>  <b>2 - Family conflict</b>            This lesson explores how sometimes conflict occurs in families and how children can calm themselves down and use solution-based techniques to help themselves.  <i>Children think about a possible source of family conflict and of ways to help solve it. Teachers need to be aware of all children's domestic situations</i></p>	<p><b>Healthy Me</b>  <b>4 - Being safe &amp; 5 Safe or unsafe</b>            Children identify things, people and places that they need to keep safe from, and can share some strategies for keeping themselves safe, including who to go to for help.  <i>Using the 'We are keeping safe from...' cards, children can come up with strategies for Jigsaw Jino to keep safe in different situations, including online. Children can also complete the 'Keeping Safe' templates to form their</i></p>	<p><b>Relationships</b>  <b>3 - Keeping myself safe online</b>            Children discuss things that they might need to keep safe from when online.  <i>Children rank the top tips for keeping safe online and discuss their ranking decisions, while learning about the importance of trust.</i></p>

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	<p><i>(particularly any that may be violent) before teaching this lesson; notes in the lesson plan are provided to help.</i></p> <p><b>3 &amp; 4 - Witness and feelings &amp; Witness and solutions</b></p> <p>Children learn that the role of witnesses in bullying situations, and that sometimes a witness can hinder rather than help.</p> <p><i>Homophobic bullying is covered in these lessons, as well as what children can do if they see bullying taking place. The Jigsaw 'Solve It Together' technique is especially helpful for children to have a strategy to help themselves and others.</i></p>	<p><i>contributing chapter for the school's Healthy, Happy Me Recipe Book (assessment task). They can learn how to take responsibility for keeping themselves and others safe, and why this is important (and that adults do not always have to be present).</i></p>	
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Purple Mash and Other (Termly)	<p>SEND SDQs SEND plans Home School books for some Year 3 children Pupil progress meetings with individual children Parent/teacher meetings Parent/Teacher consultations RE: Who is my neighbour? Unwritten rules we have to behave with each other. Linked with stranger danger/acceptable/unacceptable behaviour ICT Module 1 - e-safety D&amp;T Mod 2 Sewing wall hangings (Mindfulness) <b>National Online Safety Website - units promoting online safety:</b> Activity 1 - Why do some online activities have age restrictions? Activity 2 -n Persuasive Design E-safety issues discussed as they arise.</p>	<p>SEND SDQs SEND plans Home School books for some Year 3 children Pupil Progress year group meeting Parent/Teacher consultations Internet Safety Day RE: Leaders and Followers - desirable traits, what makes a good leader, who do you aspire to be? <b>National Online Safety Website - units promoting online safety:</b> E-safety issues discussed as they arise. <i>NSPCC Number Day - referred back to Child Line and other avenues that children can access, to inform someone when they feel in danger or have worries that they want to discuss.</i></p>	<p>SEND SDQs SEND plans Home School books for some Year 3 children to assist and support with transition into next class IT module 6: emails - we recap E-safety. Esafety issues discussed as they arise. <b>National Online Safety Website - units promoting online safety</b></p>
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Year 4						
Year 4	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me

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Safeguarding Focus	<ul style="list-style-type: none"> <li>- Protecting yourself from online identity theft.</li> <li>- CEOP online training.</li> <li>- Understanding bullying.</li> <li>- Anti bullying week - school theme</li>   <li>- Celebrating differences - PSHCE, growing up and changing bodies</li> <li>- Respecting different beliefs - What do different people believe about God?</li> <li>- Roles and responsibilities - being a good citizen, online British values</li> <li>- Protecting yourself from online identity theft</li> </ul> <p><b>Celebrating Difference 3 - Understanding bullying.</b>  Reinforcing the messages from previous year groups, this lesson focuses on more surreptitious bullying and how to better understand bullying behaviour.  For older children, it is timely to look at the intricacies of bullying and how sometimes it can be difficult to spot. Teachers are encouraged to know what the school's anti-bullying policy states and to ensure that this lesson adheres to the guidance.</p>	<ul style="list-style-type: none"> <li>- Healthy friendships. Using social networks, digital citizenship</li> <li>- Celebrating inner strength and assertiveness.</li> <li>- Alcohol</li> <li>- Online Safety talk - cyberbullying and online safety</li> <li>- online safety week - national and school theme</li> <li>- Body Smart and Brain Smart - drugs alcohol and tobacco - saying no to temptation</li> <li>- Being proud of who you are</li> </ul> <p><b>Healthy Me</b>  <b>5 - Healthy Friendships</b>  This Piece looks at how children can learn to recognise when people are putting them under pressure and how to resist this when they want.  Through the context of healthy friendships, children can explore their possible feelings of anxiety and fear and how this might be associated with peer pressure; it could also be applied to the pressure they might feel from other people.</p>	<ul style="list-style-type: none"> <li>- Plagiarism</li> <li>- Road safety</li>   <li>- Who helps us? - knowing who to turn to in different situations</li> <li>- Healthy and Safe relationships - making safe relationships and recognising safe relationships at home</li> <li>- Staying safe on line-</li> </ul>
Jigsaw			

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		<p><b>Healthy Me</b>  <b>6 - Celebrating My Inner strength and assertiveness</b>          Helping children learn that they can have a clear picture of what they believe is right and wrong, and to know how to be assertive when they need to be.  <i>Children can learn to draw on their own sense of right and wrong to help make decisions that suit them. Using some simple assertiveness techniques can help children feel more empowered in their lives and can help to keep them from harm.</i></p>	
<p>Purple Mash and Other (Termly)</p>	<p>e-safety rules discussed in response to Acceptable Use Form given out at beginning of the year</p> <p><b>PURPLE MASH _ 4.2 Online Safety</b>  <b>PURPLE MASH_ Anti Bullying Week</b></p> <p>e-safety issues discussed as they arise.</p> <p>SEND SDQs          SEND plans</p> <p>Pupil Progress year group meeting          Parent/Teacher consultations</p> <p><b>National Online Safety Website - units promoting online safety:</b></p>	<p><b>PURPLE MASH _ Safer Internet Day</b></p> <p><b>NSPCC Number Day</b> - referred back to Child Line and other avenues that children can take to inform someone when they feel in danger or have worries that they want to discuss.</p> <p>SEND SDQs          SEND plans</p> <p>Pupil Progress year group meeting          Parent/Teacher consultations</p> <p><b>National Online Safety Website - units promoting online safety:</b></p>	<p><b>PURPLE MASH _ Unit 4.7 Effective Searching (being able to search through browsers effectively and safely)</b></p> <p>SEND SDQs          SEND plans</p> <p>Pupil Progress year group meeting          Parent/Teacher consultations</p> <p><b>National Online Safety Website - units promoting online safety:</b></p>

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Year 5						
 Year 5	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me

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Safeguarding Focus	<ul style="list-style-type: none"> <li>- Water safety - swimming pool talk</li> <li>- Trusted sites - Understand the importance of using trusted sites and carrying out multiple searches to ensure information found online is accurate and reliable.</li> <li>- Racism</li> <li>- Keeping ourselves and others safe</li> <li>- Mobile/online gaming safety - passwords and digital citizen pledge - ICT</li> <li>- Be confident - say no, don't give in to peer pressure, know your own mind and think for yourself</li> <li>- Anti-bullying week - school theme</li> <li>- Alright Charlie programme- protective behaviours - CSE/FGM <b>Celebrating Difference</b></li> </ul> <p><b>2 - Racism</b>          Children learn about what racism is and how their own attitudes can affect how they treat others.  <i>The concepts of racism and discrimination are introduced to children and they are invited to share their thoughts. Particular emphasis is given to the words that people use, often without understanding them, and how they can be racist.</i></p>	<ul style="list-style-type: none"> <li>- Fire Safety online</li> <li>- safety week</li> <li>- NSPCC Visit - work around emotional &amp; physical abuse</li> <li>- Safe parking project on local streets - road safety, following laws</li> <li>- Understand the causes and consequences of cyberbullying and discuss behaviours and strategies to prevent and stop cyberbullying.</li> </ul>	<ul style="list-style-type: none"> <li>- Girlfriends and boyfriends.</li> <li>- Relationship talks</li> <li>- Social networking focusing on Relationships &amp; technology</li> <li>- Mind safe/body safe - keeping mentally and emotionally healthy, having time to talk, learning how to express yourself</li> <li>- Healthy relationships - know what a good friend is/ what is a healthy relationship - DV/ Grooming/safe touching/safe spaces</li> </ul> <p><b>Relationships</b>  <b>2-6 - Online safety lessons x 5</b>          Lessons on staying safe when using technology. Children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others.  <i>Rights and responsibilities are being online, staying safe, and relationships with technology all refer implicitly to safeguarding within these lessons</i></p>
Jigsaw			

## The Safeguarding Curriculum

	<p><b>Celebrating Difference 3 &amp; 4 - Rumours and name-calling &amp; Types of bullying</b></p> <p>Children learn about how rumours are spread and how name-calling can both be bullying behaviours. They also learn the difference between direct and indirect bullying.</p> <p><i>Both lessons help children to learn ways that they can be empowered to help themselves, and to report anything that feels wrong to them.</i></p>		
<p>Purple Mash and Other (Termly)</p>	<p>E-Safety - in Computing. What information is safe to share, what is not. Which websites are trustworthy, which might not be.</p> <p>RE - Marriage. A chance to discuss what a healthy relationship looks like with reference also made to same-sex marriage.</p> <p>PSHE- Diversity and community. Who in our community can we turn to and what makes us the same and different. Unit 2 - Physical and emotional health - understanding that we need to look after both our physical and mental health and exploring ways we can do this.</p> <p>National Online Safety- Online Bullying Health Wellbeing and Lifestyle.</p>	<p>The importance of having dreams and goals and knowing how to work towards these.</p> <p>Substance abuse. A look at the dangers of alcohol, drugs (prescription and illegal - including caffeine) and smoking. Healthy food choices.</p> <p>As much contact as possible during online learning plus phone calls to check up on families.</p> <p>National Online Safety- Privacy and Security Managing Online Info Online Relationships Online reputation</p> <p>Fire safety talk</p>	<p>RE- What happens when we die? These last 2 allow us to investigate healthy attitudes to grief and how religion can help us process our loss.</p> <p>ICT - Blogging - another opportunity to reinforce how to write safely on a platform where anyone can see your work and how to respond sensitively to the words of others.</p> <p>PSHE - Respecting differences and what to expect during puberty (Visit from NSPCC) Understanding healthy relationships and how to keep themselves safe. Reinforcing who they can turn to.</p> <p>National Online Safety Self-Image and Identity Copyright and ownership</p>



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		Severn Trent Water visit- linking to water safety again.	
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Year 6						
Year 6	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me

## The Safeguarding Curriculum

<p>Safeguarding Focus</p>	<ul style="list-style-type: none"> <li>- Citizenship programme 10 week programme Topics</li> <li>- Disability</li> <li>- Anti-Social Behaviour</li> <li>- Homelessness</li> <li>- Domestic Violence -                      Drugs</li> <li>- Peer Pressure</li> <li>- Being a good community citizen</li> <li>- Family changes -people leaving, bereavement, divorce, separation, step families</li> <li>- Forest school - keeping safe outdoors, finding your own way by yourself - preparation for secondary school - what to do in an emergency by yourself</li> <li>- Proud to be me - changing bodies, don't always all have to be the same, we all change differently</li> <li>- Tolerating others - meeting new people who have different beliefs</li> </ul>	<ul style="list-style-type: none"> <li>- Alcohol</li> <li>- Puberty Talk</li> <li>- Online safety talk - cyberbullying and online safety week</li> <li>- Getting ready for change - moving on</li> <li>- Temptations - drugs/alcohol/tobacco and peer pressures - knowing the risks and saying no. Making informed choices</li> <li>- Police visit (crime and punishment)- being a good citizen</li> <li>- Healthy bodies</li> <li>- (CSE Grooming )</li> <li>- Privacy rules</li> <li>- Keeping your mind healthy - SAT's preparation , keeping calm and confident through pressure</li> </ul>	<ul style="list-style-type: none"> <li>- Power &amp; control</li> <li>- Consent</li> <li>- Being safe with technology.</li> <li>- Rail safety - don't play or hang around on the railway</li> <li>- Keeping our body safe and healthy</li> <li>- Your body is your body - CSE, FGM, Forced marriage</li> <li>- Respect yourself</li> <li>- Making healthy relationships both online and in real life. Moving on to upper school and making new friends</li> <li>- Manage risks, know how to protect yourself online and in real life.</li> <li>- Don't be a stereotype - make your own choices and don't copy others. Don't feel you have to do it just because everyone else does.</li> </ul> <p>Emotional Resilience - emotional language, self esteem and confidence building.</p>
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## The Safeguarding Curriculum

<p>Jigsaw</p>	<p><b>Celebrating Difference</b>  <b>3 - Power struggles</b>          Children explore power in different contexts - how sometimes it is needed and how sometimes it is unwarranted and can feel unsafe.  <i>This lesson focuses on power scenarios, how to identify them and how to deal with them practically in real life. Celebrating Difference</i>  <b>4 - Why bully?</b>          Children learn about some of the reasons why people bully, using various example scenarios.  <i>Children are encouraged to practise and use a variety of strategies in managing their feelings in bullying scenarios - and how they can help</i></p>		<p><b>Relationships</b>  <b>4 - Power and Control</b>          Returning to more assertiveness training, where children learn to recognise when people are trying to gain control or power, and how they can stand up for themselves (and their friends) in situations when others try to gain control or power.  <i>Power and Control headlines and scenario cards are used to facilitate discussion among the children so they can decide on whether someone is being 'controlling' - and then to practise some helpful assertiveness techniques, which demonstrate how to deal with some of these situations.</i></p>
<p>Purple Mash and Other (Termly)</p>	<p>e-safety rules discussed in response to Acceptable Use Form given out at beginning of the year</p> <p><b>Trip to The Warning Zone</b> - includes alcohol and drug dangers</p> <p>Children always aware that there are opportunities to speak to adults if they have worries/concerns</p> <p><b>PURPLE MASH _ 6.2 Online Safety</b></p> <p><b>National Online Safety Website - units promoting online safety</b> e-safety issues discussed as they arise.</p>	<p><b>National Online Safety Website - units promoting online safety</b></p> <p><b>PURPLE MASH _ 6.4 Blogging</b></p>	<p><b>Relationships</b>  <b>5 - Being Online: real or fake? Safe or unsafe.</b>          Linked to previous lessons, children learn how to judge whether something online is safe and helpful.  <i>Online scenario cards are used to give examples of what might happen if someone tried to use technology to gain power over another.</i></p> <p><b>Relationships</b>  <b>6 - Using technology responsibly</b>          Children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their own safety and wellbeing.</p>

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			<p><i>This lesson focuses on the SMARTT rules and how to stay safe and happy online - and what to do if you don't feel safe.</i></p>
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			<p>National Online Safety Website - units promoting online safety</p> <p><i>PURPLE MASH _ 6.6 Networks</i></p> <p><i>Trip to Foxton Locks -Water safety</i></p> <p><i>Alright Charlie video and class discussion</i></p> <p><i>Knife crime talk from police - if relevant</i></p>
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**The Safeguarding Curriculum**