

Year group	Autumn	Spring	Summer
Reception	<ul style="list-style-type: none"> Developing relationships Self-confidence and self-awareness Health and self-care Exploring and using media and materials 	<ul style="list-style-type: none"> Managing feelings and behaviour Health and self-care Use of Technology People and communities 	<ul style="list-style-type: none"> Finding out and exploring Being involved Playing with what they know Choosing ways to do things Enjoying achieving what they set out to do Keeping on trying
Year 1	<p><u>Citizenship</u></p> <ul style="list-style-type: none"> People who help us Living in a diverse world different nationalities ethnic origins and different religions What are the British Values? <p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> Staying healthy Medicines. Going to hospital <p><u>New Beginnings</u></p> <ul style="list-style-type: none"> Children have opportunities to appreciate and celebrate differences and similarities between themselves and to experience how supportive it feels to belong to, and be valued by, the class group. <p><u>Getting On & Falling Out</u></p> <ul style="list-style-type: none"> Friendship Respecting Tolerance <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> Rights Anti-Bullying week, Friendship questionnaire 	<p><u>E-safety</u></p> <ul style="list-style-type: none"> Keeping information to yourself & talking to adults (when something is wrong/upsetting) Safer internet – assemblies, parental workshop, <p><u>Financial well being</u></p> <ul style="list-style-type: none"> Needs and wants Looking after and spending money safely Understanding change <ul style="list-style-type: none"> Friendship questionnaire 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> Feelings, thoughts and behaviour <p><u>SRE</u></p> <ul style="list-style-type: none"> Taking part - developing skills of communication and participation <p><u>Changes</u></p> <ul style="list-style-type: none"> Working together Problem solving Friendship questionnaire

Safeguarding in the Curriculum

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Year 2	<p><u>Citizenship</u></p> <ul style="list-style-type: none"> • People who help us, local counsellors, MP's. • What are the British Values? <p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> • Risk • Hazardous substances Safety Rules • Emergency services – when and how they can help us <p><u>New Beginnings</u></p> <ul style="list-style-type: none"> • Children have opportunities to appreciate and celebrate differences and similarities between themselves and to experience how supportive it feels to belong to, and be valued by, the class group. <p><u>Getting On & Falling Out</u></p> <ul style="list-style-type: none"> • Friendship • Respecting • Tolerance <ul style="list-style-type: none"> • Friendship questionnaire 	<p><u>E-safety</u></p> <ul style="list-style-type: none"> • Knowing how to keep yourself safe • Keeping your identity safe • Safer internet – assemblies, parental workshop, <p><u>Financial well being</u></p> <ul style="list-style-type: none"> • Keeping track of money Spend or save? • Where money comes from • Rights and responsibilities <ul style="list-style-type: none"> • Friendship questionnaire 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • Feelings, thoughts and behaviour <p><u>SRE</u></p> <ul style="list-style-type: none"> • Personal hygiene and cleanliness <p><u>Changes</u></p> <ul style="list-style-type: none"> • Working together • Problem solving <ul style="list-style-type: none"> • Living things and their Habitats <ul style="list-style-type: none"> • Friendship questionnaire

Safeguarding in the Curriculum

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Year 3	<p><u>Citizenship</u></p> <ul style="list-style-type: none"> Developing an active role as a citizen, Focus on specific issues, Be aware of NSPCC, RSPCA etc What are the British Values? <p><u>New Beginnings</u></p> <ul style="list-style-type: none"> Children have opportunities to appreciate and celebrate differences and similarities between them, and to value their individual gifts and talents. They will have the opportunity to experience how supportive it feels to belong and be valued as an individual within a community <p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> Why People Smoke Physical effects of smoking No Smoking Being physically active <p><u>Getting On & Falling Out</u></p> <ul style="list-style-type: none"> Children experience age-appropriate activities developing their respect for diversity and ability to cooperate. They revisit some key social skills of being a good friend and consider what qualities we need to have and be a good friend. They have opportunities to practise using 'peaceful problem solving' in relation to the theme of when they fall out with friends. 	<p><u>E-Safety</u></p> <ul style="list-style-type: none"> Cyber safety – online safety, virtual worlds & gaming Safer internet – assemblies, parental workshop, <p><u>Going For Goals</u></p> <ul style="list-style-type: none"> Provides opportunities for children to reflect on their own strengths as learners using the concept of multiple intelligences. They will also consider the feelings associated with learning and what level of emotion supports or hinder learning. <p><u>Financial well being</u></p> <ul style="list-style-type: none"> Ways to pay – responsibilities with spending money Other people's lives around the world <p><u>Good To Be Me</u></p> <ul style="list-style-type: none"> Understanding of emotions with a focus on our response to a threat. <p><u>Going For Goals</u></p> <ul style="list-style-type: none"> Opportunities for children to reflect on their own strengths as learners using the concept of multiple intelligences. They will also consider the feelings associated with learning and what level of emotion supports or hinder learning. 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> Children will explore the times when they have felt guilty or hurt someone, particularly someone close to them, and begin to explore how they might make amends. Through story they will look at some conflicts of interest. <p><u>SRE</u></p> <ul style="list-style-type: none"> How babies of different animals grow? How have I grown? How will I grow in the future? <p><u>Changes</u></p> <ul style="list-style-type: none"> Children will consider some ways in which change is positive, developmental and necessary. They consider the many changes that have happened in their own lives and their feelings in relation to these changes.

Safeguarding in the Curriculum

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Year 4	<p><u>Citizenship</u></p> <ul style="list-style-type: none"> • Visit to local council chambers, visit to the local MP’s surgery, how local councils work in relation to the Houses of Parliament (House of Commons & House of Lords). What are they responsible for? • What are British Values? <p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> • Habits and self-control effects of alcohol and risk • Limits to drinking alcohol • Choosing the right health service <p><u>New Beginnings</u></p> <ul style="list-style-type: none"> • Children have opportunities to appreciate and celebrate differences and similarities between them, and to value their individual gifts and talents. They will have the opportunity to experience how supportive it feels to belong and be valued as an individual within a community <p><u>Getting On & Falling Out</u></p> <ul style="list-style-type: none"> • Children experience age-appropriate activities developing their respect for diversity and ability to cooperate. They revisit some key social skills of being a good friend and consider what qualities we need to have and be a good friend. They have opportunities to practise using ‘peaceful problem solving’ in relation to the theme of when they fall out with friends. 	<p><u>E-Safety</u></p> <ul style="list-style-type: none"> • Using internet chat and email safely. • Safer internet – assemblies, parental workshop, <p><u>Going For Goals</u></p> <ul style="list-style-type: none"> • Opportunities for children to reflect on their own strengths as learners using the concept of multiple intelligences. They will also consider the feelings associated with learning and what level of emotion supports or hinder learning. <p><u>Financial well being</u></p> <ul style="list-style-type: none"> • Keeping records. • Using accounts to keep money safe. • Rules & responsibilities in society <p><u>Good To Be Me</u></p> <ul style="list-style-type: none"> • Understanding of emotions with a focus on our response to a threat. 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • Children will explore the times when they have felt guilty or hurt someone, particularly someone close to them, and begin to explore how they might make amends. Through story they will look at some conflicts of interest. <p><u>SRE</u></p> <ul style="list-style-type: none"> • Husband, Wife, Parents, Siblings etc. • Families, • single parent families, • step families, • fostered children, • adopted children, • growing up, <p><u>Changes</u></p> <ul style="list-style-type: none"> • Children will consider some ways in which change is positive, developmental and necessary. • They consider the many changes that have happened in their own lives and their feelings in relation to these changes.

Safeguarding in the Curriculum

Year group	Autumn	Spring	Summer
Year 5	<p><u>Citizenship</u></p> <p>What are the British Values?</p> <p><u>New Beginnings</u></p> <ul style="list-style-type: none"> • Opportunities to appreciate and celebrate differences and similarities between themselves and to experience and explore how it feels to belong to and be valued in a group. • face new challenges • how rules and laws are made and enforced • kinds of responsibilities • reflect on spiritual, moral, social and cultural issues actions affect themselves and others • aware of different types of relationships, including marriage and those between friends and families • realise the nature and consequences of racism, teasing, bullying and aggressive behaviours <p><u>Getting On & Falling Out</u></p> <ul style="list-style-type: none"> • research, discuss and debate topical issues, problems and events • reflect on spiritual, moral social and cultural issues, using imagination to understand • other people's experiences • resolve differences by looking at alternatives, making decisions and explaining • choices; • care about other people's feelings <p><u>Health and Wellbeing</u></p> <p>Legal and illegal drugs (including tobacco and alcohol) Attitudes to drugs, peer pressure and leading a healthy lifestyle, choices and judging risk</p>	<p><u>E-Safety</u> -</p> <ul style="list-style-type: none"> • Chat safely • Cyber bullying • Internet safety • Safer internet – assemblies, parental workshop, <p><u>Financial well being</u></p> <ul style="list-style-type: none"> • Foreign currency What influences spending? Saving money • Changing schools <p><u>Going For Goals</u></p> <ul style="list-style-type: none"> • recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals • face new challenges positively by collecting information, looking for help, making responsible choices and taking action • actions affect themselves and others <p><u>Good To Be Me</u></p> <ul style="list-style-type: none"> • talk and write about their opinions, and explain their views, on issues that affect themselves and society • recognise, as they approach puberty, how people's emotions change at that time • and how to deal with their feelings towards themselves, their family and others in a positive way • resolve differences by looking at alternatives, making decisions and explaining choices • recognise the different risks in different situations and then decide how to behave • responsibly, including judging what kind of physical contact is acceptable or unacceptable 	<p><u>SRE</u></p> <ul style="list-style-type: none"> • The Age of Understanding M & F, Signs-M&F, Hygiene M&F, Wudhu M&F, Ghusul M&F, Modesty M&F, Menses F, Types of Impurities F. <p><u>Relationships</u></p> <ul style="list-style-type: none"> • to recognise their worth as individuals, • to recognise, as they approach puberty, how people's emotions change • to reflect on spiritual, moral, social and cultural issues • that their actions affect themselves and others • to be aware of different types of relationships • to realise the nature and consequences of racism, teasing, bullying, and aggressive behaviours • to recognise and challenge stereotypes <p><u>Equality and Respect</u> - to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people and homophobic and racist language</p> <p><u>Changes</u></p> <ul style="list-style-type: none"> • to recognise their worth as individuals • to face new challenges positively by collecting information, looking for help, making responsible choices and taking action • to reflect on spiritual, moral, social and cultural issues • that their actions affect themselves and others, to care about other people's feelings • to be aware of different types of relationships, including marriage, and those between friends and families • that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

Safeguarding in the Curriculum

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Year 6	<p><u>Citizenship</u></p> <ul style="list-style-type: none"> Getting on and falling out School residential trips – stranger danger 	<p><u>E-Safety</u></p> <ul style="list-style-type: none"> Safer internet – assemblies, parental workshop, Safer Journeys - School residential trips – stranger danger Financial well being <p><u>Going For Goals</u></p> <ul style="list-style-type: none"> recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals face new challenges positively by collecting information, looking for help, making responsible choices and taking action actions that affect themselves and others <p><u>Good To Be Me</u></p> <ul style="list-style-type: none"> talk and write about their opinions, and explain their views, on issues that affect themselves and society recognise, as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way resolve differences by looking at alternatives, making decisions and explaining choices recognise the different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and how to ask for help, and use basic techniques for resisting pressure to do wrong 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> to recognise their worth as individuals, to recognise, as they approach puberty, how people’s emotions change to reflect on spiritual, moral, social and cultural issues that their actions affect themselves and others to be aware of different types of relationships to realise the nature and consequences of racism, teasing, bullying, and aggressive behaviours to recognise and challenge stereotypes <p><u>Equality and Respect</u> - to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people and homophobic and racist language</p> <p><u>SRE</u></p> <ul style="list-style-type: none"> Discrimination <ul style="list-style-type: none"> Race Religion Gender Age Disability Lifestyle choices (Civil partnerships, same sex marriages) <p><u>Changes</u></p> <ul style="list-style-type: none"> to recognise their worth as individuals to face new challenges positively by collecting information, looking for help, making responsible choices and taking action to reflect on spiritual, moral, social and cultural issues that their actions affect themselves and others, to care about other people’s feelings to be aware of different types of relationships, including marriage, and those between friends and families that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability School residential trips – stranger danger <p><u>Religious Education</u> Learning about different beliefs and festivals and provide opportunity to address many of the specific safeguarding issues listed below.</p>

Safeguarding in the Curriculum

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Other	<p>Assemblies related to:</p> <ul style="list-style-type: none"> • Anti-bullying • E-Safety unit of work including parental workshops • Hygiene and safety • Stranger danger through curriculum and assembly work • Healthy eating • Themed safety activities in school, trips and during personal social times • Road safety work (walk to school project etc) • Local community representatives to support the curriculum such as Community Police, Fire Safety, ambulance services etc • Safety in the Playground. Support Staff in the playground at breaks and lunchtimes • Children are made aware of visitors at school and workplace checks such as DBS to further knowledge of safeguarding • Personal space assembly 		