



Safeguarding Curriculum

*The curriculum examples provided are just a selection of examples showing how we meet each area of Safeguarding.

Safeguarding / Child Protection:				
General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
<i>Designated Safeguarding Leads (DSL) in school.</i> <i>CPOMS – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor.</i> <i>All staff took part in Safeguarding training so staff can spot possible signs of CSE and how to report this to ensure the safety of our children in school.</i> <i>Pupil and Family Support worker supports families.</i> <i>Safeguarding Policy</i> <i>Childline displays in every classroom so children are aware of a way to report concerns if they are worried or if something has happened.</i> <i>Child-friendly safeguarding posters in every classroom so children are aware of what safeguarding is and who they can go to.</i> <i>DLS posters around school so all stakeholders know who to report concerns to.</i> <i>Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry eaters, wellbeing breaks, encouraged to speak to any adult, PSHE lessons, etc.</i> <i>Assemblies e.g. NSPCC to provide the children with information on how to keep themselves safe (Pantosaurus and PANTS rule), visits from the school nurse, right/wrong, consent and how to get help/support.</i> <i>Termly Facebook posts on who school's DSLs are.</i> <i>Weekly Facebook posts based on safeguarding issues: internet safety, emotional wellbeing etc.</i> Information on specific areas of Safeguarding/Child Protection provided below:	Information on specific areas of Safeguarding/Child Protection provided below: <u>School Vision</u> Know that we are a sanctuary and what this means	Information on specific areas of Safeguarding/Child Protection provided below: <u>School Vision</u> Know that we are a sanctuary and what this means	Information on specific areas of Safeguarding/Child Protection provided below: <u>School Vision</u> Know that we are a sanctuary and what this means	Information on specific areas of Safeguarding/Child Protection provided below: <u>School Vision</u> Know that we are a sanctuary and what this means
Sexual Harassment:				
General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
<i>PSHE curriculum links. The learning blocks in Relationships and Growing Up enables learning around right/wrong, consent, how to get help.</i> <i>Comprehensive scheme of work teaching children how to stay safe and speak out - CORAM SCARF (Safety, Caring, Achievement, Resilience, Friendship)</i>	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u>	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u>	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u>	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u>

<i>Designated Safeguarding Leads (DSL) in school.</i> <i>CPOMS – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor.</i> <i>Pupil and Family Support worker supports families.</i> <i>Safeguarding Policy</i> <i>Behaviour policy</i> <i>Childline displays in every classroom so children are aware of a way to report concerns if they are worried or if something has happened.</i> <i>Child-friendly safeguarding posters in every classroom so children are aware of what safeguarding is and who they can go to.</i> <i>DLS posters around school so all stakeholders know who to report concerns to.</i> <i>Use Education for a Connected World – alongside Project evolve – for online safety</i> <i>Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry eaters, wellbeing breaks, encouraged to speak to any adult, PSHE lessons, etc.</i> <i>Assemblies e.g. NSPCC to provide the children with information on how to keep themselves safe (Pantosaurus and PANTS rule), visits from the school nurse, right/wrong, consent and how to get help/support.</i> <i>Termly Facebook posts on who school’s DSLs are.</i> <i>Weekly Facebook posts based on safeguarding issues: internet safety, emotional wellbeing etc.</i>	Know that we are a sanctuary and what this means <u>PSHE</u> Keeping Safe lessons: ‘What’s safe to go onto my body?’ ‘What’s safe to go into my body?’ ‘People who help to keep me safe’ (CORAM SCARF)	Know that we are a sanctuary and what this means <u>PSHE</u> Keeping safe: ‘Who can help 1 and 2?’ (Y1) ‘Good or bad touches’ (Y1) ‘Sharing pictures’ (Y1) I don’t like that!’(Y2) ‘Fun or not?’ (Y2) ‘Should I tell?’ (Y2) Growing and changing: ‘Keeping privates private’ (Y1) ‘Surprises and secrets’ (Y1) ‘My body, your body’ (Y2) ‘Respecting privacy’ (Y2) ‘Some secrets should never be kept’ (Y2) <u>Computing</u> I can explain how people can represent themselves in different ways online. I can explain ways in which someone might change their identify depending on what they are doing online <u>Computing</u> I can describe some signs of harmful online situations e.g. sexual harassment, grooming, cyberbullying.	Know that we are a sanctuary and what this means <u>PSHE</u> Human rights discussions – Keeping ourselves safe. Understanding human rights and learning how to use our voice when things aren’t right - in PSHE and in online safety lessons. Assemblies cover this topic as well. E.g. - Y4 - ‘It’s your right!’ lesson from Coram. <u>Computing</u> I can explain how and why people who communicate with others through online platforms may try to influence others negatively and I can offer examples	Know that we are a sanctuary and what this means <u>PSHE</u> Consent is a big focus in the new curriculum: Social Media – e.g. ‘Fakebook friends’ and online safety ties in with this – harassment can be face to face or online. Pressure online. Online safety and PSHE lessons talk about sharing photos and importance of not doing this. <u>Computing</u> I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.
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Child-on-Child: Including and not exhaustive of: physical and sexual abuse, emotional harm, on and offline bullying, grooming, sexual and criminal exploitation				
General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
<i>Our PSHE curriculum taught to every year group enables learning around right/wrong, how to get help/support, consequences of our actions, feelings and emotions, consent, relationships, how to keep ourselves safe etc.</i> <i>RSE Knowledge Organisers to support teaching of learning within RSE.</i> <i>Positive relationships and behaviours are modelled by staff on a daily basis to ensure children experience what good relationships look like.</i> <i>Online Safety assembly - termly. These assemblies are held in classrooms with the class teacher. The themes/objectives have been mapped out across school to ensure progressive and comprehensive learning. Half term blocks including Online Relationships and Online Bullying specifically enable learning around these areas.</i> <i>Designated Safeguarding Leads (DSL) in school.</i> <i>CPOMS – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor.</i> <i>Pupil and Family Support worker supports families.</i>	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> CORAM SCARF lessons and scheme of work Me and my relationships: ‘What makes me special’ Valuing difference: ‘I am special you are special’ <u>Computing</u> I can describe some signs of harmful online situations e.g. sexual harassment, grooming, cyberbullying.	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> KS1 Me and my relationships: ‘Feelings and bodies’ (Y1) (emotions and keeping safe) Valuing difference: ‘Unkind, tease or bully’ (Y1) Rights and respect: ‘Getting on with others’ (Y2) ‘Feeling safe’ (Y2) <u>Computing</u> I can describe some signs of harmful online situations e.g.	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Anti-bullying policies, Anti bullying week, PSHE lessons. Keeping ourselves and others safe (CORAM). Y4 – Okay or not okay? Pressures online and from peers – learning about what peer pressure is and discussions around what to do if they feel under pressure and how to report matters. <u>Computing</u>	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Spot bullying – at this stage in the primary years, children move onto what different kinds of bullying looks like and how to spot it early on. They will learn about ‘qualities of friendship’ and know when a friendship is not healthy and what they can do about matters if friendships turn sour or if

<i>Safeguarding Policy</i> <i>Behaviour Policy</i> <i>Use Education for a Connected World – alongside Project evolve – for online safety</i> <i>Childline displays in every classroom so children are aware of a way to report concerns if they are worried or if something has happened.</i> <i>Child-friendly safeguarding posters in every classroom so children are aware of what safeguarding is and who they can go to.</i> <i>DLS posters around school so all stakeholders know who to report concerns to.</i> <i>Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry eaters, wellbeing breaks, encouraged to speak to any adult, PSHE lessons, etc.</i> <i>Assemblies e.g. NSPCC to provide the children with information on how to keep themselves safe (Pantosaurus and PANTS rule), visits from the school nurse, right/wrong, consent and how to get help/support.</i> <i>Termly Facebook posts on who school’s DSLs are.</i> <i>Weekly Facebook posts based on safeguarding issues: internet safety, emotional wellbeing etc.</i> <i>Anti-bullying Week supports the children with Relationships.</i> <i>More information on specific areas provided in further tables below.</i>	I can describe ways that some people can be unkind online	sexual harassment, grooming, cyberbullying. I can offer examples of how being unkind online make others feel. I can describe how to behave online in ways that do not upset others and can give examples.	I can describe some signs of harmful online situations e.g. sexual harassment, grooming, cyberbullying.	there is peer pressure there. Online safety also covers how to report matters that are happening online.
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Relationships and Sex Education:

General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
<i>Relationships and Sex Education (RSE) taught to every year group through our PSHE curriculum.</i> <i>Curriculum Map (progression document) with objectives mapped out for each year group.</i> <i>RSE Knowledge Organisers to support teaching of learning within RSE.</i> <i>Positive relationships and behaviours are modelled by staff on a daily basis to ensure children experience what good relationships look like.</i> <i>RSE Policy outlining key information such as intent, our curriculum and information on withdrawal - this is reviewed annually and approved by Governors.</i> <i>RSE Consultation with parents – information providing parents with information on RSE at Poulton-le-Sands CE Primary School. Parents know what children learn in each year group, could view the RSE policy and resources such as knowledge organisers and had access to supporting resources for home.</i> <i>NSPCC Assemblies to provide the children with information on how to keep themselves safe (Pantosaurus and PANTS rule).</i>	<i>Explored through the curriculum areas. For example:</i> <u>PSHE</u> Me and My body parts (CORAM – growing and changing) Relationships taught throughout the EYFS programme and provision. Parents and carers invited in regularly to school and classroom and open conversations encouraged. <u>Science</u> <u>Understanding the world</u> <u>All About Me</u>: Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what	<i>Explored through the curriculum areas. For example:</i> <u>PSHE</u> Y1 – Taking care of a baby Keeping Privates private Y2 – My body, your body, Respecting Privacy. Y2 are introduced to knowledge and names for body parts and how to look after our bodies. <u>Science</u> <u>Biology</u> Year 1: The human body Year 2: Humans. Growing up	<i>Explored through the curriculum areas. For example:</i> <u>PSHE</u> My changing body: Children are taught about changes including periods from Year 3 Relationship Tree – Children talk about different kinds of relationships and what they might look like. Y4 – preparing for changes at puberty – what they need to know. <u>Science</u> <u>Biology</u> Year 3: Plants A and B Year 4: Group and classify living things	<i>Explored through the curriculum areas. For example:</i> <u>PSHE</u> Y5 – growing up, changing bodies and feelings, thinking about what it will be like to be a teenager. Children have full lessons on puberty in Y5 and 6 and have a lot of opportunities to ask questions and discuss with parents and teachers about what will happen to their bodies. Y6 think about making babies and infection transmission. <u>Science</u> <u>Biology</u> Year 5: Animals including humans. Life cycles. Reproduction A and B

<i>Cross curricular links through our Science curriculum (Animals Inc Humans).</i> <i>Anti-bullying Week supports the children with Relationships.</i> <i>Weekly Facebook posts based on safeguarding issues: internet safety, emotional wellbeing etc.</i>	they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Talk about members of their immediate family and community. <u>Amazing Animals</u>: Talk about people and their role in society.			Year 6: Animals including Living things and their habitats. Variations
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Online Safety:

General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
<i>PSHE curriculum links to Online Safety.</i> <i>Computing lead and Deputy Headteacher in school who oversees Online Safety.</i> <i>Online Safety Policy</i> <i>Use Education for a Connected World – alongside Project evolve – for online safety</i> <i>Project Evolve Online Safety assembly - termly. These assemblies are held in classrooms with the class teacher. The themes/objectives have been mapped out across school to ensure progressive and comprehensive. Children take part in learning across the key themes:</i> <i>Self-Image and Identity</i> <i>Online Relationships</i> <i>Online Reputation</i> <i>Online Bullying</i> <i>Managing Online Information</i> <i>Privacy and Security</i> <i>Copyright and ownership</i> <i>Headteacher shares information with parents through the website on keeping their children safe online.</i> <i>Weekly Facebook posts based on safeguarding issues: internet safety, emotional wellbeing etc.</i>	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> People who help keep us safe. Online Safety lessons per half term as part of computing – but who to turn to in PSHE. <u>Computing</u> Termly Project Evolve Assembly Primacy and Security - I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location) Online bullying – I can describe ways that some people can be unkind online. Self-image and Identity – I can recognise, online or offline, that anyone can say ‘no’ – ‘please stop’ – ‘I’ll tell – ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Classroom rules – to include safe ways to use computers and the internet Bullying and getting hep – discuss cyber bullying and how to get help Y2 – online safety lessons CORAM Privacy – relates to online as well. <u>Computing</u> Termly Project Evolve Assembly Health, Wellbeing and Lifestyle - I can explain rules to keep myself safe when using technology both in and beyond the home. Online Reputations – I can describe how anyone’s online information could be seen by others.	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Rules and their purpose – include rules on how to use computers safely Friendship and respect Staying safe online (Y3) Media influence (Y4) Online Safety (Y4) <u>Computing</u> Termly Project Evolve Assembly Self-image and Identity – I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using social media) and why Privacy and Security – I can describe strategies for keeping personal information private, depending on context.	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Bullying and assertive skills (relate to online safety) Managing risk – including online safety Influence and pressure of social media Managing risk - online safety Positive relationships Staying safe online Understanding media bias (Y6) <u>Computing</u> Termly Project Evolve Assembly Online Relationships – I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. Privacy and Security – I can describe simple ways to increase privacy on apps and services that provide settings.

Mental Health and Wellbeing:

General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
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<i>PSHE curriculum links to Mental Health/Wellbeing.</i> <i>Mental health lead</i> Mental health and wellbeing team – parent meetings <i>Mental health and wellbeing assemblies.</i> <i>Clubs linking to wellbeing – cosy club.</i> <i>Designated Safeguarding Leads in school.</i> <i>Pupil and Family Support worker who supports families with any mental health/wellbeing needs.</i> <i>Mental health week/Children’s mental health week celebrated annually across school. Children take part in daily activities during this week to support/ raise awareness around mental health/wellbeing.</i> <i>Celebration worships – weekly</i> <i>A range of books to support teaching.</i> <i>School Nurse to support children with their mental health.</i> <i>Mental health displays in around school. This allows children to reflect on their feelings and is a way for children to get immediate support.</i> <i>Use Education for a Connected World – alongside Project evolve – for online safety</i> The Oasis – a safe space for children to regulate their emotions <i>Nurturing school ethos where children are encouraged to talk about their mental health / wellbeing. We have a vast range of ways children can do this such as:</i> <i>- Anti-bullying Ambassadors</i> <i>- Worry eaters in each classroom (children can write down their worry if they don’t want to tell verbally tell someone – checked regularly)</i> <i>Wellbeing display in each classroom to communicate feelings</i> <i>-Wellbeing breaks (a safe place to communicate feelings)</i> <i>-Speaking to any adult in school – children know any adult will listen.</i> <i>Project Evolve Online Safety assembly - termly. These assemblies are held in classrooms with the class teacher. The themes/objectives have been mapped out across school to ensure progressive and comprehensive. Children take part in learning across the key themes each half term:</i> <i>Self-Image and Identity</i> <i>Online Relationships</i> <i>Online Reputation</i> <i>Online Bullying</i> <i>Managing Online Information</i> <i>Health, Wellbeing and Lifestyle</i> <i>Privacy and Security</i> <i>Copyright and ownership</i> <i>Birthdays celebrated</i> <i>Acknowledging children’s individual achievements in and out of school.</i> <i>Allowing children to have an influence over days/events around school e.g. a group of children wanted to raise money for Ukraine – held a Ukraine day in school – school council.</i>	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> What makes me special Celebrating difference Showing kindness Growth mindset Keeping my body health – food, exercise and sleep. <u>Science</u> <u>Understanding the world</u> <u>All About Me:</u> Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations. <u>Once Upon A Time:</u> Baking bread with Lesley the school cook. <u>Computing</u> Termly Project Evolve Assembly Health, Wellbeing and Lifestyle – I can identify rules that help keep us safe and healthy in and beyond the home when using technology.	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Feelings Getting help Friendships Taking care of myself Growth mindset Healthy eating Getting help Coping with loss Hygiene and health Exercise and sleep <u>Science</u> <u>Biology</u> Year 1: The human body Year 2: Humans <u>Computing</u> Termly Project Evolve Assembly Health, Wellbeing and Lifestyle – I can explain rules when using technology both in and beyond the home. I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Healthy relationships Listening to feelings Coping with loss Cooperation Developing empathy Having choices and making decisions about my health. Managing difficult feelings <u>Science</u> <u>Biology</u> Year 3: Nutrition and diet Year 4: The digestive system <u>Computing</u> Termly Project Evolve Assembly Health, Wellbeing and Lifestyle – I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites). I can explain how using technology can be a distraction from other things, in both a positive and negative way.	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Feelings, friendship skills, assertiveness, compromise, cooperation, recognising emotional needs. Rights, respect and duties relating to my health. Growing independence and taking ownership Managing difficult feelings Managing change Aspirations and goal setting (Y6) Looking after my mental health (Y6) Body image (Y6) Self-esteem (Y6) <u>Science</u> <u>Biology</u> Year 6: Diet, drugs and lifestyle <u>Computing</u> Termly Project Evolve Assembly Health, Wellbeing and Lifestyle – I can describe ways technology can affect health and wellbeing both positively (e.g. mindfulness apps) and negatively. I can access and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise)
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Knowing children’s families/interests/worries/concerns. These are passed from Teacher to Teacher at the end of each year.				
Bullying:				
General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
PSHE curriculum links to Bullying. Anti-bullying policy. Child-friendly safeguarding posters around school with a focus on what bullying is and who to go to. Anti-bullying week celebrated annually across school. Theme of the week taken from the Anti-bulling Alliance. Each class takes part in daily activities around Anti-bullying. Anti-bullying/behaviour worships linking to school values and the teachings of Jesus Use Education for a Connected World – alongside Project evolve – for online safety Project Evolve Online Safety assembly - termly. These assemblies are held in classrooms with the class teacher. The themes/objectives have been mapped out across school to ensure progressive and comprehensive. Children take part in learning across the key themes each half term. Self-Image and Identity Online Relationships Online Reputation Online Bullying Managing Online Information Health, Wellbeing and Lifestyle Privacy and Security Copyright and ownership Children are encouraged to speak up if they are being bullied and have a range of ways to communicate this/gain support such as: Worry eaters in each classroom (children can write down their worry if they don’t want to tell verbally tell someone – checked regularly) - Wellbeing display in each classroom to communicate feelings Wellbeing breaks (a safe place to communicate feelings) Speaking to any adult in school – children know any adult will listen.	Explored through the curriculum areas. For example: <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Similarities and difference Celebrating difference Showing kindness <u>Computing</u> Termly Project Evolve Assembly Online Bullying – I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.	Explored through the curriculum areas. For example: <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation Being kind and helping others Celebrating difference People who help us Listening Skills <u>Computing</u> Termly Project Evolve Assembly Online Bullying – I can describe how to behave online in ways that do not upset others and can give examples. I can describe what bullying is, how people may bully others and how bullying can make someone feel.	Explored through the curriculum areas. For example: <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Recognising and respecting diversity Being respectful and tolerant My community Healthy relationships Listening to feelings Bullying Assertive skills <u>Computing</u> Termly Project Evolve Assembly Online Bullying – I can give examples of how bullying behaviour could appealing online and how someone can get support. I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	Explored through the curriculum areas. For example: <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping <u>Computing</u> Termly Project Evolve Assembly Online Bullying - I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.
Keeping Safe:				
General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
Curriculum links to Keeping Safe through our PSHE curriculum. Staff trained in KCSIE – annually Health and Safety section in the PE Intent, Implement and Impact statement. All staff aware and make children aware of safety e.g. removing jewellery, hair up etc, Use Education for a Connected World – alongside Project evolve – for online safety	Explored through the curriculum areas. For example: <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Keeping Safe lessons:	Explored through the curriculum areas. For example: <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Keeping safe:	Explored through the curriculum areas. For example: <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u>	Explored through the curriculum areas. For example: <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Consent is a big focus in the new curriculum:

<i>Water Safety</i> ➤ <i>Assemblies providing children with the information appropriate to enable them to stay safe around water.</i> ➤ <i>Swimming lessons for Year 5 and Year 6 which are part of the PE curriculum. The children are taught about poolside safety.</i> <i>Road Safety</i> ➤ <i>Assemblies providing children with the information appropriate to enable them to stay safe around roads.</i> ➤ <i>Road Safety Week is celebrated annually in school.</i> ➤ <i>Bike ability for Year 3, Year 4, Year 5 and Year 6. This focusses on safety on the roads, rules of the road, potential dangers and consequences.</i> <i>Sun Safety</i> ➤ <i>Assemblies providing children with the information appropriate to enable them to stay safe in the sun.</i> ➤ ➤ <i>PSHE curriculum</i> <i>Rail Safety</i> ➤ <i>Assemblies providing children with the information appropriate to enable them to stay safe around the railway.</i> <i>Fire Safety</i> ➤ <i>Assemblies providing children with the information appropriate to enable them to stay safe around the fire and how to prevent fire.</i> ➤ <i>Years 1 and 6 have visits from the fire service - annually</i>	‘What’s safe to go onto my body?’ ‘What’s safe to go into my body?’ ‘People who help to keep me safe’ (CORAM SCARF) Science <u>Understanding the world</u> Talks about what can and cannot be done when exploring. PE Safe movement and spatial awareness Recognise to listen to instructions.	‘Who can help 1 and 2?’ (Y1) ‘Good or bad touches’ (Y1) ‘Sharing pictures’ (Y1) I don’t like that!’(Y2) ‘Fun or not?’ (Y2) ‘Should I tell?’ (Y2) Growing and changing: ‘Keeping privates private’ (Y1) ‘Surprises and secrets’ (Y1) ‘My body, your body’ (Y2) ‘Respecting privacy’ (Y2) ‘Some secrets should never be kept’ (Y2) Science Discussions about how to be safe when undertaking various science experiments/investigations are talked about before children undertaken. Teachers have been directed to CLEAPSS if more guidance is required for a particular issue. PE Recognise the importance of a warm-up and cool-down. Understand the importance of hydration. Safe handling of equipment	Human rights discussions – Keeping ourselves safe. Understanding human rights and learning how to use our voice when things aren’t right - in PSHE and in online safety lessons. Assemblies cover this topic as well. E.g. - Y4 - ‘It’s your right!’ lesson from Coram. Science Discussions about how to be safe when undertaking various science experiments/investigations are talked about before children undertaken. Teachers have been directed to CLEAPSS if more guidance is required for a particular issue. Physics Year 3: Light Year 4: Electricity PE Learn to check equipment Introduce teamwork safety Encourage self-assessment of effort and wellbeing	Social Media – e.g. ‘Fakebook friends’ and online safety ties in with this – harassment can be face to face or online. Pressure online. Online safety and PSHE lessons talk about sharing photos and importance of not doing this. Science Discussions about how to be safe when undertaking various science experiments/investigations are talked about before children undertaken. Teachers have been directed to CLEAPSS if more guidance is required for a particular issue. Physics Year 6: Electricity. Light Biology Year 6: Diet, drugs and lifestyle PE Pupils take responsibility for warm-up and cool-down Learn about injury prevention and recovery basics. Address emotional safety – coping with competition, body image. Promote inclusion and challenge discrimination in sport.
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Keeping Healthy:

General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
<i>Curriculum links to Keeping Healthy through our PSHE curriculum.</i> <i>Cross curricular links to Keeping Healthy through our Science curriculum (Animals Including Humans), DT curriculum (Cooking and Nutrition) and PE curriculum.</i> <i>Sports Day – a day encouraging a positive relationship with exercise and enjoyment. It also encourages healthy competition.</i> <i>KS1 fruit – all children in Key Stage 1 receive a piece of fruit at playtime.</i> <i>Milk Scheme - parents have the option to purchase milk for their children to drink at school every day.</i> <i>After school clubs – a vast range of sports clubs (e.g. archery, cricket, handball), Forest School club and a wellbeing club.</i> <i>Healthy school lunches</i> <i>Play Leaders – Play leaders are completing training to support them in setting up games at playtimes to encourage children to be active.</i> <i>PE lessons – children take part in 2 hours of PE each week.</i>	<i>Explored through the curriculum areas. For example:</i> Science <u>Understanding the world</u> All About Me - Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations. Once Upon A Time - Baking bread with Lesley the school cook. PE Healthy Participation – Know what health and fitness means in context, including	<i>Explored through the curriculum areas. For example:</i> Science Biology Year 1: The human body Year 2: Humans Sustainability Year 1: Caring for the planet. Growing and cooking Year 2: Plastic. Wildlife PE Healthy Participation – Know what health and fitness means in context, including what to do to improve and factors affecting participation.	<i>Explored through the curriculum areas. For example:</i> Science Biology Year 3: Nutrition and diet Year 4: The digestive system Sustainability Year 3: Food waste. Biodiversity Year 4: Energy. Deforestation PE Healthy Participation – Know what health and fitness means in context, including what to do to improve and factors affecting participation. Know how to participate in activity/sport. Have all	<i>Explored through the curriculum areas. For example:</i> Science Biology Year 6: Diet, drugs and lifestyle Sustainability Year 5: Global Warming. Plastic pollution Year 6: Renewable Energy. Light pollution PE Healthy Participation – Know what health and fitness means in context, including what to do to improve and factors affecting participation.

	what to do to improve and factors affecting participation. Know how to participate in activity/sport. Have all children joining in with sport, activities ad games. Children to learn to participate and join in. Know how being active can support our fitness and health.	Know how to participate in activity/sport. Have all children joining in with sport, activities ad games. Children to learn to participate and join in. Know how being active can support our fitness and health.	children joining in with sport, activities ad games. Children to learn to participate and join in. Know how being active can support our fitness and health. Build these skills so that children can join in/will want to participate in sport, activities and games using throwing and catching successfully.	Know how to participate in activity/sport. Have all children joining in with sport, activities ad games. Children to learn to participate and join in. Know how being active can support our fitness and health. Build these skills so that children can join in/will want to participate in sport, activities and games using throwing and catching successfully.
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Stranger Awareness:

General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
PSHE curriculum links. All staff discuss stranger awareness and risks with their children before going on a school trip. Risk assessment for school trips highlight stranger awareness. Designated Safeguarding Leads (DSL) in school. CPOMs – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor. Safeguarding Policy Childline displays in every classroom so children are aware of a way to report concerns if they are worried or if something has happened. Child-friendly safeguarding posters in every classroom so children are aware of what safeguarding is and who they can go to. DLS posters around school so all stakeholders know who to report concerns to. Use Education for a Connected World – alongside Project evolve – for online safety Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry eaters, wellbeing breaks, encouraged to speak to any adult, PSHE lessons, etc. Assemblies e.g. NSPCC to provide the children with information on how to keep themselves safe (Pantosaurus and PANTS rule), visits from the school nurse, right/wrong, consent and how to get help/support. Termly Facebook posts on who school’s DSLs are. Weekly Facebook posts based on safeguarding issues: internet safety, emotional wellbeing etc.	Explored through the curriculum areas. For example: <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> People close to me Getting help <u>Computing</u> Termly Project Evolve Assembly Recognise when something online makes them feel worried, scared or confused. Recognise who their trusted adults are. Understand not to talk to strangers online.	Explored through the curriculum areas. For example: <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Online safety Keep us safe – including online safety. <u>Computing</u> Termly Project Evolve Assembly Recognise when something online makes them feel worried, scared or confused. Recognise who their trusted adults are. Understand not to talk to strangers online.	Explored through the curriculum areas. For example: <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Managing risk Decision-making skills Staying safe online Assertiveness skills Keeping safe My community. <u>Computing</u> Termly Project Evolve Assembly Recognise when something online makes them feel worried, scared or confused. Recognise who their trusted adults are. Understand not to talk to strangers online.	Explored through the curriculum areas. For example: <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Assertiveness Keeping safe Online safety <u>Computing</u> Termly Project Evolve Assembly Recognise when something online makes them feel worried, scared or confused. Recognise who their trusted adults are. Understand not to talk to strangers online.

Child and Sexual Exploitation:

General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
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<i>PSCHE curriculum links. The learning blocks Relationship and, Growing Up enables learning around right/wrong, consent, how to get help.</i> <i>Designated Safeguarding Leads (DSL) in school.</i> <i>CPOMs – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor.</i> <i>Use Education for a Connected World – alongside Project evolve – for online safety</i> <i>Pupil and Family Support worker</i> <i>Child-friendly safeguarding posters in every classroom so children are aware of what safeguarding is and who they can go to.</i> <i>DLS posters around school so all stakeholders know who to report concerns to.</i> <i>Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry eaters, wellbeing breaks, encouraged to speak to any adult, PSHE lessons, etc.</i> <i>Assemblies e.g. NSPCC to provide the children with information on how to keep themselves safe (Pantosaurus and PANTS rule), visits from the school nurse, right/wrong, consent and how to get help/support.</i> <i>Termly Facebook posts on who school's DSLs are.</i> <i>Weekly Facebook posts based on safeguarding issues: internet safety, emotional wellbeing etc.</i>	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Keeping Safe lessons: ‘What’s safe to go onto my body?’ ‘What’s safe to go into my body?’ ‘People who help to keep me safe’ (CORAM SCARF)	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Keeping safe: ‘Who can help 1 and 2?’ (Y1) ‘Good or bad touches’ (Y1) ‘Sharing pictures’ (Y1) I don’t like that!’(Y2) ‘Fun or not?’ (Y2) ‘Should I tell?’ (Y2) Growing and changing: ‘Keeping privates private’ (Y1) ‘Surprises and secrets’ (Y1) ‘My body, your body’ (Y2) ‘Respecting privacy’ (Y2) ‘Some secrets should never be kept’ (Y2) ‘	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Human rights discussions – Keeping ourselves safe. Understanding human rights and learning how to use our voice when things aren’t right - in PSHE and in online safety lessons. Assemblies cover this topic as well. E.g. - Y4 - ‘It’s your right!’ lesson from Coram.	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Consent is a big focus in the new curriculum: Social Media – e.g. ‘Fakebook friends’ and online safety ties in with this – harassment can be face to face or online. Pressure online. Online safety and PSHE lessons talk about sharing photos and importance of not doing this.
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Radicalisation and Extremism:				
General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
<i>PSCHE curriculum links. The learning blocks Being Safe and Being Responsible enables learning around right/wrong, how to get help, strangers.</i> <i>Designated Safeguarding Leads (DSL) in school. Prevent trained.</i> <i>CPOMs – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor.</i> Safeguarding Policy <i>Pupil and Family Support worker</i> <i>Child-friendly safeguarding posters in every classroom so children are aware of what safeguarding is and who they can go to.</i> <i>DLS posters around school so all stakeholders know who to report concerns to.</i> <i>Use Education for a Connected World – alongside Project evolve – for online safety</i> <i>Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry eaters, wellbeing breaks, encouraged to speak to any adult, PSHE lessons, etc.</i> <i>Assemblies e.g. NSPCC to provide the children with information on how to keep themselves safe (Pantosaurus and PANTS rule), visits from the school nurse, right/wrong, consent and how to get help/support.</i>	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Identify risks to keep ourselves and others safe <u>Computing</u> Termly Project Evolve Assembly Recognise when something online makes them feel worried, scared or confused. Recognise who their trusted adults are. Understand not to talk to strangers online.	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Identifying our feelings can keep us safe – including online. Knowing who to go to if they are worried and recognise safe and unsafe secrets. Know how to respond safely and appropriately to adults they may encounter whom they do not know. Identifying people in the community who are responsible for looking after and protecting us. Know how to contact those people when they are needed. <u>Computing</u>	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Managing risk and staying safe, including online. Recognising different influences around us and understanding that our increased independence brings increased responsibility to keep themselves safe. Knowing who to go to if they are worried and recognise safe and unsafe secrets. Know how to respond safely and appropriately to adults they may encounter whom they do not know.	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Understanding the influences and pressures of social media and media bias Managing risk and staying safe, including online. Recognising different influences around us and understanding that our increased independence brings increased responsibility to keep themselves safe. Knowing who to go to if they are worried and recognise safe and unsafe secrets. Know how to respond safely and appropriately to adults

<i>Termly Facebook posts on who school's DSLs are.</i> <i>Weekly Facebook posts based on safeguarding issues: internet safety, emotional wellbeing etc.</i> <i>All staff take part in PREVENT training informing staff which includes how to spots signs of radicalisation and extremism and how to report this to ensure the safety of the children in school.</i>		Termly Project Evolve Assembly Begin to recognise persuasive content. Identify when something online makes them feel worried, scared or confused. Recognise who their trusted adults are. Understand not to talk to strangers online.	Identifying people in the community who are responsible for looking after and protecting us. Know how to contact those people when they are needed. <u>Computing</u> Termly Project Evolve Assembly Understand persuasion and manipulation. Identify trusted sources. Identify when something online makes them feel worried, scared or confused.	they may encounter whom they do not know. Identifying people in the community who are responsible for looking after and protecting us. Know how to contact those people when they are needed, <u>Computing</u> Termly Project Evolve Assembly Understand what radicalisation means. Understand propaganda, misinformation, disinformation and manipulation.
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Force Marriage:				
General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
<i>PSCHE curriculum links. The learning blocks Relationships and Being Safe enables learning around forced marriage and how to get help/support.</i> <i>Designated Safeguarding Leads (DSL) in school.</i> <i>CPOMS – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor.</i> <i>Pupil and Family Support worker</i> <i>Child-friendly safeguarding posters in every classroom so children are aware of what safeguarding is and who they can go to.</i> <i>DLS posters around school so all stakeholders know who to report concerns to.</i> <i>Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry eaters, wellbeing breaks, encouraged to speak to any adult, PSHE lessons, etc.</i> <i>Weekly Facebook posts based on safeguarding issues: internet safety, emotional wellbeing etc.</i>	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Reflect on ways in which a relationship can be unhealthy and who to talk to if they need support. Understanding the meaning behind civil partnership and marriage.	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Reflect on ways in which a relationship can be unhealthy and who to talk to if they need support. Understanding the meaning behind civil partnership and marriage.

Honour Based Violence (including FGM)				
General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
<i>NSPCC Assemblies to give the children the information that they need to keep safe. (Pantosaurus and PANTS rule)</i> <i>There is a possible lesson plan and supporting resources to use to teach individual children, small groups or a whole class about FGM if we think it is appropriate. We have made the decision not to teach this as part of our curriculum but if we think this will affect/has affected a certain child/child we will teach it/support children.</i> <i>Designated Safeguarding Leads (DSL) in school.</i>	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Identify risks to keep ourselves	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Understand what physical contact is acceptable,	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Begin to understand the concept of keeping something	<i>Explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE</u> Understand the concept of keeping something

<i>CPOMs – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor.</i> <i>Pupil and Family Support worker</i> <i>Child-friendly safeguarding posters in every classroom so children are aware of what safeguarding is and who they can go to.</i> <i>DLS posters around school so all stakeholders know who to report concerns to.</i> <i>Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry eaters, wellbeing breaks, encouraged to speak to any adult, PSHE lessons, etc.</i> <i>Assemblies e.g. NSPCC to provide the children with information on how to keep themselves safe (Pantosaurus and PANTS rule), visits from the school nurse, right/wrong, consent and how to get help/support.</i> <i>Termly Facebook posts on who school’s DSLs are.</i> <i>Weekly Facebook posts based on safeguarding issues: internet safety, emotional wellbeing etc.</i>	and others safe.	comfortable, unacceptable and uncomfortable.	confidential or secret, when they should or should not agree to this and when it is right to ‘break confidence’ or ‘share a secret’.	confidential or secret, when they should or should not agree to this and when it is right to ‘break confidence’ or ‘share a secret’.
			Understand personal boundaries. Identify what they are willing to share with their most special people; friends; classmates and others. Understand that we all have rights to privacy.	Understand the right to protect our bodies from inappropriate and unwanted contact and the importance of privacy.
			Understand the right to protect our bodies from inappropriate and unwanted contact and the importance of privacy.	Understand the right to protect our bodies from inappropriate and unwanted contact and the importance of privacy.
			Know and use the correct names for the main part of the body (including external genitalia).	Know and use the correct names for the main part of the body (including external genitalia).
			Understand that each person’s body belongs to them.	

Drugs, Alcohol and Tobacco (Substance Misuse)

General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
Curriculum – teaching children about Drugs, Alcohol and Tobacco (Substance Misuse) <i>Curriculum links through our PSHE curriculum.</i> <i>Curriculum links through our Science curriculum.</i> <i>Teachers have the flexibility to address subjects like at any time during the school year (above and beyond our curriculum) if they think relevant for their cohort of children or certain groups/individual children – if an issue arises for example.</i> For concerns surrounding this: <i>Designated Safeguarding Leads (DSL) in school.</i> <i>CPOMs – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor.</i> <i>Pupil and Family Support worker</i> <i>Child-friendly safeguarding posters in every classroom so children are aware of what safeguarding is and who they can go to.</i> <i>DLS posters around school so all stakeholders know who to report concerns to.</i> <i>Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry eaters, wellbeing breaks, encouraged to speak to any adult, PSHE lessons, etc.</i> <i>Assemblies e.g. NSPCC to provide the children with information on how to keep themselves safe (Pantosaurus and PANTS rule), visits from the school nurse, right/wrong, consent and how to get help/support.</i>	<i>Alongside the whole school focus, drugs, alcohol and tobacco (Substance Misuse) is explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE:</u> Role play (doctors and nurses) and learning about the world: Medicine and who can help us when we are ill. Life Education Visit	<i>Alongside the whole school focus, drugs, alcohol and tobacco (Substance Misuse) is explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE:</u> Children in KS1 will have a secure understanding of use of medicine when they are ill and who can help them. They will know, by the end of year two which services to phone if there is an emergency and how to do this (they have a fire service visit that goes over this with Year Two each year) Life Education Visit	<i>Alongside the whole school focus, drugs, alcohol and tobacco (Substance Misuse) is explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE:</u> (SCARF) Children from year three upwards are taught the facts about alcohol and tobacco use and the effects it can have on our bodies. In Year four, this becomes a focus on the difference between legal and illegal drugs. Children will be taught to recognise dangers of taking medicines that are not prescribed for them. Life Education Visit	<i>Alongside the whole school focus, drugs, alcohol and tobacco (Substance Misuse) is explored through the curriculum areas. For example:</i> <u>School Vision</u> Know that we are a sanctuary and what this means <u>PSHE:</u> Children will have lessons on the true and false effects of drugs. They will learn what is normal when it comes to ‘smoking’ and the dangers of vaping. Life Education Visit <u>Science</u> <u>Biology</u> Year 6: Diet, drugs and lifestyle (cigarettes, heart rate).

<i>Termly Facebook posts on who school’s DSLs are.</i> <i>Weekly Facebook posts based on safeguarding issues: internet safety, emotional wellbeing etc.</i>				
<u>Knife Awareness</u>				
General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
<i>DT – Food and Nutrition – teaches children to use knives safely when cooking.</i> <i>Teachers have the flexibility to address subjects like at any time during the school year if they think relevant for their cohort of children or certain groups/individual children – if an issue arises for example.</i> <i>For concerns surrounding this:</i> <i>Designated Safeguarding Leads (DSL) in school.</i> <i>CPOMs – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor.</i> <i>Pupil and Family Support worker</i> <i>Child-friendly safeguarding posters in every classroom so children are aware of what safeguarding is and who they can go to.</i> <i>DLS posters around school so all stakeholders know who to report concerns to.</i> <i>Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry eaters, wellbeing breaks, encouraged to speak to any adult, PSHE lessons, etc.</i> <i>Assemblies e.g. NSPCC to provide the children with information on how to keep themselves safe (Pantosaurus and PANTS rule), visits from the school nurse, right/wrong, consent and how to get help/support.</i> <i>Termly Facebook posts on who school’s DSLs are.</i> <i>Weekly Facebook posts based on safeguarding issues: internet safety, emotional wellbeing etc.</i>	<u>DT</u> Introduction to blunt knives.	<u>DT</u> Begin to use child-safe knives to develop cutting, spreading, slicing, and sawing skills.	<u>DT</u> Develop independence for safe knife use, including safe passing of knives. Chopping firmer foods, equal-sized cutting, preparing ingredients for cutting and introduce peelers.	<u>DT</u> Refine cutting skills and develop responsible, independent tool use. Dicing, chopping, slicing, preparing ingredient and taking responsibility for washing and storing.
<u>Domestic Violence and Abuse</u>				
General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
<i>PSHE curriculum links. The learning blocks Relationship and, Growing Up enables learning around right/wrong, consent, how to get help.</i> <i>Designated Safeguarding Leads (DSL) in school.</i> <i>CPOMs – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor.</i> <i>All staff took part in HAYS Safeguarding training so staff can spot possible sings of and how to report this to ensure the safety of our children in school.</i> <i>Pupil and Family Support worker</i> <i>Child-friendly safeguarding posters in every classroom so children are aware of what safeguarding is and who they can go to.</i> <i>DLS posters around school so all stakeholders know who to report concerns to.</i>	<u>School Vision</u> Know that we are a sanctuary and what this means. <u>PSHE</u> Know that resorting to violence is never right.	<u>School Vision</u> Know that we are a sanctuary and what this means. <u>PSHE:</u> Recognise what is fair and unfair, kind and unkind, what is right and wrong. Identify their special people (family, friends, carers), what makes them special and how special people should care for each other – commitment, including difficult times, protection and care, spending time together and sharing each other’s’ lives.	<u>School Vision</u> Know that we are a sanctuary and what this means. <u>PSHE:</u> Recognise what constitutes as a healthy relationship and the importance of respecting others. Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. Understand the concept of keeping something confidential or secret, when they should or should not agree to this and when it is	<u>School Vision</u> Know that we are a sanctuary and what this means. <u>PSHE:</u> Reflect on ways in which a relationship can be unhealthy and whom to talk to if they need support. Understand the concept of keeping something confidential or secret, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’. Understand the right to protect our bodies from

<i>Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry eaters, wellbeing breaks, encouraged to speak to any adult, PSHE lessons, etc.</i> <i>Assemblies e.g. NSPCC to provide the children with information on how to keep themselves safe (Pantosaurus and PANTS rule), visits from the school nurse, right/wrong, consent and how to get help/support.</i> ➤ <i>Termly Facebook posts on who school’s DSLs are.</i> ➤ <i>Weekly Facebook posts based on safeguarding issues: internet safety, emotional wellbeing etc.</i>		Recognise that families are important for children growing up as they can give love, security and stability. Know who to go to if they are worried. Identify who can help when families make us feel unhappy or unsafe. Understand that each persons’ body belongs to them. Understand persons space and unwanted touch	right to ‘break a confidence’ or ‘share a secret’. Identify who to go to for help and support. Understand the right to protect our bodies from inappropriate and unwanted contact and the importance of privacy. Understand the difference between acceptable physical contact and comfortable/uncomfortable physical contact.	inappropriate and unwanted contact and the importance of privacy. Identify qualities of a healthy relationship.
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