

Safeguarding across the curriculum Year 1-6

	FGM	CSE	DV	PREVENT	Anti-bullying	E-safety
Year 1	<p>PHSE</p> <p>Pupils will be taught:</p> <p>The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</p> <p>Keeping yourself safe: PANTS (NSPCC) SRE</p>	<p>PSHE</p> <p>Keeping yourself safe</p>	<p>PSHE</p> <p>(see Anti-bullying)</p> <p>Keeping yourself safe:</p>	<p>PHSE</p> <p>Pupils will be taught:</p> <p>Rights and responsibilities as members of families, other groups and ultimately as citizens.</p> <p>To identify and respect the differences between people</p>	<p>PHSE</p> <p>Pupils will be taught:</p> <p>To recognise when people are being unkind, either to them or others, how to respond, who to tell and what to say</p> <p>That people's bodies and feelings can be hurt</p> <p>To identify and respect the differences between people</p>	<p>COMPUTING</p> <p>Pupils will be taught:</p> <p>Use technology safely and respectfully, keeping personal information private. Identify where to go for help and support when they have concerns about contact on the internet or other online technologies. See Childnet.com for lesson plans (includes cyber bullying)</p>
Year 2	<p>SRE</p> <p>Pupils will be taught:</p> <p>Keeping yourself safe</p> <p>To recognise that they share a responsibility for keeping themselves and others safe when to say "yes", "no", "I'll ask" and "I'll tell"</p>	<p>PSHE</p> <p>Pupils will be taught:</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p>	<p>PSHE</p> <p>Pupils will be taught:</p> <p>To recognise that they share a responsibility for keeping themselves and others safe when to say "yes", "no", "I'll ask" and "I'll tell"</p> <p>(see Anti-bullying)</p>	<p>PHSE</p> <p>Pupils will be taught:</p> <p>Preventforschools.org Respect lessons</p> <p>To recognise that they share a responsibility for keeping themselves and others safe when to say "yes", "no", "I'll ask" and "I'll tell"</p>	<p>PHSE</p> <p>Pupils will be taught:</p> <p>To recognise how their behaviour affects other people</p> <p>That there are different types of teasing and bullying, that these are wrong and unacceptable</p>	<p>COMPUTING</p> <p>Pupils will be taught:</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>

Safeguarding across the curriculum Year 1-6

	To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)	To recognise that they share a responsibility for keeping themselves and others safe when to say “yes”, “no”, “I’ll ask” and “I’ll tell”	To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)		How to resist teasing or bullying, if they witness it, whom to go and how to get help. SEAL resources on relationships	See Childnet.com for lesson plans (includes cyber bullying)
Year 3	<p>PHSE/SRE</p> <p>Pupils will be taught:</p> <p>Naming body parts. Looking after bodies to be safe – SRE</p> <p>The concept of ‘keeping something confidential or secret’ when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’.</p>	<p>PHSE</p> <p>Pupils will be taught:</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse. Keeping safe. Via e-safety lesson</p> <p>The concept of ‘keeping something confidential or secret’ when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’.</p>	<p>PHSE</p> <p>Pupils will be taught:</p> <p>The concept of ‘keeping something confidential or secret’ when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’.</p>	<p>PHSE</p> <p>Pupils will be taught:</p> <p>About rights and responsibilities as members of families, other groups and ultimately as citizens</p> <p>The concept of ‘keeping something confidential or secret’ when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’.</p> <p>What being part of community means and about the varied institutions locally and nationally</p>	<p>PHSE</p> <p>Pupils will be taught:</p> <p>That their actions affect themselves and others</p> <p>To resolve differences by looking at alternatives, seeing and respecting others points of view, making decisions and explaining choices</p> <p>SEAL resources on friendship</p>	<p>COMPUTING:</p> <p>Pupils will be taught:</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. See Childnet.com for lesson plans (includes cyber bullying)</p>

Safeguarding across the curriculum Year 1-6

<p>Year 4</p>	<p>PHSE/SRE</p> <p>Pupils will be taught:</p> <p>To recognise ways in which a relationship can be unhealthy and who to talk to if they need support</p>	<p>PHSE</p> <p>Pupils will be taught:</p> <p>To be aware of different types of relationships, including between acquaintances, friends, relatives and families</p>	<p>PHSE</p> <p>Pupils will be taught:</p> <p>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</p> <p>To recognise what constitutes a positive healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>To recognise ways in which a relationship can be unhealthy and who to talk to if they need support</p>	<p>PHSE</p> <p>Pupils will be taught:</p> <p>To realize the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the UK</p>	<p>PHSE</p> <p>Pupils will be taught:</p> <p>To realize the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</p> <p>To recognise ways in which a relationship can be unhealthy and who to talk to if they need support</p> <p>SEAL resources on friendship</p>	<p>COMPUTING</p> <p>Pupils will be taught:</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. See Childnet.com for lesson plans (includes cyber bullying)</p>
<p>Year 5</p>	<p>SRE</p> <p>Pupils will be taught:</p> <p>Keeping safe</p> <p>to recognise when and how to ask for help and use basic</p>	<p>PHSE</p> <p>Pupils will be taught:</p> <p>to recognise when and how to ask for help and use basic techniques for</p>	<p>PHSE</p> <p>Pupils will be taught:</p> <p>to recognise when and how to ask for help and use basic techniques for resisting pressure to</p>	<p>PHSE</p> <p>Pupils will be taught:</p> <p>to recognise when and how to ask for help and use basic techniques for resisting pressure to</p>	<p>PHSE</p> <p>Pupils will be taught:</p> <p>to develop strategies to resolve disputes and conflict through negotiation and</p>	<p>COMPUTING</p> <p>Pupils will be taught:</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;</p>

Safeguarding across the curriculum Year 1-6

	<p>techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong how their body will, and emotions may, change as they approach and move through puberty</p>	<p>resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong how their body will, and emotions may, change as they approach and move through puberty</p> <p>Preventforschools: slavery lessons</p>	<p>do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p>	<p>do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p>	<p>appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)</p> <p>SEAL resources on friendship</p>	<p>identify a range of ways to report concerns about content and contact. See Childnet.com for lesson plans (includes cyber bullying)</p>
Year 6	<p>SRE</p> <p>Pupils will be taught:</p> <p>that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p>	<p>PHSE</p> <p>Pupils will be taught:</p> <p>Citizenship Day/gang awareness</p> <p>that pressure to behave in an unacceptable, unhealthy or risky way can come from a</p>	<p>PHSE</p> <p>Pupils will be taught:</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse. Gender stereotyping SEAL resources on friendship</p>	<p>PHSE</p> <p>Pupils will be taught:</p> <p>that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity,</p>	<p>PHSE</p> <p>Pupils will be taught:</p> <p>to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including</p>	<p>COMPUTING</p> <p>Pupils will be taught:</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>

Safeguarding across the curriculum Year 1-6

	<p>about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.</p> <p>there are some cultural practices which are against British law and universal human rights, such as female genital mutilation</p> <p>FGM awareness FORWARDUK Or cwp resources</p>	<p>variety of sources, including people they know and the media</p> <p>to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p>		<p>sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p>	<p>sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>SEAL resources on friendship</p>	<p>See Childnet.com for lesson plans (includes cyber bullying)</p>
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