



Safeguarding in our Curriculum

Relationships and Sex Education (RSE)

PSHE lessons

Y3- People we have special relationships with; conflict resolution; qualities of friendship; dares; identifying people who are responsible for helping us to stay safe; understanding body space; knowing when it is appropriate/ not appropriate to have someone in your own personal space; appropriate and inappropriate touch; PANTS (NSPCC); understanding that our bodies give us physical signs when something doesn't feel right and recognise these signs; knowing who the trusted adults to talk to are; understanding appropriate online and offline behaviour; safe and unsafe secrets; knowing who to ask for help if a secret feels unsafe or is unsafe; identifying safe and unsafe situations; understanding dangers and risks.

Y4- What positive healthy relationships are; working collaboratively; describing the qualities we see in others; knowing it is ok to say no to a friend; describing appropriate strategies for saying no to friends; giving examples of where pressures might come from to behave in a risky way; understand how our feelings might change towards someone once we have more information about them; know that sometimes we will make different choices to our friends; negotiation, compromise and conflict resolution; different types of relationships and what we might share with these people; PANTS (NSPCC) and body space/ appropriate touch; describing the people who keep us safe; describing the responsibilities of those who keep us safe; suggest people who can help us manage change; understand safe and unsafe secrets; know who to ask if a secret makes us feel uncomfortable or unsafe; know that marriage and civil partnerships include same sex and opposite sex partners.

Y5- Working collaboratively; negotiation and compromise; strategies for resolving difficult situations; healthy and unhealthy relationships; our emotional needs; where pressure might come from to behave in a risky or unsafe way; understanding responsible and respectable behaviour; independence and responsibility including people who are responsible for helping to keep us safe; key qualities of friendships, making them last and why they might end; understanding the difference between sex, gender, gender identity, gender expression and sexual orientation; impact of negative behaviour on themselves and others; identifying people who can be trusted and understand appropriate and inappropriate touch; knowing strategies for dealing with situations where they feel uncomfortable including inappropriate touch; PANTS (NSPCC); safe and unsafe secrets; situations where we need to break someone's confidence to keep them safe; information that it is safe/ unsafe to share with people offline; recognising risky situations; understand dares.

Y6- Working collaboratively; challenges that arise from friendships; strategies for dealing with challenges including respect and assertiveness; peer group dynamics; strategies for dealing assertively with a situation where someone under pressure may feel uncomfortable; assertive behaviours; peer influence and pressure; where pressure might come from to behave in an unacceptable way; knowing that some physical contact can produce strong negative feelings; know that some inappropriate

touch is illegal; PANTS (NSPCC); negotiation and compromise; acting positively and negatively towards people or situations; describing positive attributes of peers; recognising what we have in common; difference between friend and acquaintance; qualities of strong, positive friendships; benefits of relationships; understanding that people can feel pressurised to behave in certain ways because of the influence of the peer group; PANTS (NSPCC); identifying people who can support someone who is dealing with a challenging time of change; responsible and respectable behaviour offline and online.

Sex: know the age of consent and what that means.

Online safety

PSHE lessons

Y3- Understanding the difference between fact and opinion; understanding appropriate online behaviour; knowing what personal information is and knowing when it is not appropriate to share this; knowing and explaining how to get help in a situation where there are requests for images or information of themselves or others; identifying safe and unsafe situations online; recognising the potential risks of browsing online; give examples and strategies for safe browsing online;

Y4- Gender stereotyping in the media; recognising how reports in the media can influence how you feel about a topic; dangers, risks and hazards online; recognise images that are safe/ unsafe to share online; understanding the implications of sharing images online without consent; strategies for keeping personal information safe online; describing safe behaviours when using communication technology.

Y5- Understand that online communication can be misinterpreted; understand responsible and respectable behaviour online; know that information we see online isn't always accurate; understand the difference between fact and opinion and how to think critically about what we read (online); strategies to deal with online bullying; information that it is safe/ unsafe to share with people online; consequences of not keeping personal information private; recognising that people aren't always who they appear to be online; know the risks of being friends with someone online they have never met; know how to protect personal information online; recognise disrespectful behaviour online and respond to it; recognise risky situations;

Y6- Understand the difference between fact, opinion and bias; understand what biased reporting is and how we need to think critically about what we read; legal age for social media accounts; understand why people don't always show or tell the truth online; recognise that people's lives are a lot more balanced with positives and negatives in real life; recognise that photos can be changed to match society's view of perfect and identify the qualities that people have as well as their looks; understanding the risks of sharing images online and how these are hard to control once shared; responsible and respectable behaviour online; know that it is illegal to create and share sexual images of children under 18 years old; explore the risks of sharing photos and videos of themselves directly with people or online; know how to keep information private online;

Computing lessons (all year groups)

-Privacy and security

-Health well-being and lifestyle

- Self-image and identity
- Online reputation
- Copyright and ownerships
- Managing online information

-**Assemblies:** 6 x online safety assemblies per year

-**Internet safety week**

-**NSPCC online resources**

Keeping physically healthy

- Daily Mile
- PE lessons
- Break and lunchtime- playleaders and variety of equipment available
- Extra-curricular sports clubs
- Inter-house sports events
- Forest School and outdoor learning
- Dance and PE sports festivals
- Sports Crew
- Assemblies eg World Cup, Olympics, sporting achievements (with a focus on physical and mental health)

Science units of work

Y3- nutrition, skeleton and muscles

Y4- digestion and teeth

Y5- Life cycles

Y6- circulation, health and how nutrients are transported

PSHE lessons

Y3- healthy eating, illnesses and hygiene routines, medical and non-medical ways of treating illnesses, first aid, understanding medicines as drugs and how these can be helpful and harmful.

Y4- understanding how our feelings can affect our physical state; understanding that our bodies get energy from food, oxygen and water; plan a healthy meal using the Eatwell Guide; first aid; dangers, risks and hazards; understand that medicines are drugs and how to take medicines safely; suggest alternatives to taking medicines; strategies for limiting the spread of infectious diseases.

Y5- importance of food, oxygen, water, sleep and exercise; first aid; recognise how our body feels when we are relaxed, nervous, feeling different emotions.

Y6- how feelings can be linked to our physical state; first aid

DT units of work

-understand and apply the principles of a healthy and varied diet

-learn how to prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of a heat source.

-learn how to use a range of techniques such as weighing ingredients, peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

- understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in the 'The Eatwell plate.'
- understand that to be active and healthy, food and drink are needed to provide energy for the body.
- know that different food and drink contain different substances- nutrients, water and fibre- that are needed for health
- follow procedures for safety and hygiene

Mental health and mental well-being

PSHE lessons

Y3- bereavement; health and well-being issues; identifying achievements and areas for development; how being kind makes us feel; qualities we need to get on with people from a diverse range of backgrounds; exploring your true inner- self; understand why volunteering helps our well-being.

Y4- understanding how our feelings can affect our physical state; identify a wide range of feelings; recognise what make us unique; supporting our school community and the environment (links to positive feelings); 5 ways to well-being and volunteering; explain how we can manage change in our lives; suggest people who can help us manage change; name positive and negative feelings; understand how puberty can affect our emotions and feelings.

Y5- our emotional needs and how these change according to circumstance; how feelings are linked to physical state; identifying own strengths and talents; recognising that the way people are portrayed online isn't always a true reflection of them; discuss issues in the media around mental well-being; words to describe intensity of different feelings; explain strategies to build resilience; emotional changes during puberty.

Y6- how feelings can be linked to our physical state; 5 ways to well-being; recognise that people's lives are a lot more balanced with positives and negatives in real life; to recognise that photos can be changed to match society's view of perfect and identify the qualities that people have as well as their looks; recognised changes they have experienced and their emotional responses to those changes; suggest positive strategies for dealing with changes; identify people who can support someone who is dealing with a challenging time of change; emotional changes associated with puberty; strategies to help someone who feels challenged by the changes during puberty; know that humans have basic emotional needs, how these can be met and how emotional needs impact on behaviour.

Children's Mental Health Day

- Work in all classes on the Barnabus Project
- Self-Soothe boxes for all children
- Photo Booth run by the Well-being Ambassadors
- Staff video to showcase what we all do for our own well-being

- Supporting charities
- Community events (recycling with Amersham Town Council, singing at Kings Church)
- enriching workshops and trips
- outdoor learning and forest school
- all links to physical aspects of well-being

- worry boxes in all classrooms
- all teachers completed mental health awareness training
- School Business Manager- Mental Health First Aider
- Deputy Head- Designated Mental Health Lead and an open door for all pupils

Bullying

PSHE lessons

Y3- know what bullying is, suggest strategies to deal with bullying, understand why some people may be bullied, explore why people have prejudiced views and understand what this is; positive, healthy relationships; dares; safe and unsafe situations on and offline

Y4- knowing strategies to respond to being bullied; give examples of where pressures might come from to behave in a risky way; understanding the role of the bystander and how this influences bullying; recognise that they can play a role in influencing outcomes or situations by their actions.

Y5- strategies for responding to being bullied; discrimination and injustice and how discriminatory behaviour can be challenged; recognise that some people can get bullied because of the way they express their gender; describe how bullying behaviours can be stopped; strategies to deal with bullying face to face and online.

Y6- examples and strategies for responding to bullying; recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; strategies for dealing with bullying as a bystander; ways of supporting someone who is being bullied.

- Well-being Ambassadors and campaigns
- Anti-bullying week assembly and regular anti-bullying assemblies
- Worry boxes
- E-safety Day

Forced marriage

PSHE lessons

Y3- positive relationships; saying no.

Y4- understanding that marriage is a commitment to be entered into freely and not against someone's will; know the legal age for marriage.

Y5- the physical changes during puberty.

Y6- understanding that marriage is a commitment to be entered into freely and not against someone's will; know the legal age for marriage; know who can get married; understand that everyone has the right to be free and choose who or whether they marry; puberty and sex education

Drugs, alcohol, tobacco, vaping

PSHE lessons

Y3- understanding dangers and risks

Y4- dangers, risks and hazards; understanding some of the key effects and risks of drinking alcohol; understanding what vaping is and some of the risks.

Y5- harmful effects of smoking and drinking alcohol; understand health risks caused by vaping (including unknown risks); use critical thinking when reading information about vaping; risk factors around smoking including the emotional risks; actual social norms around smoking and alcohol; categorising drugs; not all drugs are medicines.

Y6- identifying risk factors; know what is meant by addiction; categorising drugs; legal and illegal drugs; some of the laws that control drugs in the UK; norms around drinking alcohol; effects and risks of drinking alcohol, smoking and vaping;

Fire and water safety

-fire drills and assembly points

-swimming lessons (including water safety lessons)

-trip to the river and safety

-trip to the beach and safety

-fire safety (forest school)

-understanding dangers and risks (PSHE)

-basic first aid (PSHE)

FGM

PSHE lessons

Years 3-5

Positive relationships; safe and unsafe touch; PANTS; assertiveness; saying No; knowing when a situation feels risky; understanding the physical cues our bodies give us when a situation feels risky; understanding dangers.

Y6- understand what FGM is and that it is illegal to practice it in this country

Domestic violence

- positive and healthy relationships
- aspirations and careers
- recognising when relationships are having a negative impact
- emotional well-being
- safe and unsafe secrets
- understanding that we might have to tell someone a secret if it is an unsafe secret

Road safety

- Year 6 Bikeability
- Dangers, risks and hazards lessons in PSHE
- Assembly (Road Safety Week)
- Road safety on school trips

Homophobic and transphobic abuse

PSHE
Stereotypes; discrimination and injustice and how discriminatory behaviour can be challenged; understand the difference between sex, gender, gender identity, gender expression and sexual orientation; recognise that some people can get bullied because of the way they express their gender; challenging gender stereotypes; recognise how the media can sometimes reinforce stereotypes; challenge stereotypical gender portrayals of people; celebrating differences; (also see bullying)

Radicalisation and extremism

British Values

PSHE lessons

Y3- Similarities and differences between people from a diverse range of backgrounds,

Y4- How people are different from each other; differences including gender, ethnicity, religious beliefs, customs and festivals; define respect and how we show respect to others' differences; human rights; rights and responsibilities that come with these rights; rights of the child; rules; contributing to decision making and the democratic process

Y5- discrimination and injustice and how discriminatory behaviour can be challenged; different groups that make up our school/ community/ the UK; understand the difference between sex, gender, gender identity, gender expression and sexual orientation; differences, rights and duties; impact on communities when responsibilities are not carried out; responsibilities of local councillors; election of councillors;

Y6- recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; show respect to others using verbal and non- verbal communication; tolerance and respect for others; groups that make up our school/ community/ society; benefits of living in a diverse society; mutual respect for different faiths and beliefs; understand what democracy is, hold a mock election and write a manifesto

Throughout: -understand the difference between fact, opinion and bias; to understand what biased reporting is and how we need to think critically about what we read; recognising similarities and differences; celebrating diversity

Pupil leadership elections

RE

-Understanding beliefs and teachings

-understanding practices and lifestyles

-understanding similarities and differences

-understanding of religion in the local, national and global context

-reflecting

-diversity

Risks

Identifying risks; risk factors in given situations; emotional risks; how risks can be reduced; risks related to growing up; assess risk to help keep themselves safe.

Signposts for pupils

Childline
NSPCC resources
Mental Health Lead
Trusted adults
Safeguarding Lead