



Safeguarding in the Curriculum



Safeguarding & Child Protection					
Implementation	General Whole School	EYFS	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> Designated Safeguarding Leads (DSL) in school x3 MyConcern – communicates and records any Safeguarding so there is clear communication across school. Whole school CPD plan includes safeguarding schedule details training for all staff. All staff took part in Level 1 safeguarding training, so staff are aware of local context and online safety updates. Safeguarding Policy Childline displays in communal areas and toilets, so children are aware of a way to report concerns if they are worried or if something has happened. Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry boxes, worry monsters, school text line. Assemblies e.g. NSPCC to provide the children with information on how to keep themselves safe (PANTS rule). <p>Information on specific areas of Safeguarding below:</p>	<p>Info on specific areas of safeguarding below:</p>	<p>Info on specific areas of safeguarding below:</p>	<p>Info on specific areas of safeguarding below:</p> <p>Know that if I have a problem, I can call Childline on 0800 1111.</p>	<p>Info on specific areas of safeguarding below:</p> <p>Know that if I have a problem, I can call Childline on 0800 1111.</p>

Sexual Harassment					
Implementation	General Whole School	EYFS	KS1 (Kapow)	LKS2 (Kapow)	UKS2 (Kapow)
	<ul style="list-style-type: none"> Designated Safeguarding Leads (DSL) in school x3 MyConcern – communicates and records any Safeguarding so there is clear communication across school. Safeguarding Policy (including Child-friendly version) Childline displays around school so children are aware of a way to report concerns if they are worried or if something has happened. Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry boxes, worry monster, 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), right/wrong, consent and how to get help/support. 7minute briefings from Staffs Safeguarding Board. Staff access to National College CPD resources. 	<p>Info on specific areas of safeguarding below: PSHE: Understand that all people are valuable.</p> <p>NSPCC pants work Relationship aware sent to team leader to action https://www.mybodyismybody.com/teachers-corner-tutorial-4</p>	<p>Info on specific areas of safeguarding below: PSHE: A person can say 'yes' or 'no' and say what they do and do not like.</p> <p>My body is amazing and belongs to me.</p> <p>It is ok for a person to change their mind.</p> <p>Learn how to listen and act accordingly when someone says 'no' or 'stop'.</p> <p>Learn how to ask permission from others.</p>	<p>Info on specific areas of safeguarding below: PSHE: A person can give or refuse their permission.</p> <p>My body belongs to me and that I (and my parents) make decisions regarding it.</p> <p>People can change their mind about their body.</p> <p>Understand people's facial expressions and body language.</p> <p>Understand that people's boundaries should always be respected.</p>	<p>Info on specific areas of safeguarding below: PSHE: Know what 'consent' is, in the general sense.</p> <p>A person does not have to give their consent if they do not wish to.</p> <p>A person can withdraw consent.</p> <p>If I am unclear about consent, I should check.</p>

Child on child					
Implementation	General Whole School	EYFS	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> Designated Safeguarding Leads (DSL) in school x3 MyConcern – communicates and records any Safeguarding so there is clear communication across school. Our PSHE / RSE curriculum (Kapow) 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. The learning blocks: Families & Relationships, Health & Well-being, Safety & the changing body, Citizenship all enable learning around this. Positive relationships and behaviours are modelled by staff daily to ensure children experience what good relationships look like. MyConcern – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor. Family Liaison Officer / Early Help referrals supports families. Safeguarding Policy Anti-bullying Week supports the children with Relationships. 	<p>Info on specific areas of safeguarding below: PSHE:</p> <p>Know that we share so that everyone feels involved and no feels left out or upset.</p> <p>Know different facial expressions mean.</p> <p>Understand how to be a good friend.</p>	<p>Info on specific areas of safeguarding below: PSHE:</p> <p>Recognise how people show their feelings and how to respond to them.</p> <p>Know what people look like if they are feeling: angry, scared, upset or worried.</p> <p>Understand how the actions of others can affect people.</p> <p>Understand that some types of physical contact are never acceptable.</p>	<p>Info on specific areas of safeguarding below: PSHE:</p> <p>Know how to communicate with others when my personal boundaries are crossed.</p> <p>Know how to respond to the inappropriate behaviour of others.</p> <p>Understand that 'telling on people' is important if their behaviour is putting themselves or others at risk and they are not stopping when asked to.</p> <p>Understand that I can set my boundaries around physical contact, and these might be different from person to person.</p>	<p>Info on specific areas of safeguarding below: PSHE:</p> <p>Know what to do when my boundaries have not been respected.</p> <p>Understand what happens when a report is made against someone.</p> <p>Identify the types of behaviour that should be reported.</p> <p>Understand that other people will have different boundaries around physical contact and respect those boundaries.</p>

Relationships & Sex Education					
Implementation	General Whole School	EYFS	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> Relationships and Sex Education (RSE) taught to every year group through our Kapow curriculum. Curriculum Map (progression document) with objectives mapped out for each year group. RSE Knowledge Organisers to support teaching of learning within RSE. Positive relationships and behaviours are modelled by staff daily to ensure children experience what good relationships look like. RSE Policy outlining key information such as intent, our curriculum and information on withdrawal - this is reviewed annually and approved by Governors. RSE Consultation with parents (annually). 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. Cross curricular links through our Science curriculum (Animals Inc Humans). Anti-bullying Ambassadors support the children with Relationships. Anti-bullying Week supports the children with Relationships. 	<p>Info on specific areas of safeguarding below: PSHE:</p> <p>Understand that all families are valuable and special.</p> <p>Understand that different people like different things.</p> <p>Understand that all people are valuable.</p> <p>Know that it is important to help, listen and support others when working as a team.</p> <p>Know that it is important to tell the truth.</p>	<p>Info on specific areas of safeguarding below: PSHE:</p> <p>Know that families can be made up of different people.</p> <p>Know that families may be different to my family.</p> <p>Understand what 'stereotyping' is.</p> <p>Understand the way that people show their feelings.</p> <p>Know the names of parts of my body, including private parts.</p> <p>Science: Identify, name, and draw the basic parts of the body.</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p>	<p>Info on specific areas of safeguarding below: PSHE:</p> <p>Know that families are varied in the UK and across the world.</p> <p>Know that violence is never a right way to solve a friendship problem.</p> <p>Understand that everyone has the right to decide what happens to their bodies.</p> <p>Understand that trust is an important part of relationships.</p> <p>Understand the physical changes to both male and female bodies as people grow from children to adults.</p>	<p>Info on specific areas of safeguarding below: PSHE:</p> <p>Understand what respect is.</p> <p>Know that stereotypes can be unfair, negative, and destructive.</p> <p>Understand the process of the menstrual cycle.</p> <p>Know the names of the external sexual parts of the body and the internal reproductive organs.</p> <p>Know that puberty happens at different ages for different people.</p> <p>Understand how a baby is conceived and develops.</p> <p>Science: Describe changes as humans develop to old age.</p>

Online Safety					
Implementation	General Whole School	EYFS	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> • PSCE curriculum links to Online Safety. The learning block Being Safe enables learning around keeping safe online. • Online Safety Policy • National Online Safety resources shared with children and parents via assemblies, class worship and newsletters. • Headteacher shares information with parents through the website on keeping their children safe online. 	<p>Info on specific areas of safeguarding below: Understanding the World: Recognise that a range of technology is used in places such as homes.</p> <p>Understand that you may have to put your name/password into the device to retrieve your files.</p> <p>Understand that you can connect with others via a device.</p>	<p>Info on specific areas of safeguarding below: PSHE: Know that I should tell an adult if I see something that makes me uncomfortable online.</p> <p>Computing: Know that you should tell a trusted adult if you feel unsafe or worried online.</p> <p>Know that the people you meet online are strangers and not always who they say they are.</p> <p>Know that to stay safe online it is important to keep personal information safe.</p> <p>Know that 'sharing online' means giving something specific to someone else via the internet and 'posting' online means placing information on the internet.</p>	<p>Info on specific areas of safeguarding below: PSHE: Develop skills as a responsible digital citizen.</p> <p>Understand that there are risks to sharing things online.</p> <p>Understand the difference between public and private.</p> <p>Understand that cyberbullying is bullying that takes place online.</p> <p>Know the signs that an email might be fake.</p> <p>Computing: Know that not everything online is real.</p> <p>Understand that the internet can affect your mood and feelings.</p> <p>Know what social media is and what age restrictions apply.</p> <p>Understand what behaviours are appropriate to stay safe online.</p>	<p>Info on specific areas of safeguarding below: PSHE: Know the steps to take before sending a message online (using the THINK mnemonic).</p> <p>Know some of the possible risks online.</p> <p>Understand that online relationships should be treated in the same way as face-to-face relationships.</p> <p>Know where to get help with online problems.</p> <p>Computing: Know what a 'digital' footprint is.</p> <p>Know what steps are required to capture bullying content as evidence.</p> <p>Know some common online scams.</p> <p>Understand some ways to deal with online bullying.</p>

Mental health & well-being					
Implementation	General Whole School	EYFS (Kapow)	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> Mental health lead teacher in school who attended training in how to support the Mental Health of children. Designated Safeguarding Leads in school (x3). 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. A range of books to support teaching. 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: <ul style="list-style-type: none"> -Worry boxes – checked regularly) -Worry Monsters Speaking to any adult in school – children know any adult will listen. Birthdays celebrated – children all receive a card on their special day. Acknowledging children's individual achievements in and out of school. Allowing children to have an influence over days/events around school. Knowing children's families/interests/worries/concerns. These are passed from Teacher to Teacher at the end of each year. 	<p>Info on specific areas of safeguarding below: PSHE: Identify how characters within a story might be feeling.</p> <p>Identify and express own feelings.</p> <p>Explore coping strategies to help regulate emotions.</p> <p>Cope with challenge when problem solving.</p>	<p>Info on specific areas of safeguarding below: PSHE: To know the words to describe some positive and negative emotions.</p> <p>To know that we can feel more than one emotion at a time.</p> <p>To know that strengths are things we are good at. To know that qualities describe what we are like.</p> <p>To know a growth mindset means being positive about challenges and finding ways to overcome them.</p> <p>Science: Learn about importance of exercise and nutrition for humans.</p>	<p>Info on specific areas of safeguarding below: PSHE: To know that mistakes can help us to learn.</p> <p>To understand the importance of belonging.</p> <p>To understand what being lonely means and that it is not the same as being alone.</p> <p>Understand that different job roles need different skills and so some roles may suit me more than others.</p> <p>Know that it is normal to experience a range of emotions.</p> <p>Know that mental health refers to our emotional well-being rather than physical.</p> <p>Know who can help if we are worried about our own or other people's mental health.</p> <p>Understand what a problem is and that it can be overcome.</p>	<p>Info on specific areas of safeguarding below: PSHE: Understand what can cause stress.</p> <p>Understand that failure is an important part of success.</p> <p>Understand that several factors contribute to my mental health.</p> <p>Understand the effects that technology can have on mental health.</p> <p>Science: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Understand the changes that occur during puberty.</p>

Bullying					
Implementation	General Whole School	EYFS	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> PSHE curriculum links to Bullying. Anti-bullying policy. Anti-bullying week celebrated annually across school. Theme of the week taken from the Anti-bullying Alliance. Each class takes part in daily activities around Anti-bullying. Anti-bullying/behaviour assemblies on Wednesday throughout the year. Children attend reflection time at lunchtime if we think bullying has happened. Children spend time reflecting on their actions and talking through how their actions affect other people. Focus on self – regulation. This is then monitored extremely closely. Children are encouraged to speak up if they are being bullied and have a range of ways to communicate this/gain support. Speaking to any adult in school. 	<p>Info on specific areas of safeguarding below: PSHE: Develop strategies for sharing with others.</p> <p>Explore what makes a good friend.</p> <p>Understand that different people like different things.</p> <p>Know that it is important to help, support and listen when working as part of a team.</p>	<p>Info on specific areas of safeguarding below: PSHE: Understand the characteristics of a positive friendship.</p> <p>Know that friendships can have problems but that these can be overcome.</p> <p>Know some problem which might occur in a friendship.</p> <p>Understand that some problems in a friendship might be more serious and need addressing.</p> <p>Know that it is called 'stereotyping' when people think of things for boys or girls only.</p>	<p>Info on specific areas of safeguarding below: PSHE: Understand that cyberbullying is bullying that takes place online.</p> <p>Know that violence is never the right way to solve a friendship problem.</p> <p>Understand that bullying can be physical or verbal.</p> <p>Know that bullying is a repeated, not a one-off event.</p> <p>Understand the different roles related to bullying: victim, bully and bystander.</p> <p>Understand that everyone has the right to decide what happens to their body.</p>	<p>Info on specific areas of safeguarding below: PSHE: Know what attributes make a good friend.</p> <p>Understand what might lead to someone bullying others.</p> <p>Know what action a bystander can take when they see bullying.</p> <p>Know that a conflict is a disagreement or argument that can occur in friendships.</p> <p>Understand the concepts of negotiation and compromise.</p> <p>Understand what respect is.</p> <p>Understand that discrimination is the unfair treatment of groups of people.</p> <p>Understand that stereotypes can be unfair, negative and destructive.</p>

Keeping Safe					
Implementation	General Whole School	EYFS	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> Curriculum links to Keeping Safe through our PSCHC curriculum. Health and Safety section in the PE Intent, Implement and Impact statement. All staff aware and make children aware of safety i.e. removing jewellery, hair up etc, Water Safety - assemblies providing children with the information appropriate to enable them to stay safe around water. Swimming lessons for Year 1 - Year 6 which are part of the PE curriculum. The children are taught about poolside safety. Road Safety - assemblies providing children with the information appropriate to enable them to stay safe around roads. Bikeability and Scooter skills - focusses on safety on the roads, rules of the road, potential dangers, and consequences. Sun Safety - assemblies providing children with the information appropriate to enable them to stay safe in the sun. PSCHC curriculum 	<p>Info on specific areas of safeguarding below: PSHE:</p> <p>Know that some rules are in place to keep us safe.</p> <p>Know how to behave safely on the pavement and when crossing the roads with an adult.</p>	<p>Info on specific areas of safeguarding below: PSHE:</p> <p>Know that some types of physical contact are never appropriate.</p> <p>Know the PANTS rule.</p> <p>Understand the difference between secrets and surprises.</p> <p>Know what to do if I get lost.</p> <p>Know that a hazard is something which could cause an accident or injury.</p> <p>Know that I should tell an adult if I see something which makes me feel uncomfortable online.</p> <p>Know the rules for crossing the road.</p>	<p>Info on specific areas of safeguarding below: PSHE:</p> <p>Develop skills as a responsible digital citizen.</p> <p>Understand that there are risks to sharing things online.</p> <p>Understand that other people can influence our choices.</p> <p>Understand the risks of smoking tobacco.</p> <p>Know that it is important to maintain the safety of myself and others, before giving first aid.</p> <p>Know that bites or stings can sometimes cause an allergic reaction.</p> <p>Know that asthma is a condition which causes the airways to narrow.</p>	<p>Info on specific areas of safeguarding below: PSHE:</p> <p>Know the steps to take before sending a message online.</p> <p>Know some of the possible risks online.</p> <p>Understand that online relationships should be treated in the same way as face-to-face relationships.</p> <p>Know some strategies I can use to overcome pressure from others and make my own decisions.</p> <p>Understand the risks associated with drinking alcohol.</p> <p>Know how to assess a casualty's condition.</p> <p>Know how to conduct a primary survey.</p>

Keeping Healthy					
Implementation	General Whole School	EYFS	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> Designated Safeguarding Leads (DSL) in school x3 MyConcern – communicates and records any Safeguarding so there is clear communication across school. 	<p>Info on specific areas of safeguarding below: PSHE: Discuss ways that we can take care of ourselves.</p> <p>Explore how exercise affects different parts of the body.</p> <p>Personal, social, emotional development: Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding of healthy food choices.</p> <p>Understand the principles of good oral health: keeping sugary and acidic food and drinks to mealtimes; brush teeth twice a day with a fluoride toothpaste; visit the dentist.</p>	<p>Info on specific areas of safeguarding below: PSHE: We can limit the spread of germs by having good hand hygiene.</p> <p>Know that certain foods and other things can cause allergic reactions.</p> <p>Know that food and drinks with lots of sugar bad for your teeth.</p> <p>Know that sleep helps my body to repair itself, grow and restore energy.</p> <p>Understand the balance of food we need to keep healthy.</p> <p>Know the importance of exercise to stay healthy.</p> <p>Science: Learn about importance of exercise and nutrition.</p>	<p>Info on specific areas of safeguarding below: PSHE: Understand the way to prevent tooth decay.</p> <p>Know key facts about dental health.</p> <p>Understand the positive impact relaxation can have on the body.</p> <p>Know that visualisation means creating an image in our heads.</p> <p>Know the different food groups and how much of each we should have of them.</p> <p>Science: Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat.</p>	<p>Info on specific areas of safeguarding below: PSHE: Understand the risk of sun exposure.</p> <p>Understand that vaccinations can give us protection against disease.</p> <p>Know that changes in the body could be possible signs of illness.</p> <p>Know that relaxation stretches can help us to relax and de-stress.</p> <p>Know that calories are the unit that we use to measure the amount of energy certain food gives us.</p> <p>Understand that what we do before bed can affect our sleep quality.</p> <p>Science: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>

Stranger Awareness					
Implementation	General Whole School	EYFS	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> Designated Safeguarding Leads (DSL) in school x3 PSHE curriculum links. The learning block Safe and the changing body enables learning around this. All staff discuss stranger awareness and risks with their children before going on a school trip. Risk assessment for school trips highlight stranger awareness. Safeguarding Policy Childline displays around school. Assemblies e.g. NSPCC to provide the children with information. 	Info on specific areas of safeguarding below: PSHE: Identify risks to keep myself and others safe.	Info on specific areas of safeguarding below: PSHE: Know how to respond safely and appropriately to adults they may encounter whom they do not know. Recognise that they share a responsibility for keeping themselves and others safe, when to say yes, no, I'll ask and I'll tell.	Info on specific areas of safeguarding below: PSHE: Know how to respond safely and appropriately to adults they may encounter whom they do not know Explore how to recognise, predict and assess risks in different situations. Understand that Increased independence brings Increased responsibility to keep themselves safe.	Info on specific areas of safeguarding below: PSHE: Know how to respond safely and appropriately to adults they may encounter whom they do not know. Understand that increased independence brings increased responsibility to keep themselves safe.

Child Sexual Exploitation					
Implementation	General Whole School	EYFS	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> Designated Safeguarding Leads (DSL) in school x3 MyConcern – communicates and records any Safeguarding so there is clear communication across school. 	Info on specific areas of safeguarding below: PSHE: Identify risks to keep myself and others safe.	Info on specific areas of safeguarding below: PSHE: Know the names of parts of my body including private parts.	Info on specific areas of safeguarding below: PSHE: Understand that everyone has the right to decide what happens to their body.	Info on specific areas of safeguarding below: PSHE: Know the names of the external sexual parts of the body and the internal reproductive organs.

Radicalisation & Extremism					
Implementation	General Whole School	EYFS	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> Designated Safeguarding Leads (DSL) in school x3 MyConcern – communicates and records any Safeguarding so there is clear communication across school. PSHE curriculum links. The learning blocks: Safety & the changing body; Citizenship. Childline displays around school so children are aware of a way to report concerns if they are worried or if something has happened. Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry boxes, worry monsters, school text service. 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. 	<p>Info on specific areas of safeguarding below: PSHE: Identify risks to keep myself and others safe.</p>	<p>Info on specific areas of safeguarding below: PSHE: Understand the characteristics of a positive friendship.</p> <p>Know that friendships can have problems but that these can be overcome.</p> <p>Know some problem which might occur in a friendship.</p> <p>Understand that some problems in a friendship might be more serious and need addressing.</p> <p>Know that it is called 'stereotyping' when people think of things for boys or girls only.</p>	<p>Info on specific areas of safeguarding below: PSHE: Understand that cyberbullying is bullying that takes place online.</p> <p>Know that violence is never the right way to solve a friendship problem.</p> <p>Understand that bullying can be physical or verbal.</p> <p>Know that bullying is a repeated, not a one-off event.</p> <p>Understand the different roles related to bullying: victim, bully and bystander.</p> <p>Understand that everyone has the right to decides what happens to their body.</p>	<p>Info on specific areas of safeguarding below: PSHE: Know what attributes make a good friend.</p> <p>Understand what might lead to someone bullying others.</p> <p>Know what action a bystander can take when they see bullying.</p> <p>Know that a conflict is a disagreement or argument that can occur in friendships.</p> <p>Understand the concepts of negotiation and compromise.</p> <p>Understand what respect is.</p> <p>Understand that discrimination is the unfair treatment of groups of people.</p> <p>Understand that stereotypes can be unfair, negative and destruction.</p>

Forced Marriage					
Implementation	General Whole School	EYFS	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> Designated Safeguarding Leads (DSL) in school x3 MyConcern – communicates and records any Safeguarding so there is clear communication across school. PSHE curriculum links. The learning blocks: Safety & the changing body; Citizenship. Childline displays around school so children are aware of a way to report concerns if they are worried or if something has happened. Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry boxes, worry monsters, school text service. 	<p>Info on specific areas of safeguarding below: PSHE:</p> <p>Understand that all families are valuable and special.</p> <p>Understand that different people like different things.</p> <p>Understand that all people are valuable.</p>	<p>Info on specific areas of safeguarding below: PSHE:</p> <p>Know that families can be made up of different people.</p> <p>Know that families may be different to my family.</p> <p>Understand what 'stereotyping' is.</p> <p>Understand the way that people show their feelings.</p>	<p>Info on specific areas of safeguarding below: PSHE:</p> <p>Know that families are varied in the UK and across the world.</p> <p>Know that violence is never a right way to solve a friendship problem.</p> <p>Understand that everyone has the right to decide what happens to their bodies.</p> <p>Understand that trust is an important part of relationships.</p> <p>Understand why stereotypes are negative.</p>	<p>Info on specific areas of safeguarding below: PSHE:</p> <p>Understand what respect is.</p> <p>Know that stereotypes can be unfair, negative, and destructive.</p> <p>Understand the process of the menstrual cycle.</p> <p>Know that marriage is a legal commitment.</p> <p>Know that marriage is an individual choice.</p> <p>Understand why people might decide to get married.</p>

Honour-based violence (including FGM)					
Implementation	General Whole School	EYFS	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> Designated Safeguarding Leads (DSL) in school x3 MyConcern – communicates and records any Safeguarding so there is clear communication across school. PSHE curriculum links. The learning blocks: Safety & the changing body; Citizenship. Childline displays around school so children are aware of a way to report concerns if they are worried or if something has happened. Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry boxes, worry monsters, school text service. 	<p>Info on specific areas of safeguarding below: PSHE:</p> <p>Know that we share so that everyone feels involved and no feels left out or upset.</p> <p>Know different facial expressions mean.</p> <p>Understand how to be a good friend.</p>	<p>Info on specific areas of safeguarding below: PSHE:</p> <p>Recognise how people show their feelings and how to respond to them.</p> <p>Know what people look like if they are feeling: angry, scared, upset or worried.</p> <p>Understand how the actions of others can affect people.</p> <p>Understand that some types of physical contact are never acceptable.</p>	<p>Info on specific areas of safeguarding below: PSHE:</p> <p>Know how to communicate with others when my personal boundaries are crossed.</p> <p>Know how to respond to the inappropriate behaviour of others.</p> <p>Understand that 'telling on people' is important if their behaviour is putting themselves or others at risk and they are not stopping when asked to.</p> <p>Understand that I can set my boundaries around physical contact, and these might be different from person to person.</p>	<p>Info on specific areas of safeguarding below: PSHE:</p> <p>Know what to do when my boundaries have not been respected.</p> <p>Understand what happens when a report is made against someone.</p> <p>Identify the types of behaviour that should be reported.</p> <p>Understand that other people will have different boundaries around physical contact and respect those boundaries.</p>

Drugs, alcohol, tobacco (substance misuse)					
Implementation	General Whole School	EYFS	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> Designated Safeguarding Leads (DSL) in school x3 MyConcern – communicates and records any Safeguarding so there is clear communication across school. PSHE curriculum links. The learning blocks: Safety & the changing body; Citizenship. Childline displays around school so children are aware of a way to report concerns if they are worried or if something has happened. Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry boxes, worry monsters, school text service. 	<p>Info on specific areas of safeguarding below:</p>	<p>Info on specific areas of safeguarding below:</p> <p>Know that some things are unsafe to be put onto or into my body and to ask an adult if I am unsure.</p> <p>Know that medicine can help us when we are ill.</p> <p>Understand that we should only take medicines when a trusted adult says we can.</p>	<p>Info on specific areas of safeguarding below:</p> <p>Understand that other people can influence our choices.</p> <p>Recognise the risks associated with smoking.</p>	<p>Info on specific areas of safeguarding below:</p> <p>Know some of the strategies I can use to overcome pressure from others and make my own choices.</p> <p>Understand the risks associated with drinking alcohol.</p>

Domestic Violence					
Implementation	General Whole School	EYFS	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> Designated Safeguarding Leads (DSL) in school x3 MyConcern – communicates and records any Safeguarding so there is clear communication across school. PSHE curriculum links. The learning blocks: Safety & the changing body; Citizenship. Childline displays around school so children are aware of a way to report concerns if they are worried or if something has happened. Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry boxes, worry monsters, school text service. 	<p>Info on specific areas of safeguarding below: PSHE:</p> <p>Know that we share so that everyone feels involved and no feels left out or upset.</p> <p>Know different facial expressions mean.</p>	<p>Info on specific areas of safeguarding below: PSHE:</p> <p>Recognise how people show their feelings and how to respond to them.</p> <p>Know what people look like if they are feeling: angry, scared, upset or worried.</p> <p>Understand how the actions of others can affect people.</p> <p>Understand that some types of physical contact are never acceptable.</p>	<p>Info on specific areas of safeguarding below: PSHE:</p> <p>Know how to communicate with others when my personal boundaries are crossed.</p> <p>Know how to respond to the inappropriate behaviour of others.</p> <p>Understand that 'telling on people' is important if their behaviour is putting themselves or others at risk and they are not stopping when asked to.</p> <p>Understand that I can set my boundaries around physical contact, and these might be different from person to person.</p>	<p>Info on specific areas of safeguarding below: PSHE:</p> <p>Know what to do when my boundaries have not been respected.</p> <p>Understand what happens when a report is made against someone.</p> <p>Identify the types of behaviour that should be reported.</p> <p>Understand that other people will have different boundaries around physical contact and respect those boundaries.</p>