



# Safeguarding in the Curriculum

Fairfield Primary School

*Safeguarding... Everybody... Everyday*

## Our Ethos

Safeguarding and the promotion of pupil well-being (including their mental health) is at the heart of our ethos at Fairfield Primary School. Due to this, great importance is placed on identifying opportunities within the curriculum for children to learn about safeguarding.

Our broad, balanced and diverse curriculum gives Fairfield pupils the chance to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare; thus, equipping every child with the knowledge and skills required to keep themselves safe, happy and healthy both now and in their future.

We plan to constantly challenge children to think deeply about safeguarding matters and their own personal physical and mental wellbeing. We value pupils' questions and give them space for their own thoughts, ideas, and concerns. We give pupils' opportunities across the curriculum to explore values, personal rights, responsibilities, and equal opportunities that develop moral concepts that impact positively on safeguarding, promote British Values and prevent radicalisation and extremism. There are many opportunities throughout our learning in school to explore safeguarding issues.



Practical safeguarding opportunities are planned into the curriculum. For example:

- Road and rail safety (including out of school visits, bike-ability, work with police officers in the community)
- Poolside and water safety through swimming lessons
- Fire awareness (including visits from the local fire service)
- Visits to school from medical staff/ people who help us in society
- Visitors from charities, such as NSPCC
- Well-being Workshops
- School values, i.e. being a member of #teamFairfield
- School Parliament and constituency meetings
- Our visits and experiences incorporate "Stranger Danger", being safe in the outdoors, what to do and the action to take if you are separated from your group (in relation to school visits)



- Safe use of technology, including E-Safety, password security and privacy settings

We have developed an open and safe learning environment in which pupils express their views, seek help, and help others. The promotion of equality of opportunity and diversity, for pupils and staff, helps prevent any form of direct or indirect discriminatory behaviour.

Our children learn to not tolerate any prejudiced behaviour. Our positive Behaviour Policy promotes making good choices and exhibiting good learning behaviours.

We utilise our assemblies and PSHE lessons to promote personal safeguarding matters and explore themes. For example, we talk about anti-bullying including cyber bullying and British Values including how these values are promoted in our multi-faith society. Our set, school values combined with our learning logs for explicit learning behaviours, are used to promote good citizenship, being a school role-model and making a positive contribution to #teamFairfield. Moreover, staff and pupils are quick to challenge stereotypes and the use of derogatory language in lessons and around the school.



Our school reflects the diversity of pupils' experiences and provides pupils with a comprehensive understanding of people and communities beyond their immediate experience including the role of women in society and different family groups, including same-sex couples. To help deliver this aspect of the curriculum, we utilise support and resources from Stonewell, as we are a Stonewell School Champion.

Throughout our bespoke curriculum, there are planned opportunities to promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those with no faith), races, genders, ages, disabilities, and sexual orientations, through their words, actions and in their influence.

Opportunities are created in a variety of subjects to address areas of safeguarding, for example, themes are highlighted through novels in English lessons, examples of which are listed below:

- The Twits, by Roald Dahl: Conflict in marriage and manipulation between partners, linked to Domestic Abuse
- Hidden Figures, by Margot Lee Sheterly: The role of women, persevered in the face of discrimination against both their race and their gender, linked to inclusion and diversity
- Goodnight Mr Tom, by Michelle Magorian: The nurturing love of a carer and the exploitation of a child, with a focus on neglect, physical and emotional abuse as well as hardship, abandonment and the cruelty a child can face at the hands of a parent.

Further information is outlined in our 'Diversity in Literature' document, which is available via the Reading Page on our school website.

Time is taken at the beginning of every new school year to reaffirm school values, expectations, trusted adults, and rules for being part of #teamFairfield. This approach ensures everyone is clear about their roles and responsibilities and it sets the tone for the rest of the year and leads to excellent safeguarding outcomes. As part of the children's transition to the next year group, pupils reflect on the school's attributes within their end of year report, discussing their views with their peers and class teachers.

### PSHE and Citizenship

Personal, social and health education (PSHE) and citizenship is a vital part of our curriculum and is integrated within our everyday practice.

Our bespoke, thematic PSHE Curriculum covers topics including:

- Drugs, alcohol and tobacco education
- Identity, society and equality
- Keeping safe and managing risk
- Growing up and Changing
- Careers, financial capability and economic wellbeing
- Mental health and wellbeing
- Physical health and wellbeing

Through the study of these topics, safeguarding knowledge is deepened and children are more able to protect themselves from harm. PSHE and citizenship enables our children to become healthy, independent and responsible members of society. Through the exploration of themes, topic assemblies and informal classroom discussions to the discrete thematic teaching of the subject, children's progress in PSHE and personal development is continually assessed and any issues are raised with a member of the safeguarding team.

We further encourage personal development through encouraging our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. Similarly, we place a strong emphasis on values and pupil voice. We carry out pupil conferences and surveys to ensure that our children feel safe both in and out of school. We work hard to raise awareness of key concepts such as anti-bullying and the children's ever-changing roles and responsibilities as they get older. Our School



Parliament initiative goes a long way to aiding the ethos that every child has a voice. Our MPs then make informed decisions as they have been democratically elected to do so on behalf of their constituents.

Through continuous exposure to British Values, our curriculum teaches our pupils how society is organised and governed and we ensure that they experience the process of democracy in school through the School Parliament, Eco Council, Sports Council and regular classroom debates. We teach our pupils about rights and responsibilities and they learn to appreciate what it means to be a positive member of a diverse, multicultural society through the opportunity to hear from visiting speakers, such as: health workers, emergency services, and representatives from local places of worship, whom we invite into the school.

### E-Safety

E-Safety (also referred to as online safety) is explicitly taught as part of our curriculum (in PSHE and Computing lessons) from Reception through to Year 6 and more widely across our school community through regular parent communication. Our curriculum is flexible, relevant and engages the interests of our pupils. At the start of every Computing lesson, pupils engage in an E-Safety session, which ensures that pupils are taught and regularly reminded about how to keep themselves safe online. Moreover, we take every opportunity to make links to a wide variety of curriculum areas with online safety and offer constant reminders. Additional opportunities are sought to embed online safety skills across the curriculum and children are taught about the benefits and risks of using technology, providing safeguards and awareness that will enable them to control their online experience both in and out of school.



### Religious Education

At Fairfield Primary School, we develop our children's knowledge and understanding of the major world faiths by exploring fundamental questions in life and seeking opportunities to celebrate similarities and differences in people's faiths and beliefs. We enable our children to develop a good knowledge of all the main world religions. We are bold in exploring contemporary issues that impact on our everyday society and, through doing so, promote fundamental British Values, including tolerance and mutual respect.



### Physical Health, Mental Health and Well-Being

We plan to constantly challenge our children to think deeply about safeguarding matters and their own personal, physical and mental well-being. We value pupils' questions, give them

space and provide a safe environment for their own thoughts, ideas and concerns and provide them with planned opportunities across the curriculum to explore values, personal rights, responsibilities and equal opportunities, developing moral concepts that impact positively on safeguarding. We have 'Ask-It Baskets', 'Worry Boxes', posters, displays and child-friendly safeguarding leaflets in classrooms and communal areas to help the children to know that it is good to talk and share any concerns they may have with a trusted adult. Each half-term, pupils participate in a trusted adult session, which reminds them of who they can talk to at home, in school and in the wider community if they have concerns/worries about themselves or a friend. Moreover, our extensive physical education curriculum, as well as initiatives including the 1K a day, provide children with the understanding of the importance of exercise and sport. We endeavour to ensure each pupil has the opportunity to represent #teamFairfield at a competition, which helps to raise their self-worth, sense of belonging, communication and teamwork skills. This helps to minimise the risk of social isolation.



### Pastoral Care

The fundamental relationship between emotional and mental well-being and educational achievement is widely recognised and as a result we place great importance on Pastoral Care at Fairfield Primary School. Our vision is to have a full understanding and knowledge of the wide range of pastoral needs of the children in our care and to strive to provide them with the most appropriate support at any given time. We recognise that children need to develop their personal strength, confidence and understanding of self in order to progress emotionally, socially and educationally.



We aim to build respectful and trusting relationships with all pupils and their parents and guardians so that information can be shared between home and school. We encourage parents and guardians to share information about what is going on in a child's personal life that could have an impact on them however small or large. This knowledge is vital for staff so that they can act swiftly to provide care and support. Conversely, in school all staff acknowledge the importance of sharing information within school and from school to home so all of those coming into contact with a child have a full picture of their needs. All children, at some stage or stages, will need some additional care due to experiences such as bereavement, breakdown of relationships, issues with friendship groups and what is going on



in the world and through providing extensive pastoral care in such circumstances, we are helping to safeguard the child.

As outlined previously, we have a robust PSHE curriculum that is delivered to all ages so that children can understand and begin to deal with their own feelings, develop their own social and emotional resilience and understand about mental health. However, we acknowledge that support within a normal classroom setting and/or high-quality first teaching from a class teacher, in some circumstances, is not always enough. Therefore, we provide a Nurture Group for children who require focussed intervention for particular emotional, social, mental health or behavioural difficulties, which operates for Reception, Year 1 and Year 2 children. We have a trained counsellor to provide one-to-one pastoral support and Draw and Talk Therapy for children with more specific mental health issues or those requiring focused emotional support. In addition, we also have a designated ELSA trained member of staff and we also offer weekly well-being workshops which are run by members of our trained pastoral team, who work closely together to discuss the best possible course of action for children whose needs cannot be met in a normal class setting.

We believe that promoting social, emotional and mental well-being, for all those involved in the school community, is key to safeguarding our pupils and providing the best possible learning environment; all staff remain committed to this: it is at the heart of our school ethos.



Safeguarding... Everybody... Everyday



Other whole school approaches, include:



Day to Day exposure to British Values



PANTS sessions



Annual charity calendar



'One Kind Word' initiative



Black History Month



An ambassador for 'Children's Mental Health Week'



Stonewall School Champion



Online Safety Week and Safer Internet Day



Odd Socks Day



Anti-Bullying Champion



NCPCC Numbers Day



Sun Protection Sessions

*Please note: This is not an exhaustive list. The school also responds to incidents in a contextualised manner.*

## Our Safeguarding Curriculum

*Please note: These are not exhaustive lists for each year group. Staff also respond to incidents in a contextualised manner and will have broader discussions in lesson based on certain themes, where appropriate.*

### Nursery:

- Following instructions
- Transition to a new setting showing increased confidence in new social situations
- Using tools safely
- Personal hygiene (including some self-care)
- Tooth brush role play/ routines (including oral educator visit)
- Toilet, washing and drying hands
- Sharing and taking turns
- Following rules and routines
- Expressing a personal viewpoint
- Mood Monsters
- Looking after each other and their things
- Developing the use of one-handed tools (including knife and fork)
- Doing things by themselves (developing independence)
- Keeping safe in the outdoor classroom
- Develop a safe running technique and explore how to climb safely on different levels/ surfaces
- Exercise
- Growing
- My family and I
- Own life story, uniqueness (including significant events)
- Show an interest in different families and occupations
- Diwali, India, Africa and the Chinese New Year (including comparing photographs and developing positive attitudes to differences in people and cultures)
- Show simple emotion and detail in pictures and painting
- Start to negotiate solutions to conflict
- Safety in the sun
- Begin to understand a healthy lifestyle; food choices, exercise and hygiene routines including dental



- Seaside safety
- Off-site trip (stranger danger, roadside safety, following instructions etc.)
- Initial Forest School sessions (safety in the outdoors)

#### Reception:

- Following instructions
- Knowing names of staff, friends and family (helping hands- trusted adults)
- Personal hygiene (including independent toileting, handwashing and dental)
- Safe movement around school (including lining-up)
- Understanding the importance of a register
- Identify feelings about new social situations and unfamiliar people (including building resilience to trust in their safe people)
- Talking about families and own routines
- Scissor safety
- Healthy lifestyles (including screen-time and importance of sleep)
- Developing respectful relationships (including learning basic social efficacy and creating a 'Talk Den')
- Exercise
- Mood Monsters
- Staying personally safe
- Baking and basic cooking safety
- Using vocabulary to describe feelings (including discussing how to show feelings safely and overcome fear)
- Sharing and taking turns
- Managing own needs through understanding, helping each other, taking turns, sharing and collaboration
- Walking around new parts of school; self-regulation of feelings (including: shy, nervous, curious, excited and surprised)
- Looking after each other and personal possessions
- Keeping safe
- Basic first aid
- Growing and changing
- Know names of staff, friends & family

- Celebrating success
- Being environmentally aware
- Identifying and caring for forms of new life
- Hinduism, Buddhism, Cockermouth, Christianity and the Chinese New Year (including comparing photographs and developing positive attitudes to differences in people and cultures)
- Celebrations and traditions
- Using technology
- People who help us (including external visitors and visits from services such as: the police, fire, mountain rescue, dental, medical etc.)
- Off-site trip (stranger danger, roadside safety, following instructions, high-visibility purpose etc.)

#### Year 1:

- Physical Health and Mental Wellbeing
  - Recognising the characteristics and mental and physical benefits of an active lifestyle.
  - Learning to keep healthy: food and exercise; hygiene routines and sun safety
- Respecting Ourselves and Others
  - Caring friendships
  - Understanding how behaviour affects others
  - Being polite and respectful
  - Recognising similarities and differences between one another
  - Understanding how to look after pets
- Keeping Safe
  - Understanding how rules and age restrictions help us
  - Learning how to keep safe online
  - Coastal safety (including lighthouses and the use of safety equipment on ships)
  - This is also addressed throughout the year and linked in with Forest Schools
- Family and Friendships
  - Recognising the importance of families and the roles of different people. Recognise different families
  - Understanding what it means to feel cared for
- Safe Relationships
  - Recognising privacy
  - Staying safe

- Seeking permission
- Growing and Changing
  - Recognising what makes them unique and special
  - Learning how to become more independent in caring for themselves in many ways
  - Understanding different kinds of feelings
  - Learning how to manage when things go wrong
- Stranger Danger
  - Understand the term 'stranger'
  - Knowing where you might meet a stranger
  - Understanding a good stranger
  - Knowing what to do if you meet a stranger
  - Beginning to know how strangers can trick you
- Road Safety
  - Understanding the difference between the footpath and the road
  - Knowing to walk with a grown up and hold hands when near a road
  - Crossing patrol
  - Re-introducing 'Stop, Look, Listen and Think'
  - Road Safety workshop
- Tool Safety
  - Using knives for cutting and chopping fruit and vegetables
  - This is also addressed throughout the year and linked in with Forest Schools
- Fire Safety
  - Understanding fire safety
  - Understanding how to put out a fire
  - Understanding how fire spreads
  - Understanding who can help us
  - Understanding safety measures when moving around a fire
  - Understanding why drills are important in school
- Food and Nutrition
  - Knowing how to prepare simple dishes safely and hygienically, without using a heat source

- Following procedures for personal hygiene
- Media Literacy and Digital Resilience
  - Using the internet and digital devices; communicating safely online
- Islam, Christianity and the UK (developing positive attitudes to differences in people, beliefs and cultures)
- Off-site trip (stranger danger, roadside safety, following instructions, coach safety/ vehicle safety, high-visibility purpose etc.)

## Year 2:

- Science- Healthy Lifestyles
  - Noticing that animals, including humans, have offspring which grow into adults
  - Describing the importance for humans of exercise, sleep, eating the right amounts of different types of food, hydration and hygiene
  - Describing routines to help them to take care of their body
  - Understanding how basic hygiene can stop the spread of disease
- Design Technology- food technology and textiles
  - Discussing what he/she eats at home and begin to discuss what healthy foods are
  - Understanding how to use simple tools with help to prepare food safely
  - Understanding the need for a variety of food in a diet; that all food has to be farmed, grown or caught
  - Beginning to have an awareness of how to use a wider range of cookery techniques to prepare food safely
  - Developing an awareness of allergies/preferences/needs in relation to diet
  - Using textile equipment safely, including fabric scissors and needles
- First Aid (including what to do in an emergency)
- Medicines
  - Understanding why medicines are taken
  - Developing an awareness of where medicines come from
  - Understanding how to keep safe around medicines
  - Asthma safety
- Road Safety
  - Understanding that it is important to tell an adult where they are playing
  - Understanding how to stay safe on the roads, including crossings

- Friendships
  - Identify the special and trusted people in their life (including helping hands)
  - Understanding why these people are important
  - Knowing who can help
  - Friendship song
  - Understanding that by changing how they act or behave can make others happy
  - Identifying the qualities of a good person.
  - Sharing their ideas and thoughts about what is important to themselves and others
- Racism and Civil Rights (including a study of Rosa Parks, Nelson Mandela and understanding what is meant by 'discrimination')
- Australia, Buddhism, Hinduism and Islam (developing positive attitudes to differences in people, beliefs and cultures)
- Democracy (including Queen Elizabeth II)
- Respecting ourselves and others
  - Making friends; feeling lonely and getting help
  - Respecting others; importance of self-respect; recognising stereotypes; recognising and talking about emotions
- Family and Friendships
  - Exploring the importance and diversity of families, and healthy, positive family relationships (Stonewall links)
- Safe Relationships
  - Boundaries appropriate in friendships with peers and others; privacy; managing secrets; resisting pressure and getting help; recognising hurtful behaviour
- Identity, Society, Equality and Belonging
  - Belonging to a group; roles and responsibilities; being the same and different in the community.
- Physical health and Mental Wellbeing
  - Routines and habits for maintaining good physical and mental health; why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.
- Growing and Changing
  - Growing older; naming body parts; moving class or year

- Understanding the biological differences between male and female animals and their role in the life cycle and the biological differences between male and female children
- Media Literacy and Digital Resilience
  - Understanding the internet in everyday life; online content and information
- Off-site residential (stranger danger, roadside safety, following instructions, coach safety/ vehicle safety, high-visibility purpose, group safety, outdoor activity safety- including harness and the associated dangers of the Lakes etc.)

### Year 3:

- First Aid (basic awareness)
  - Asthma safety
  - Plasters and associated allergies
- Design Technology- food technology and textiles
  - Selecting from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) accurately
  - Understanding how to thread and use a needle and other related textile equipment safely
- Strengths and Challenges
  - Celebrating successes
  - Setting personal goals and planning next steps
  - Dealing with setbacks in a positive way
  - The role of the school counsellor
- Influence
  - Developing awareness of what helps them to choose/ who influences choice
  - Understanding how branding affects choice
  - Understanding the importance of keeping active and the challenges that come with this
  - Social Media (basic awareness)
- Science- Growing Up and Relationships
  - Understanding how they grow and change throughout the human lifecycle
  - Understanding how the skeleton supports and protects the body
  - Exploring human and animal skeletons; identifying that a balanced diet is needed in order to stay healthy

- Recognising Ourselves and Others
  - Recognising respectful behaviour; the importance of self-respect
- Physical Health and Mental Wellbeing
  - Understanding what affects feelings; expressing feelings
  - Bullying and how to respond appropriately
- Keeping Safe, Risk and Hazards
  - Safety in the local environment and unfamiliar places
- Families and Friendships
  - Recognising what makes a family; features of family life (Stonewall links)
- Safe Relationships
  - Personal boundaries; safely responding to others; the impact of hurtful behaviour
- Growing and Changing
  - Personal strengths and achievements; managing and reframing setbacks
- Media Literacy and Digital Resilience
  - Understanding how the internet is used; assessing information safely online
- Rules
  - Exploring why rules are important (including in school, at home, in the community, the law)
  - Understanding how diverse communities can live together for the well-being of all
- Safety in relation to natural disasters (including associated procedures)
- Understanding the importance of charity (including Fairtrade)
- Europe, Christianity (including the Roman Catholic Church), places of worship and Royalty (developing positive attitudes to differences in people, beliefs and cultures)
- Off-site residential (stranger danger, roadside safety, following instructions, coach safety/ vehicle safety, high-visibility purpose, group safety, preparing for life in modern Britain- Newcastle, city safety etc.)

#### Year 4:

- Swimming- water safety and understanding that it is a life skill
- Rivers- water safety and fieldwork
- Playing Safe

- Understanding how to keep play safe including on computer gaming, near roads, rails, water, building sites and firework dangers
- Design Technology- food technology and textiles
  - Selecting from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) accurately
  - Understanding and applying the principles of a healthy and varied diet
  - Planning and carry out a broad range of practical food preparation tasks safely and hygienically
  - Applying current healthy eating messages and consider nutritional needs when undertaking food preparation tasks
  - Classifying food by commodity/group and understand the characteristics of a broad range of ingredients, including their nutritional, functional and sensory properties, e.g. meat, fish, fruit, vegetables
  - Understanding how to thread and use a needle and other related textile equipment safely, including scissors
- Science- Electricity
  - Understanding the dangers associated with electricity
  - Electrical safety
- Families and Friendships
  - Understanding the importance of positive friendships, including online (cyberbullying)
  - Understanding why belonging to a group or community is valuable (commitment)
- Growing and Changing
  - Personal identity; recognising individuality and different qualities; mental wellbeing
- Safe Relationships
  - Responding to hurtful behaviour; managing confidentiality; recognising risks online
- Respecting Others and Ourselves
  - Respecting differences and similarities; discussing difference sensitively
- Identity, Society, Equality and Belonging
  - The value of rules and laws; rights, freedoms and responsibilities (including links to Global Learning and Fairtrade)
- Keeping Safe



- Medicines and household products; drugs common to everyday life
- Knowing what drugs (other than medicines) are common in everyday life and why people choose to use them
- Beginning to understand what the effects and risks of drinking alcohol are
- Families and Friendships
  - Understanding how it feels to belong to a family or to a group (including link to RE unit on Commitment)
  - Physical Health and Mental Wellbeing
  - Maintaining a balanced lifestyle; oral hygiene and dental care
- Media Literacy and Digital Resilience
  - Understanding how data is shared and used
  - Sharing images safely and appropriately
- Christianity, Judaism, places of worship and Royalty (developing positive attitudes to differences in people, beliefs and cultures)
- Off-site residential (stranger danger, roadside safety, following instructions, coach safety/ vehicle safety, high-visibility purpose, group safety, outdoor activity safety-including harness and the associated dangers of the outdoor sports/ excursions/ activities etc.)

#### Year 5:

- First Aid (Steve Wilson Course for children)
- Green Cross Code
- Bikeability
- Anti-social behaviour (contextualised to the community)
- Coastal Safety
- Design Technology- food technology and mechanics/making
  - Selecting appropriate tools and equipment for particular tasks
  - Using saws and hammers safely
  - Measuring, marking-out, cutting, shaping, joining, weighing and mixing a range of materials and ingredients, using appropriate tools/ utensils, equipment and techniques safely
  - Planning and carrying-out a broad range of practical food preparation tasks safely and hygienically
- Science- Changes of state (heating and boiling)
- Different influences

- Understanding the risks associated with smoking drugs, including cigarettes, e-cigarettes and vaping
- Dealing with Feelings
  - Describing a wide range and intensity of feelings and emotions, including at times of change, loss, grief and bereavement
- Civil Rights March
- Families and Friendships
  - Managing friendships and peer influence
  - Healthy positive relationships with family and friends
  - Diversity in families and relationships
- Respecting Ourselves and Others
  - Responding respectfully to a wide range of people; recognising prejudice and discrimination
  - Understanding the meaning of terms related to people of the LGBTQ+ community
  - Understanding different attitudes and values around gender stereotyping and sexuality
- Physical Health and Mental Wellbeing
  - Recognising and understanding the benefits of positive self-image and self-respect for our health and wellbeing
  - Understanding ways of keeping our bodies well and free from disease through vaccination and immunisation
- Keeping Safe Risks and Hazards
  - Keeping safe in different situations - especially, online (protecting personal information)
  - Responding in emergencies- first aid
  - Understanding what grooming is and how they can protect themselves from potential grooming
- Growing and Changing
  - Understanding the changes that happen to our bodies naturally during puberty
  - Understanding the ways males and females grow and develop during puberty, physically and emotionally
  - Personal hygiene
  - Support with puberty

- Knowing the names of the main body parts, including internal and external genitalia and why it's important to keep them private
- Safe Relationships
  - Physical contact and feeling safe
- Media Literacy and Digital Resilience
  - Understanding how information online is targeted; different media types, their role and impact
  - Identifying and exploring how information is shared between digital systems
- Rules and social behaviour
  - Understanding the importance and value of living by rules/moral precepts
  - Recognising self-discipline and why it is important
  - Developing healthy relationships and understanding what they look like
  - Understanding the importance of respecting themselves and others
  - Recognising what is meant by equality and diversity
- South America, Cocker mouth, Christianity, Islam, Judaism, Buddhism, Sikhism and Hinduism (developing positive attitudes to differences in people, beliefs and cultures)
- Off-site residential (stranger danger, roadside safety, following instructions, coach safety/ vehicle safety, high-visibility purpose, group safety, preparing for life in modern Britain- Manchester/Liverpool, city safety, what happens if a child is missing etc.)

#### Year 6:

- First Aid
- Secondary School Transitions
- Careers Fair
- Design Technology- food technology and mechanics/making
  - Increasing their knowledge of a healthy and varied diet through current healthy eating messages
  - Following kitchen hygiene rules and practise food preparation skills when preparing the food
  - Selecting from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) accurately
  - Planning and carrying out a broad range of practical food preparation tasks safely and hygienically

- Applying current healthy eating messages and consider nutritional needs when undertaking food preparation tasks
- Threading and using a needle and other related textile equipment safely, including scissors
- Science- Electricity
  - Understanding the dangers associated with electricity
  - Electrical safety
  - Frayed wiring and the associated risks
- Weighing up risk
  - Recognising the impact of diet, exercise, drugs and lifestyle on the way their bodies function
  - Understanding the risks associated with using different drugs, including tobacco and nicotine products, alcohol, vaping, solvents, medicines and other legal and illegal drugs
  - Understanding ways in which they manage risk in situations involving drug use
- Keeping safe - out and about
  - Recognising how they feel about my increasing independence
  - Responding to peer pressure
  - Understanding the consequences of anti-social behaviour
  - Developing an awareness of FGM
- Healthy Minds
  - Understanding mental health and what can affect mental health
  - Reflecting on the everyday ways they can look after their mental health
  - Understanding what is meant by stigma and discrimination especially in relation to mental health
  - Recognise the key emotions and the power of feelings associated with loss
  - Reflect on and, where appropriate, share their own feelings about loss
- Growing Up and Relationships
  - Understanding how a baby is made
  - Discussing the different routes into parenthood
  - Knowing how babies are born
  - Recognising the roles and responsibilities of carers and parents

- Developing an awareness of contraception and how it can be used to stop a baby from being conceived
- Beginning to understand about the potential risks associated with sexual activity, including STDs
- Understanding the law regarding consent and sexual activity
- Understanding the potential impact of social media and pornography on self-esteem
- Same sex relationships
- Identity, Society, Equality and Belonging
  - Valuing diversity; challenging discrimination and stereotypes
- Keeping Safe
  - Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
- Respecting Ourselves and Others
  - Expressing opinions and respecting other points of view, including discussing topical issues
- Safe Relationships
  - Recognising and managing pressure; consent in different situations
- Physical Health and Mental Wellbeing
  - Understanding what affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online
- Families and Friendships
  - Attraction to others; romantic relationships; civil partnership and marriage
- Growing and Changing
  - Human reproduction and birth
  - Increasing independence; managing transitions
- Media Literacy and Digital Resilience
  - Evaluating media sources and sharing things online
- The Universal Declaration of Human Rights
- North America, Christianity, Islam, Judaism and Hinduism (developing positive attitudes to differences in people, beliefs and cultures)
- Off-site residential (stranger danger, roadside safety, following instructions, coach safety/ vehicle safety, high-visibility purpose, group safety, preparing for life in modern Britain- London, city safety, train safety, Green Cross Code etc.)



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Author: Mr. J. Gale