



Safeguarding Curriculum

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PSHE - Jigsaw	Being me in my world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Circle times	All about me Who keeps me safe at home? Healthy schools Family Learning Week Making Friends	Friendships Playground games Sharing with our friends Playground buddies	People who help us People around us Keeping healthy	Who keeps me safe in the community? Keeping safe near animals Keeping safe near the road – recap Healthy relationships Keeping safe in the home	Relationships and sex education Concerns for others Growth and change Healthy lifestyles	Safe or unsafe Summer safety Water safety Relationships
Awareness days	Mental Health day – how to be mentally healthy and how to ask for help. Wear Yellow.	Anti-bullying week To understand what things make us different, what makes people bully and to know what to do if it happens to them. Road Safety Week — to learn how to stay safe around roads. How to stay safe as a pedestrian.	Safer internet day (5 th Feb) – to understand how to be safe online. Young Carers day (31 st Jan) – raise awareness of being a young carer and who can help them. Time to talk day (7 th Feb) – raise awareness in children about talking about any worries and issues they might be facing.	CSE awareness day (18 th March) – raise the profile of CSE and for children to understand the signs. World health day (7 th April) – Understand the importance of staying healthy.	National Children's day (12 th May) — celebration of children everywhere — raise awareness of differences. Mental Health week (13 th May) — how to be mentally healthy.	Child safety week (3 rd June) – how to stay safe online and around the community.
Assemblies	Halloween safety – linked to stranger danger and how to stay safe at night.	Remembrance day Bonfire/ firework safety -to teach	Safer internet day – to understand how to be safe online.	Body safety – to understand which parts are private –	Stranger danger – to know how to stay safe of you are lost. To know who a safe	Sun safety – to explain the importance of sun

	School rules – to teach pupils the importance of following the school rules. Road Safety Week – to learn how to stay safe around roads. How to stay safe as a pedestrian.	children about how to stay safe when attending a fireworks display. Body safety – to understand which parts are private – NSPCC – pants talk.	People who keep us safe – to understand who can help keep us safe in schools Stranger danger – to know how to stay safe of you are lost. To know who a safe stranger is and to know what a safe building is. Personal hygiene – to know what personal hygiene is and what it includes.	NSPCC – pants talk. Revisit. Healthy living – to understand what healthy living means and how to achieve it. Includes ways of staying active, healthy and unhealthy foods, and how this can prevent health problems. Cyber bullying – to understand what cyber bullying is and to know what to do if it happens to them.	stranger is and to know what a safe building is. Revisit. Walk to school – to understand the benefits of walking to school and how to walk safely.	awareness and how to be sun safe. Water safety – teach pupils a water safety code. Sun, sea and beach safety – to understand how the sun can hurt us, how to keep safe when in the sun, how some sea creatures can hurt us, how to keep safe in the sea and what the beach flags mean. Body safety – to understand which parts are private – NSPCC – pants talk. Revisit.
Visits	Harvest festival – Methodist Church	Fire – safety in the home – Year 2	Police visits Fire – safety in the	Food tasting - Caterlink	Police visits	NSPCC - pants
Online safety	E-safety – Think U	E-safety – Think U	home – Reception E-safety – Think U	E-safety – Think U	E-safety – Think U	E-safety – Think U
Assemblies	know – Details,	know – Welcome to	know – It's a serious	know – The info gang	know – Heroes – to	know – You're not
	Details – to teach	the carnival – to	game – to help	– to ensure that	encourage children to	alone – Concluding
	children that personal	enable children to	children to identify	children can identify	be open about their	assembly on internet
	information is as	identify the	situations in which it	some of the physical	online experiences	safety – looks at all
	valuable online as it is	characteristics of	is wise to turn to a	sensations that alert	with a trusted adult.	aspects covered over
	offline and should	people that are	trusted adult for	us to unsafe		the academic year.
	therefore not be shared without an	worthy of their trust and who can help	help.	situations.		
		•				
	adults permission.	them make positive				

Online safety curriculum	Self-image and identity I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. Privacy and security I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they	Online Bullying I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.	Online Reputation I can identify ways that I can put information on the internet.	Health, well-being and lifestyle I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules.	Online Relationships I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know.	Managing Online Information I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet. Copyright and ownership I know that work I create belongs to me. I can name my work so that others know it belongs to me
	are trusted. Year 1 Self-image and identity I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad, worried,	Year 1 Online Bullying I can describe how to behave online in ways that do not upset others and can give examples	Year 1 Online Reputation I can recognise that information can stay online and could be copied. I can describe what information I should not put online	Year 1 Health, well-being and lifestyle I can explain rules to keep myself safe when using technology both in and beyond the home.	Year 1 Online Relationships I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to	Year 1 Managing Online Information I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching).

lı lı	incomfortable or	without asking a	communicate with	I know / understand
	rightened, I can give	trusted adult first	people I know (e.g.	that we can
II II	examples of when and		video call apps or	encounter a range of
	now to speak to an		services).	things online
	dult I can trust and		50.1.0057.	including things we
	low they can help.		I can explain why it is	like and don't like as
''	in the year meip.		important to be	well as things which
Р	Privacy and security		considerate and kind	are real or make
	can explain that		to people online and	believe / a joke.
	passwords are used to		to respect their	believe / u joke.
1 -	protect information,		choices.	I know how to get
1 -	accounts and devices.		choices.	help from a trusted
	decounts and devices.		I can explain why	adult if we see
	can recognise more		things one person	content that makes us
	letailed examples of		finds funny or sad	feel sad,
	nformation that is		online may not always	uncomfortable
	personal to someone		be seen in the same	worried or frightened.
·				worned or ingiliened.
	e.g where someone		way by others.	Conveight and
	ves and goes to			Copyright and
	chool, family names).			ownership
	and a state of the state			I can explain why
	can explain why it is			work I create using
	mportant to always			technology belongs to
	sk a trusted adult			me.
	refore sharing any			
1 -	personal information			I can say why it
	online, belonging to			belongs to me (e.g. 'I
m	nyself or others.			designed it' or 'I
				filmed it").
				I can save my work
				under a suitable title /
				name so that others
				know it belongs to me
				(e.g. filename, name
				on content).

N 2					I understand that work created by others does not belong to me even if I save a copy.
Year 2 Self-image and	Year 2	Year 2	Year 2 Health, well-being	Year 2 Online Relationships	Year 2 Managing Online
identity	Online Bullying I can explain what	Online Reputation I can explain how	and lifestyle	I can give examples of	Information
I can explain how	bullying is, how	information put	I can explain simple	how someone might	I can use simple
other people may look	people may bully	online about	guidance for using	use technology to	keywords in search
and act differently	others and how	someone can last for	technology in	communicate with	engines.
online and offline.	bullying can make	a long time.	different	others they don't also	chightest
	someone feel.		environments and	know offline and	I can demonstrate
I can give examples of		I can describe how	settings e.g.	explain why this might	how to navigate a
issues online that	I can explain why	anyone's online	accessing online	be risky. (e.g. email,	simple webpage to
might make someone	anyone who	information could be	technologies in public	online gaming, a	get to information I
feel sad, worried,	experiences bullying is	seen by others.	places and the home	penpal in another	need (e.g. home,
uncomfortable or	not to blame.		environment.	school / country).	forward, back
frightened; I can give		I know who to talk to			buttons; links, tabs
examples of how they	I can talk about how	if something has	I can say how those	I can explain who I	and sections).
might get help.	anyone experiencing	been put online	rules / guides can	should ask before	
	bullying can get help.	without consent or if	help anyone	sharing things about	I can explain what
Privacy and security		it is incorrect.	accessing online	myself or others	voice activated
I can explain how			technologies.	online.	searching is and how
passwords can be					it might be used, and
used to protect				I can describe different	know it is not a real
information, accounts				ways to ask for, give,	person (e.g. Alexa,
and devices.				or deny my permission	Google Now, Siri).
Lean avalain and sive				online and can identify	Lean avalain the
I can explain and give examples of what is				who can help me if I am not sure.	I can explain the difference between
meant by 'private' and				am not sure.	things that are
'keeping things				I can explain why I	imaginary, 'made up'
private'.				have a right to say 'no'	or 'make believe' and
private.				or 'I will have to ask	things that are 'true'
I can describe and				someone'.	or 'real'.
explain some rules for					
keeping personal					

	information private				I can explain who can	I can explain why
	(e.g. creating and				help me if I feel under	some information I
	protecting				pressure to agree to	find online may not
	passwords).				something I am unsure	be real or true.
	passwords).				about or don't want to	be real of true.
	I can explain how				do.	Copyright and
	some people may				uo.	ownership
	have devices in their				I can identify who can	I can recognise that
	homes connected to				· · · · · · · · · · · · · · · · · · ·	content on the
					help me if something	
	the internet and give				happens online	internet may belong
	examples (e.g. lights,				without my consent.	to other people.
	fridges, toys,					
	televisions).				I can explain how it	I can describe why
					may make others feel	other people's work
					if I do not ask their	belongs to them.
					permission or ignore	
					their answers before	
					sharing something	
					about them online.	
					I can explain why I	
					should always ask a	
					trusted adult before	
					clicking 'yes', 'agree' or	
					'accept' online.	
Parents	What is safeguarding?	Road safety week	Safer Internet day	Cyber bullying	Stranger danger	Sun, Sea and beach
information			newsletter	newsletter	newsletter	newsletter
	Online safety	Body safety				
	newsletter		PSHE/ values	Keeping safe outside	Walk to school	Keeping Healthy
		Anti-bullying	newsletter	of school	newsletter	
	PSHE/ values	newsletter				PSHE/ values
	newsletter			PSHE/ values	Mental Health and	newsletter
		Online safety		newsletter	well-being	
		newsletter				
				Healthy living	PSHE/ values	
		PSHE/ values		newsletter	newsletter	
		newsletter				