

	<b>Online Safety</b>	<b>Rights and Responsibilities</b>  <b>Understanding diversity</b>	<b>Anti-Bullying</b>	<b>Keeping Healthy and Staying Safe</b>	<b>Mental Health and Well Being</b>
<b>YR</b>	<ul style="list-style-type: none"> <li>➤ Smartie the Penguin Story 1 3 sessions covering -pop-ups, inappropriate websites for older children and cyberbullying.</li> <li>➤ Help arrives just in time for Digiduck® when faced with a difficult decision! Follow Digiduck® and his pals in this story of friendship and responsibility online.</li> <li>➤ <a href="https://www.childnet.com/resources/digiduck-stories/digiducks-big-decision">https://www.childnet.com/resources/digiduck-stories/digiducks-big-decision</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ Children are taught about 'good choices' and bad choices' in different situations and supported to take responsibility for their own behaviour by making good choices</li> <li>➤ Carefully planned sharing of texts, images and resources across the curriculum which reflect the diversity of our school community</li> <li>➤ Within each RE unit e.g. Special People, Special Clothes, Remembering, children have opportunities to communicate their own responses and we guide them to recognise the similarities and differences between their own experiences and those of others</li> </ul>	<ul style="list-style-type: none"> <li>➤ Jigsaw piece 6-standing up for yourself. Children practise phrase 'Please don't do that, I don't like it'. Or if someone says that to them they need to stop what they are doing.</li> <li>➤ Jigsaw piece 4 &amp; 5: Falling out and Bullying- Children learn to take responsibility for their words and actions to help them know who to go to when they need help.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Jigsaw piece 6- Stranger Danger- Children are encouraged to think about what they could do if they don't feel safe and who they can go to if they feel safe.</li> <li>➤ Jigsaw Piece 2- Respecting My body. Children learn how to take responsibility for their bodies and how to look after themselves.</li> <li>➤ Visit from the Police to talk about staying safe (Summer 1)</li> <li>➤ Safety on bikes- balance bike training</li> <li>➤ Unit on 'Real Life Superheroes' – learning how the emergency services and medical professionals help to keep us safe and healthy</li> <li>➤ Children learn to be safe in the kitchen when we are preparing food</li> </ul>	<ul style="list-style-type: none"> <li>➤ All pupils are taught about staying calm and using breathing/mindfulness to calm as part of the Jigsaw curriculum.</li> <li>➤ ELSA support for those children who made need it</li> <li>➤ Use of the Colour Monster to identify feelings and emotions</li> <li>➤ Use of yoga and sensory materials to support calmness and reflection</li> </ul>
<b>Y1</b>	<ul style="list-style-type: none"> <li>➤ Jigsaw piece 4: What to do if you see something unsuitable on the computer. The children learn about who can they ask for help?</li> <li>➤ Aut 1 Computing Talk about favourite app/games and record. Check appropriate usage etc</li> </ul>	<ul style="list-style-type: none"> <li>➤ Jigsaw pieces 3 and 4- What is bullying? Reinforces the messages about differences and similarities. Also, what to do about bullying.</li> <li>➤ Jigsaw piece 2- children learn that they have a right to be</li> </ul>	<ul style="list-style-type: none"> <li>➤ Jigsaw pieces 3 and 4- What is bullying? Reinforces the messages about differences and similarities. Also, what to do about bullying.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Jigsaw Piece 4- boys and girls bodies- the children learn about the correct body parts and which part are private.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All pupils are taught about staying calm and using breathing/mindfulness to calm as part of the Jigsaw curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Discuss rules for using technology- share with parents.</li> <li>➤ Smartie the Penguin Story 2 - 3 sessions covering -Upsetting images, Unreliable information, talking to strangers online.</li> <li>➤ Read Digiduck and the magic castle focussing on playing games online. Other themes within the book include peer pressure, password sharing, and in-app purchasing.</li> </ul> <p><a href="https://www.childnet.com/resources/digiduck-stories/digiduck-and-the-magic-castle">https://www.childnet.com/resources/digiduck-stories/digiduck-and-the-magic-castle</a></p>	healthy, happy and safe and have a right to learn.			<ul style="list-style-type: none"> <li>➤ ELSA support for those children who made need it</li> <li>➤ Use of the Colour Monster to identify feelings and emotions</li> </ul>
<b>Y2</b>	<ul style="list-style-type: none"> <li>➤ Talk about favourite app/games and record. Check appropriate usage etc</li> <li>➤ Discuss rules for using technology- share with parents.</li> <li>➤ Digital photos, recognising when photos are real etc</li> <li>➤ Detective Digiduck story focusing on reliable online information.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Jigsaw piece 4- Standing up for difference- children think about what is right and wrong and how to look after themselves.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Jigsaw piece 3- Why does bullying happen? Where to go and what to do if bullying happens</li> </ul>	<ul style="list-style-type: none"> <li>➤ Jigsaw Piece 2- keeping safe exploring physical contact- what physical contact they like and what they don't.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All pupils are taught about staying calm and using breathing/mindfulness to calm as part of the Jigsaw curriculum.</li> <li>➤ ELSA support for those children who made need it</li> <li>➤ Use of the Colour Monster to identify feelings and emotions</li> </ul>

This is a summary of what is covered each year to develop the children's understanding of staying safe.

### Whole School Themes/Events

	Whole School Theme	Assembly	Pupil Conferencing	Pupil Leadership	Other
<b>Sept</b>		Introducing school/class rules		Create pupil leaders: Health and Safety team (led by pupils), eco-warriors, friendship team.	<ul style="list-style-type: none"> <li>➤ Risk assessments carried out with children e.g: before visits</li> <li>➤ Fire safety/Evacuation-children taught about evacuation and what to do if they hear different alarms</li> <li>➤ Revise Privates are Private (NSPCC) during the year and when there is a need</li> <li>➤ Online safety-protection with user names/passwords- pupil training</li> </ul>
<b>Oct</b>	Privates are Private (NSPCC)				
<b>Nov</b>	Anti-bullying	Anti-bullying assembly	Pupil conferencing on anti-bullying	Friendship team to lead anti-bullying campaign	
<b>Dec</b>					
<b>Jan</b>	NSPCC- Speak out Stay Safe Whole school safeguarding audit		Who are the safe adults that you can talk to in school?	Health and safety team to review whole school site for safety	
<b>Feb</b>		What to do when you have a worry- 'Ruby finds a worry' story.			
<b>Mar</b>		Dealing with anger- 'Barbara throws a wobbler'	Where would you go to feel safe in school?		
<b>April</b>		Putting empathy into action 'The Invisible' by Tom Percival		Health and safety team to train class about recognising visitors	
<b>May</b>					
<b>June</b>	Empathy	'A Shelter for Sadness'- recognising the importance of sadness	Pupil conferencing on how we keep pupils safe		
<b>July</b>	Summer safety	Staying safe over the summer-sun cream, beach safety		Health and safety team to create posters- staying safe over summer	