Beechwood Primary School

Safeguarding Curriculum

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Pupil safeguarding and the promotion of fundamental British Values is the core principle of our work at Beechwood Primary School. Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding. Our broad curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equips every child with the knowledge and skills required for personal safeguarding. Our PSHE curriculum covers all areas of safeguarding through each of the strands to a different degree, however some go into more detail. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age appropriate level, or at a small group or 1:1 level where a more urgent need arises.

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 given them space for their own thoughts, ideas and concerns. We give them 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. Age appropriate discussions on Consent help children build a strong foundation for healthy relationships and interactions.

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 behaviour policy promotes making good choices and exhibiting good learning behaviours.

Class times are time for sharing ideas, addressing concerns and promoting important values. Assembly time are used to promote personal safeguarding matters and explore themes.

Staff and children are quick to challenge stereotypes and the use of derogatory language in lessons and around 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. Throughout the 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, disability 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 such as Wonder, Holes and the Butterfly Lion.

Time is taken at the beginning of every new school year to reaffirm school values, expectations and rules for living and learning at Beechwood Primary. This good start to the year, with everyone clear about their roles and responsibilities, sets the tone for the rest of the year and leads to excellent safeguarding outcomes. Please see our overview of safeguarding opportunities in our curriculum below.

Safeguarding Curriculum

- **Jigsaw (PSHE Curriculum)**
- **Prevent**
- **Online Safety**
- **Subject Specific safeguarding**

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Theme: Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outline Content	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Safeguarding Focus	Keeping safe: arriving safely at school and leaving safely to go home, keeping safe at school; know that hands can be used kindly and unkindly Bonfire night safety: sparkler and fire safety Halloween (being safe) Staying safe at school: stranger danger, not opening doors, telling an adult if you see something strange		Keeping safe: not opening closed doors; telling an adult if you see something strange; know what to do if you get lost; know how to say 'no' to a stranger. Mental health: recognising feelings of perseverance; knowing that sleep is good for them. Healthy relationships: know which words are kind.		Keeping Safe: knowing who we can talk to if feeling worried; know that sharing how they feel can help to solve a worry Sun safe: using sun screen/sun hats Water safety: keeping safe in the swimming pool and by the beach and introducing The Water Safety Code Mental Health: remembering happy times can move us on Healthy Relationships: know some of the characteristics of a healthy and safe	

	Prevent: how it feels to belong; being similar and different; understanding that being different makes us all special; different families (photos showing families from different races) Road safety: how to cross the road and use pavements Mental health: identifying and using skills to stand up for ourselves Healthy relationships: know you don't have to 'be the same as' to be a friend.	Stranger danger: what to do it… how to keep safe when outside, how to deal with a problem, a stranger etc. Healthy Me – through PSHE – NSPCC PANTS Rule	friendship; know some ways to mend a friendship; know that unkind words can't 'be taken back'.
Project Evolve Online Safety	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. Online Reputation I can identify ways that I can put information on the internet. Online Bullying I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.	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. Health, Well-being and Lifestyles 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.	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. 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 are trusted. Self-Image and Identify 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.
Safeguarding across the curriculum	Children can talk about how people have different beliefs and celebrate in different ways – Diwali/Christmas Black History – teaching respect of all cultures Consent (see information below table)	Children can talk about how people have different beliefs and celebrate in different ways – Lunar New Year Consent (see information below table)	Children can talk about how people have different beliefs and celebrate in different ways – Eid Consent (see information below table)
Special Events	Anti-bullying week Anti-bullying assembly NSPCC Speak Out Stay Safe Assembly	Safer Internet Day	Walk to School Week

Consent

Personal Space, Boundaries and Consent
We can teach children to advocate for themselves and respect the rights of others by explicitly exploring the ideas of personal space, healthy boundaries and consent.
- We each belong to ourselves
- Some things are not a choice
  - Being safe with what you say and do is not a choice.
  - Going to school and doing your work is not a choice.
  - Going to the doctor or the dentist when you need to is not a choice.
- Lots of things are a choice
  - The words you say and the things you do are a choice
  - Who you play with and the activity you want to do is a choice
  - Being touched and touching others is a choice
- We don't keep secrets
  - It is also important not to keep secrets about presents someone gives you, friendships, favours, or any kind of touch.
- Keep telling until you get the help you need
  - If one person doesn't listen, then tell someone else.

Building a curriculum that promotes
Personal Space, Boundaries and Consent
The Safety Rules are that **touch, teasing, or play** for fun or affection should be:
- **Safe**
  - So that no one gets hurt
- **Okay with each person**
  - So that each person says "yes".
  - We need to notice when people change their minds or start to say "No" with their bodies or words.
  - We need to remember that people who are scared, sick, over-tired, or otherwise unable cannot say, "Yes."
- **Allowed by the Adults in Charge**
  - talking about or staring at people's bodies or making gestures or noises about how they look is not allowed because it usually makes the other person uncomfortable
- **Not a Secret so Others Can Know**
  - because abusive behaviour thrives in secrecy

Kidpower International Consent Checklist

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Theme: Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outline Content	Feeling special and safe Being part of a class Rights and Responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone.	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/ being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Safeguarding Focus	Staying safe in school: arriving safely at school and leaving safely to go home; keeping safe at school; telling an adult if you see something strange Bonfire night safety: sparkler safety; fireworks safety Halloween – being safe Prevent: identifying differences between people in my class; understanding these differences make us all special and unique		Keeping safe: knowing that all household products (including medicines) can be harmful if not used properly; knowing about people who can keep them safe Road safety: know how to keep safe when crossing the road Mental health: know when a goal has been achieved Healthy Relationships: know how to work well with a partner		Keeping safe: knowing who to ask in the school community; knowing what makes a healthy, safe friend, knowing that nobody has the right to hurt anyone – PANTS Rule (NSPCC); girls and boys bodies (identifying body parts) Sun safe – using sun screen/sun hats Water safety: keeping safe in the swimming pool/on the beach and revising The Water Safety Code	

	Mental health: know people are unique and it's ok to be different Healthy Relationships: understand that their choices have consequences; know who to tell if someone is feeling unhappy or being bullied; know skills to make friendships		Mental Health: knowing who to ask for help if they are worried or frightened Healthy Relationships: understanding there are different types of families; knowing the characteristics of safe and healthy friends
Project Evolve Online Safety	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 communicate with people I know (e.g. video call apps or services). I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others. Online Reputation I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first. Online Bullying I can describe how to behave online in ways that do not upset others and can give examples.	Managing Online Information I can give simple examples of how to find information using digital technologies e.g. search engines, voice activated searching. I know/understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe/a joke I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. Health, Well-being and Lifestyles I can explain rules to keep myself safe when using technology both in and beyond the home.	Copyright and Ownership I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. I designed it or I filmed it) I can save my work under a suitable title or name so that others know it belong to me (e.g. filename, name on content). I understand that work created by others does not belong to me even if I save a copy. Privacy and Security I can explain how passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. Self-Image and Identify

			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, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.
Safeguarding across the curriculum	Tolerance and understanding – taught through RE unit – Christianity Black History – teaching respect of different cultures	Tolerance and understanding – taught through RE unit – Christianity	Tolerance and understanding – taught through RE unit – Judaism
Consent	NSPCC PANTS Asking for permission – how to say yes and no respectfully	Know how to work well with a partner	Knowing the meaning of safe and unsafe Building respectful relationships – in and outside of school. Understanding the meaning of 'private spaces, places and body parts'.
Special Events	Anti-bullying week Anti-bullying assembly NSPCC Speak Out Stay Safe Assembly	Safer Internet Day	Walk to School Week

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Theme: Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outline Content	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Aging is normal Increasing independence Some changes are beyond our control Changes from babyhood to now and beyond (correct terminology) Transition
Safeguarding Focus	Staying safe in school: arriving safely at school and leaving safely to go home; keeping safe at school; telling an adult if you see something strange Bonfire night safety Prevent: understand that their own views are valuable; understanding that difference makes us all special unique Healthy Relationships: know that friends can be different and still be friends; know the difference between a one of incident and bullying. Family roles and responsibilities.		Keeping safe: know it is important to use medicines safely Healthy Relationships: know how to recognise what working together well looks like Mental Health: know how to share success with other people; know what 'relaxed' means; know what makes them feel 'relaxed' Road safety talk		Keeping safe: know how to stay 'stop' if someone is hurting them; know there are good secrets and worry secrets; know that private body parts are private; know who to ask for help if they are worried or frightened; know there are different types of touch and that some are unacceptable Sun safe: using sun screen/sun hats Water safety: keeping safe in the swimming pool/on the beach and embedding The Water Safety Code	

	Mental health: know it is ok not to conform to gender stereotypes; know it is good to be yourself; know where to get help if you are being bullied Personal hygiene: keeping clean and healthy		Healthy Relationships: know some strategies to solve friendship conflict; know what trust is. Mental Health: strategies for managing change Being different: how does what believers do show what they believe? Bullying/racism
Project Evolve Online Safety	Online Relationships I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen pal in another school/country). I can explain who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give or deny my permission online and can identify who can help me if I am not sure. I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. I can identify who can help me if something happens online without my consent. I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.	Managing Online Information I can use simple keywords in search engines I can demonstrate how to nativate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what voice activiated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri) I can explain the difference between things that are imaginary, 'made-up' or 'make believe' and things that are 'true' or 'real'. I can explain why some information I find online may not be real or true. Health, Well-being and Lifestyles I can explain simple guidance for using technology in different environments and settings e.g. accessing online	Copyright and Ownership I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them. Privacy and Security I can explain how passwords can be used to protect information, accounts and devices. I can explain and give examples of what is meant by 'private' and 'keeping things private'. I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions). Self-Image and Identify

	I can explain why I should always ask a trusted adult before clicking 'yes', 'agree', or 'accept' online. Online Reputation I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect. Online Bullying I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help.	technologies in public places and the home environment. I can say how those rules/guides can help anyone accessing online technologies.	I can explain how other people may look and act differently online and offline. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.
Safeguarding across the curriculum	Tolerance and understanding – taught through RE unit – Christianity History – Great fire of London – fire safety Black History – showing respect to other cultures	Tolerance and understanding – taught through RE unit – Judaism/Christianity	Tolerance and understanding – taught through RE unit - Islam
Consent	NSPCC PANTS Asking for permission – practicing asking and responding	Knowing I have a choice	How to tell when we feel safe or unsafe (including secrets)
Special Events	Anti-bullying week Anti-bullying assembly NSPCC Speak Out Stay Safe Workshop and Assembly	Safer Internet Day Animal visit – animal safety	Walk to school week

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Theme: Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outline Content	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	A baby's needs Changes as we grow up and how we feel about these changes Family stereotypes Transition
Safeguarding Focus	Staying safe in school: telling an adult if you see something strange; understanding why rules are needed and links to choices and consequences Fire safety: Stop, Drop and Roll, calling 999, crawling low under smoke Prevent: know that others may hold different views; know that the school has a shared set of values; recognising that some words are used in hurtful ways; trying hard not to use hurtful words		Keeping safe: discuss attitudes towards drugs (child-centred); know that there are healthy and safe choices Healthy Me: Exercise and fitness challenges; food labelling and healthy swaps Healthy Relationships: have respect for myself and others Mental Health: learn strategies to help cope when something is difficult		Keeping safe: understanding the rights that children have Sun safe: using sun screen/sun hats Water safety: keeping safe in the swimming pool/on the beach; learning how to float, tread water and attract attention Citizenship: being a global citizen; understanding that other children might have different lives	

	Healthy Relationships: know how to solve bullying if it is witnessed; families come in all different shapes and forms; different parenting arrangements; homophobia Mental Health: understanding that they are important as individuals; giving and receiving compliments		Mental health: knowing who to go to for help if they have a worry Healthy Relationships: being aware of how my choices affect others; understanding what makes a good friend. Friendship and negotiation.
Project Evolve Online Safety	Online Relationships I can describe ways people who have similar likes and interests can get together online. I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I can explain how someone's feelings can be hurt by what is said or written online. I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.	Managing Online Information I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things. I can explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. Health, Well-being and Lifestyles	Copyright and Ownership I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause. Privacy and Security I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others. Self-Image and Identify I can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online.

	Online Reputation I can explain how to search for information about others online. I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. I can explain who someone can ask if they are unsure about putting something online. Online Bullying I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support.	I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged. I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).	I can explain ways in which someone might change their identify depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.
Safeguarding across the curriculum	Tolerance and understanding – taught through RE unit – Hindiusm/Christianity Black History – teaching respect for all cultures	Tolerance and understanding – taught through RE unit – Christianity	Tolerance and understanding – taught through RE unit – Sikhism
Consent	NSPCC PANTS When we say yes? When should we say no?	Understanding personal space	Trusted adults Secret or surprise?
Special Events	Anti-bullying week Anti-bullying assembly NSPCC Speak Out Stay Safe Assembly	Safer Internet Day	Walk to School Week

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Theme: Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outline Content	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer Pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Accepting change Environmental change Transition
Safeguarding Focus	Staying safe in school: telling an adult if you see something strange Fire safety: Stop, drop and roll, calling 999, crawling low under smoke Prevent: understanding that sometimes we make assumptions based upon what people look like; challenging assumptions; understanding influences; understanding rights; responsibilities and democracy Mental health: understanding how special and unique everyone is		Keeping Safe: understanding how smoking and alcohol can affect someone's health (child-centred) Mental health: developing strategies for personal resilience Healthy Relationships: understanding peer pressure and strategies for dealing with it		Keeping safe: beginning to be aware of changes in the female body Sun safe: using sun screen/sun hats Water safety: keeping safe in the swimming pool/on the beach; learning how to float, tread water and attract attention Mental health: developing strategies to manage emotions and feel calm; identifying the people we love; developing strategies for coping with loss	

	Healthy Relationships: having a voice; understanding bullying		Healthy Relationships: identifying and managing feelings of jealousy; strategies for resolving friendship 'fall outs'. Memories of loved ones – grieving.
Project Evolve Online Safety	Online Relationships I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. Online Reputation I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others. Online Bullying I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	Managing Online Information I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites) I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risk might be. I can explain what is meant by fake news e.g. why some people will create	Copyright and Ownership When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images. Privacy and Security I can describe strategies for keeping personal information private, depending on context. I can explain that internet use is never fully private and is monitored e.g. adult supervision. I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I know what the digital age of consent is an the impact this has on online services asking for consent.

	I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	stories or alter photographs and put them online to pretend something is true when it isn't. Health, Well-being and Lifestyles I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.	Self-Image and Identify I can explain how my online identify can be different to my offline identify. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.
Safeguarding across the curriculum	Tolerance and understanding – taught through RE unit – Judaism/Christianity Black History – teaching respect of all cultures	Tolerance and understanding – taught through RE unit – Judaism/Christianity	Tolerance and understanding – taught through RE unit – Judaism/Christianity Science – health – recognising the impact of diet and exercise on the way the body functions. Food tech – Making Pinchos
Consent	NSPCC PANTS Giving and seeking permission – which situation is this needed in?	Understanding boundaries	Knowing which situations are safe and unsafe. Understanding safe and unsafe secrets.
Special Events	Anti-bullying week Anti-bullying assembly NSPCC Speak Out Stay Assembly	Safer Internet Day Reading - Firework Experience – firework safety (The Firework Makers Daughter)	Walk to School Week

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Theme: Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outline Content	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self and body image Influence of online and media on body image Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition
Safeguarding Focus	Keeping safe: making good behaviour choices that link to rules, rewards (and consequences) Fire safety: online session with the Fire Service to teach fire safety awareness and behaviours Prevent: understanding what democracy is; developing an understanding of our culture; thinking about friendships across different cultures; understanding racism		Keeping safe: understanding the risks of smoking including vaping and misusing alcohol; thinking about basic emergency aid; knowing how to call the emergency services. Anti-social behaviour Healthy Me: body image and relationship with food – making healthy choices. Mental health: considering personal dreams and goals; learning different ways to keep healthy		Keeping safe: knowing what to do if they see or hear anything online that makes them feel uncomfortable; developing their awareness of changes in the male and female body (puberty). Conception including IVF. Online gaming and gambling awareness. Dangers of online grooming. Sun safe: using sun screen/sun hats Water safety: keeping safe in the swimming pool; using float, tread water and attract attention; be able to explain	

	Mental health: developing strategies for feeling calm

Healthy Relationships: developing skills that help with teamwork; understanding the impact of bullying and knowing what to do it they are aware of it happening. Friendships are built on equal power.

Racism | Healthy Relationships: developing strategies to understand and manage peer pressure | where incidents could take place and what number to call for help.

Mental Health: developing a positive personal view of ourselves; developing some personal strategies if they don't feel great about themselves.

Healthy Relationships: understanding some ways in which families can have special time together. |
| **Project Evolve Online Safety** | Online Relationships
I can give examples of technology -specific forms of communication (e.g. emojis, mems and GIFs).
I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault.
I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).
I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.
I can demonstrate how to support others (including those who are having difficulties) online.

Online Reputation | Managing Online Information
I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with.
I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.
I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.
I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.
I can identify ways the internet draw us to information for different agendas e.g. website notifications, pop-ups, targeted ads. | Copyright and Ownership
I can assess and justify when it is acceptable to use the work of others.
I can give examples of content that is permitted to be reused and know how this content can be found online.

Privacy and Security
I can explain what a strong password is and demonstrate how to create one.
I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.
I can explain what app permissions are and can give some examples.

Self-Image and Identify |

	I can search for information about an individual online and summarise the information found. I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect. Online Bullying I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain how to block abusive users. I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).	I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers). I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes may influence how people think about others. I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share. Health, Well-being and Lifestyles I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology. I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.	I can example how identify online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identify, depending on context.

		I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing.	
Safeguarding across the curriculum	Tolerance and understanding – taught through RE unit – Sikhism/Christianity Black History – teaching respect of all cultures	Tolerance and understanding – taught through RE unit – Sikhism/Christianity	Tolerance and understanding – taught through RE unit – Sikhism/Christianity Geography – Ordnance Survey Map work (life skill) Science – Describe the changes as humans develop to old age.
Consent	NSPCC PANTS Feelings we have in different situations and how to recognise the feelings	Creating a boundary	Analysing safe and unsafe secrets – giving advice
Special Events	Anti-bullying week Anti-bullying assembly NSPCC Speak Out Stay Safe Workshop and Assembly	Safer Internet Day	Walk to School Week

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Theme: Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outline Content	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict Differences as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self and body image Puberty and feelings Conception to birth Reflections about change Respect and consent Transition
Safeguarding Focus	Keeping safe: understanding the universal rights of children; developing personal safety behaviours if and when walking to and from school without adult supervision Fire safety: Visit from the Fire Service to teach fire safety awareness and behaviours Prevent: understanding why we have laws in this country; understanding good role models; understanding prejudice and discrimination; understanding the Equality Act Mental health: developing strategies to assist with concentration		Keeping safe: developing an understanding of drugs and their dangers; developing an understanding of 'County Lines'. Taking personal responsibility for how drugs affect the body. Mental health: understanding their personal learning strategies; knowing with whom to share problems; learning to identify personal stress and developing strategies to feel calm Healthy Relationships: developing personal strategies if someone is		Keeping safe: developing their awareness of changes in the male and female body now and over the next few years; understanding the importance of consent. Conception to birth and physical attraction and sexting. Sun safe: using sun screen/sun hats Water safety: keeping safe in the swimming pool/on the beach; using float, tread water and attract attention; be able to explain where incidents could take place and what number to call for help; swimming, floating and seeking assistance	

		putting pressure on them; understanding gang culture.	with clothes on; giving assistance to another with a floatation device.
	Healthy relationships: understanding why some people bully; knowing who to ask for help if they are aware of bullying-type behaviour; understanding that difference can be a source of celebration. Friendships are built on equal power.		Mental health: developing an awareness of mindfulness; developing strategies for taking care of their own mental health; developing an understanding of the process of grief. Power and control assertiveness. Healthy relationships: developing an understanding of the importance of mutual respect. Transition – hand over to secondary and supporting children through this process.
Project Evolve Online Safety	Online Relationships I can explain how sharing something online may have an impact either positively or negatively. I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how things shared privately online can have unintended consequences for others. E.g. screen-grabs I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and	Managing Online Information I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively. I can describe how some online information can be opinion and can offer examples. I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. I can define the terms 'influence', 'manipulation' and 'persuasion' and	Copyright and Ownership I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet. Privacy and Security I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g. auto updates.

others; and who can help if someone is worried about this. Online Reputation I can explain the ways in which anyone can develop a positive online reputation. I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. Online Bullying I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. I can explain how someone would report online bullying in different contexts.	explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). I understand the concept of persuasive design and how it can be used to influences people's choices. I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. I can describe the difference between online misinformation and dis-information. I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation). I can identify, flag and report inappropriate content. Health, Well-being and Lifestyles I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I recognise and can discuss the pressures that technology can place on	I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). I know that online services have terms and conditions that govern their use. Self-Image and Identify I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. I can explain the importance of asking until I get the help needed.

		someone and how/when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).	
Safeguarding across the curriculum	Tolerance and understanding – taught through RE unit – Islam/Christianity Black History – teaching respect of all cultures Science – Healthy heart	Tolerance and understanding – taught through RE unit - Christianity	Tolerance and understanding – taught through RE unit - Islam
Consent	NSPCC PANTS Being Assertive	Understanding Peer Pressure	Responding to touch – how might they feel? Appropriate and inappropriate touch
Special Events	Anti-bullying week Anti-bullying assembly NSPCC Speak Out Stay Safe Workshop and Assembly	Safer Internet Day	Walk to School Week Transition Activities Residential - safety 'Alright Charlie' video that addresses child sexual exploitation and grooming in an age appropriate way