

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 (5th Feb) – to understand how to be safe online. Young Carers day (31st Jan) – raise awareness of being a young carer and who can help them. Time to talk day (7th Feb) – raise awareness in children about talking about any worries and issues they might be facing.	CSE awareness day (18th March) – raise the profile of CSE and for children to understand the signs. World health day (7th April) – Understand the importance of staying healthy.	National Children’s day (12th May) – celebration of children everywhere – raise awareness of differences. Mental Health week (13th May) – how to be mentally healthy.	Child safety week (3rd 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

<p>Online safety curriculum</p>	<p>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.</p> <p>Privacy and security I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p>	<p>Online Bullying I can describe ways that some people can be unkind online.</p> <p>I can offer examples of how this can make others feel.</p>	<p>Online Reputation I can identify ways that I can put information on the internet.</p>	<p>Health, well-being and lifestyle I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>I can give some simple examples of these rules.</p>	<p>Online Relationships I can recognise some ways in which the internet can be used to communicate.</p> <p>I can give examples of how I (might) use technology to communicate with people I know.</p>	<p>Managing Online Information I can talk about how to use the internet as a way of finding information online.</p> <p>I can identify devices I could use to access information on the internet.</p> <p>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</p>
	<p>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,</p>	<p>Year 1 Online Bullying I can describe how to behave online in ways that do not upset others and can give examples</p>	<p>Year 1 Online Reputation I can recognise that information can stay online and could be copied.</p> <p>I can describe what information I should not put online</p>	<p>Year 1 Health, well-being and lifestyle I can explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p>Year 1 Online Relationships I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p>I can use the internet with adult support to</p>	<p>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).</p>

	<p>uncomfortable or frightened, I can give examples of when and how to speak to an adult I can trust and how they can help.</p> <p>Privacy and security I can explain that passwords are used to protect information, accounts and devices.</p> <p>I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).</p> <p>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p>		<p>without asking a trusted adult first</p>		<p>communicate with people I know (e.g. video call apps or services).</p> <p>I can explain why it is important to be considerate and kind to people online and to respect their choices.</p> <p>I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p>	<p>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.</p> <p>I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.</p> <p>Copyright and ownership I can explain why work I create using technology belongs to me.</p> <p>I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</p> <p>I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content).</p>
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<p>Year 2 Self-image and identity I can explain how other people may look and act differently online and offline.</p> <p>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.</p> <p>Privacy and security I can explain how passwords can be used to protect information, accounts and devices.</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>I can describe and explain some rules for keeping personal</p>	<p>Year 2 Online Bullying I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame.</p> <p>I can talk about how anyone experiencing bullying can get help.</p>	<p>Year 2 Online Reputation I can explain how information put online about someone can last for a long time.</p> <p>I can describe how anyone's online information could be seen by others.</p> <p>I know who to talk to if something has been put online without consent or if it is incorrect.</p>	<p>Year 2 Health, well-being and lifestyle I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.</p> <p>I can say how those rules / guides can help anyone accessing online technologies.</p>	<p>Year 2 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 penpal in another school / country).</p> <p>I can explain who I should ask before sharing things about myself or others online.</p> <p>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.</p> <p>I can explain why I have a right to say 'no' or 'I will have to ask someone'.</p>	<p>Year 2 Managing Online Information I can use simple keywords in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</p> <p>I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p>	

	<p>information private (e.g. creating and protecting passwords).</p> <p>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).</p>				<p>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.</p> <p>I can identify who can help me if something happens online without my consent.</p> <p>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.</p> <p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p>	<p>I can explain why some information I find online may not be real or true.</p> <p>Copyright and ownership</p> <p>I can recognise that content on the internet may belong to other people.</p> <p>I can describe why other people's work belongs to them.</p>
<p>Parents information</p>	<p>What is safeguarding?</p> <p>Online safety newsletter</p> <p>PSHE/ values newsletter</p>	<p>Road safety week</p> <p>Body safety</p> <p>Anti-bullying newsletter</p> <p>Online safety newsletter</p> <p>PSHE/ values newsletter</p>	<p>Safer Internet day newsletter</p> <p>PSHE/ values newsletter</p>	<p>Cyber bullying newsletter</p> <p>Keeping safe outside of school</p> <p>PSHE/ values newsletter</p> <p>Healthy living newsletter</p>	<p>Stranger danger newsletter</p> <p>Walk to school newsletter</p> <p>Mental Health and well-being</p> <p>PSHE/ values newsletter</p>	<p>Sun, Sea and beach newsletter</p> <p>Keeping Healthy</p> <p>PSHE/ values newsletter</p>