









Safeguarding Curriculum Map 2025/26

Pupil safeguarding and the promotion of Fundamental British Values are at the heart of all our work at Manford Primary School and great importance is placed on identifying opportunities within the curriculum for children to learn about safeguarding. Our broad and diverse curriculum gives 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 and equip every child with the knowledge and skills required for personal safeguarding.

	<u>Online Safety</u>	<u>SWGFL Online Safety Coverage</u>								<u>Keeping Safe Categories</u>														
										Bullying	Appropriate Physical contact	Health-Eating/Choices	Medicine safety	Drugs/Substances	Emergency Aid	Alcohol	Smoking	Vaping	People, places, things	Road Safety	Exploitation-Gang	Exploitation-County Lines	Emotional/Mental Health	Extremism/radicalisation
EYFS	✓	✓	✓	✓				✓	✓	✓									✓					
Year 1	✓	✓	✓	✓				✓	✓	✓	✓							✓	✓					
Year 2	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓							✓						
Year 3	✓	✓		✓				✓	✓				✓					✓						
Year 4	✓	✓	✓	✓	✓		✓	✓	✓						✓	✓	✓							
Year 5	✓		✓	✓			✓	✓	✓					✓	✓	✓	✓			✓		✓	✓	
Year 6	✓	✓	✓	✓	✓		✓		✓				✓		✓		✓			✓	✓	✓	✓	✓

CURRICULUM CATEGORIES

-  Internet Safety
-  Privacy & Security
-  Relationships & Communication
-  Cyberbullying

-  Digital Footprint & Reputation
-  Self Image & Identity
-  Information Literacy
-  Creative Credit & Copyright

* This document contains elements of the **Jigsaw PSHE scheme** that ensure we educate our children in the vast categories that exist under safeguarding/keeping children safe.

Switched on computing is taught weekly across the school- each unit teaches children different aspects of online safety (see attached Online safety maps for each year group)

*Opportunities for keeping children safe are also mapped on all half-termly curriculum plans

	Autumn	Spring	Summer
<p><u>EYFS</u></p> <p>Keeping Safe</p> <p>Road Safety</p> <p>Internet Safety</p> <p>Privacy & Security</p> <p>Creative Credit & Copyright</p>	<p><u>Jigsaw PSHE- Being Me in My World</u></p> <p>Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p> <p><u>Celebrating Difference</u></p> <p>Identifying talents Being special Families Where we live Making friends Standing up for yourself</p> <p><u>SWFGL-Online Safety Scheme</u></p> <p><u>Going places safely</u>- Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe. <u>A-B-C searching</u>- Pupils search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet.</p> <p><u>Other planned Curriculum opportunities</u></p> <p>Bike Safety- Bikeability (Balance Bikes) Road Safety/Stranger Danger- local walk to the forest Healthy Eating (PD) Awareness of risk assessments and discussing safe use of areas including water cleanliness, use of equipment, unknown substances, sharp objects, class room conduct (PD) Role play area and the purpose of technology in the role play area</p>	<p><u>Jigsaw PSHE- Dreams and Goals</u></p> <p>Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p> <p><u>Healthy Me</u></p> <p>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p> <p><u>SWFGL-Online Safety Scheme</u></p> <p><u>Keep it Private</u>- Pupils and students learn that many websites ask for information that is private and discuss how to responsibly handle such requests.</p> <p><u>Other planned Curriculum opportunities</u></p> <p>Right to be safe week- NSPCC 'PANTS' (to do) Looking at celebrations and traditions in all our class community Worry board and box</p>	<p><u>Jigsaw PSHE- Relationships</u></p> <p>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p> <p><u>Changing Me</u></p> <p>Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p> <p><u>SWFGL-Online Safety Scheme</u></p> <p><u>My Creative work</u>- Pupils are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce. <u>Sending Email</u>- Pupils explore how they can use email to communicate with real people within their schools, families, and communities</p> <p><u>Other planned Curriculum opportunities</u></p> <p>Road Safety/Stranger Danger- local walk to the forest Fire Safety including visit from the local fire brigade (UW) Police, fire, Doctor and Dentist visit</p>

	Autumn	Spring	Summer
<p style="text-align: center;">Year 1</p> <p>Bullying</p> <p>Internet Safety</p> <p>Privacy & Security</p> <p>Creative Credit & Copyright</p> <p>Road Safety</p> <p>Keeping Safe- Health, Medicines</p>	<p><u>Jigsaw PSHE- Being Me in My World</u></p> <p>Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p> <p><u>Celebrating Difference</u></p> <p>Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p> <p><u>SWFGL-Online Safety Scheme</u></p> <p><u>Going places safely-</u> Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe. <u>A-B-C searching-</u> Pupils search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet.</p> <p><u>Other planned Curriculum opportunities</u></p> <p>Class texts: Snail and the Whale linked to the core value – Empathy, stranger danger, Beegu- celebrating differences & what to do when lost. Where the wild things are- knowing about dreams The Dream giver- nightmares, scared, dreams Behaviour contracts/Online safety agreements Behaviour contracts/Online safety agreements DT- food hygiene, safety using knives for chopping Seasonal changes- appropriate clothing and activities PE- getting changed appropriately, respecting bodies Geog- local area walk, being safe, road safety, stranger danger, personal safety, who to call in an emergency 999, who can help us Science- everyday materials, properties of materials (Glass) Harvest Assembly- giving to others</p>	<p><u>Jigsaw PSHE- Dreams and Goals</u></p> <p>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</p> <p><u>Healthy Me</u></p> <p>Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p> <p><u>SWFGL-Online Safety Scheme</u></p> <p><u>Keep it Private-</u> Pupils and students learn that many websites ask for information that is private and discuss how to responsibly handle such requests.</p> <p><u>Other planned Curriculum opportunities</u></p> <p><u>Right to be safe week-</u> NSPCC ‘PANTS’ (to do) Class texts: Lila and the rain – explores keeping safe, safety while cooking, travelling safely/lone travelling DT- scissor safety Computing- We are Collectors (safe search engines)</p> <p>PSHE- Mental Health and well-being, Our right to be safe week, which adults to talk to, stop I don’t like that</p> <p>Safer internet Day- Want to talk about it? Making space for conversations about life online</p> <p>Incidental events- fear over death and loss, grief, privacy when using the toilets, fire drills, invacuation, scissor safety, playground disputes, kind hands, kind feet</p>	<p><u>Jigsaw PSHE- Relationships</u></p> <p>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</p> <p><u>Changing Me</u></p> <p>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</p> <p><u>SWFGL-Online Safety Scheme</u></p> <p><u>My Creative work-</u> Pupils are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce. <u>Sending Email-</u> Pupils explore how they can use email to communicate with real people within their schools, families, and communities</p> <p><u>Other planned Curriculum opportunities</u></p> <p>School Trip to the zoo/church- staying in groups, listening, high vis jackets, seat belts, respect for others, standing still if you become lost, trusted adults Science- safety around wild plants/fruits, what to eat/not eat</p>

	Autumn	Spring	Summer
Year 2	<u>Jigsaw PSHE- Being Me in My World</u>	<u>Jigsaw PSHE- Dreams and Goals</u>	<u>Jigsaw PSHE- Relationships</u>
Bullying	Hopes and fears for the year Rights and responsibilities Rewards and consequences	Achieving realistic goals Perseverance Learning strengths	Different types of family Physical contact boundaries Friendship and conflict Secrets
Internet Safety	Safe and fair learning environment Valuing contributions	Learning with others Group co-operation	Trust and appreciation Expressing appreciation for special relationships
Privacy & Security	Choices Recognising feelings	Contributing to and sharing success	
Digital Footprint & reputation	<u>Celebrating Difference</u> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	<u>Healthy Me</u> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	<u>Changing Me</u> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Relationships & Communication			
Cyber-bullying		<u>SWFGL-Online Safety Scheme</u> <u>Screen out the Mean</u> -Pupils learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it. <u>Using Keywords</u> - Pupils understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results.	<u>SWFGL-Online Safety Scheme</u> <u>Sites I Like</u> - Pupils and students discuss criteria for rating informational websites and apply them to an assigned site. Pupils and students learn that all websites are not equally good sources of information.
Information Literacy	<u>SWFGL-Online Safety Scheme</u> <u>Staying Safe Online</u> - Pupils understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them. <u>Follow the digital trail</u> - Pupils learn that the information they put online leaves a digital footprint or "trail." This trail can be big or small, helpful or hurtful, depending on how they manage it.		
Road safety			
Keeping Safe-Health	<u>Other planned Curriculum opportunities</u> Road Safety/Stranger Danger- local walk to the forest Behaviour contracts/Online safety agreements Anti-bullying week- 4 types and who to tell, how to reach out and help others Stranger Danger-English (Princess & White Bear King) Class Texts: The Dark- fears, Ahmed and the feather girl-trapped & being released, freedom & captivity History- keeping safe around fires, theft, personal safety, poverty, homelessness	<u>Other planned Curriculum opportunities</u> Right to be safe week- NSPCC 'PANTS' (to do) English-Cinnamon, disability awareness (blind/mutism) Science-healthy eating PSHE- Mental Health and well-being, Our right to be safe week, which adults to talk to, stop I don't like that- Safer internet Day- Want to talk about it? Making space for conversations about life online	<u>Other planned Curriculum opportunities</u> Road safety- Stranger Danger

	Autumn	Spring	Summer
<p>Year 3</p> <p>Privacy & Security</p> <p>Relationships & Communication</p> <p>Information Literacy</p> <p>Bullying</p> <p>Keeping Safe- Health, drugs</p> <p>Road Safety</p>	<p><u>Jigsaw PSHE- Being Me in My World</u></p> <p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p> <p><u>Celebrating Difference</u></p> <p>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</p> <p><u>SWFGL-Online Safety Scheme</u></p> <p><u>Powerful passwords-</u> Pupils explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords. <u>My online community-</u> Pupils explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community.</p> <p><u>Other planned Curriculum opportunities</u></p> <p>Road Safety/Stranger Danger- local walk to the forest Behaviour contracts/Online safety agreements Electrical safety Class Texts:- Wolves in the wall- right to be heard, Stig of the Dump- accidents/safety/bullying, Charlotte's Web- empathy, responsibilities, caring for others</p> <p>Daily- mindfulness and affirmation</p>	<p><u>Jigsaw PSHE- Dreams and Goals</u></p> <p>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</p> <p><u>Healthy Me</u></p> <p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices</p> <p><u>SWFGL-Online Safety Scheme</u></p> <p><u>Things for sale-</u> Pupils and students examine product websites and understand that the purpose of the site is to encourage buying the product. Pupils and students learn methods used to promote products on these sites. <u>Show respect online-</u> Pupils and students explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages.</p> <p><u>Other planned Curriculum opportunities</u></p> <p>Right to be safe week- NSPCC 'PANTS' (to do) Science-keeping healthy, muscles, nutrition, teeth PSHE- Mental Health and well-being, Our right to be safe week, which adults to talk to, stop I don't like that-</p> <p>Safer internet Day- Want to talk about it? Making space for conversations about life online Geog- Bulgarian culture, respect differences, acceptance, sense of belonging</p>	<p><u>Jigsaw PSHE- Relationships</u></p> <p>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</p> <p><u>Changing Me</u></p> <p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p> <p><u>SWFGL-Online Safety Scheme</u></p> <p><u>Writing good emails-</u> Pupils and students learn how to communicate effectively by email, taking into account the purpose and audience of their message, and the tone they want to convey.</p> <p><u>Other planned Curriculum opportunities</u></p> <p>Trip-</p>

	Autumn	Spring	Summer
<p><u>Year 4</u></p> <p>Privacy & Security</p> <p>Relationships & Communication</p> <p>Information Literacy</p> <p>Self-Image & Identity</p> <p>Cyberbullying</p> <p>Creative credit & copyright</p> <p>Bullying</p> <p>Keeping Safe- Health, smoking, alcohol</p> <p>Road Safety</p>	<p><u>Jigsaw PSHE- Being Me in My World</u> 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</p> <p><u>Celebrating Difference</u> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p> <p><u>SWFGL-Online Safety Scheme</u> <u>Rings of Responsibility-</u> Pupils explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens. <u>Private & personal information-</u> How can you protect yourself from online identity theft? Pupils and students think critically about the information they share online.</p> <p><u>Other planned Curriculum opportunities</u> Road Safety/Stranger Danger- local walk to the forest Behaviour contracts/Online safety agreements Anti-bullying week</p>	<p><u>Jigsaw PSHE- Dreams and Goals</u> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p> <p><u>Healthy Me</u> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p> <p><u>SWFGL-Online Safety Scheme</u> <u>The power of words-</u> Pupils consider that they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful. Pupils and students identify actions that will make them upstanders in the face of cyberbullying. <u>The key to keywords-</u> Pupils and students learn strategies to increase the accuracy of their keyword searches and make inferences about the effectiveness of the strategies.</p> <p><u>Other planned Curriculum opportunities</u> Right to be safe week- NSPCC 'PANTS' (to do) Extreme Environments – earthquakes and Volcanoes explores social impact and keeping safe Road Safety PSHE- Mental Health and well-being, Our right to be safe week, which adults to talk to, stop I don't like that-</p> <p>Safer internet Day- Want to talk about it? Making space for conversations about life online</p>	<p><u>Jigsaw PSHE- Relationships</u> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p> <p><u>Changing Me</u> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p> <p><u>SWFGL-Online Safety Scheme</u> <u>Whose is it anyway?-</u> Pupils and students learn that copying the work of others and presenting it as one's own is called plagiarism. They also learn about when and how it's ok to use the work of others.</p> <p><u>Other planned Curriculum opportunities</u> TBC</p>

	Autumn	Spring	Summer
<p>Year 5</p> <p>Privacy & Security</p> <p>Relationships & Communication</p> <p>Information Literacy</p> <p>Self-Image & Identity</p> <p>Creative credit & copyright</p> <p>Bullying</p> <p>Keeping Safe- Health, smoking, alcohol, first aid</p> <p>Road Safety</p>	<p><u>Jigsaw PSHE- Being Me in My World</u> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating</p> <p><u>Celebrating Difference</u> 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</p> <p><u>SWFGL-Online Safety Scheme</u> <u>Strong Passwords</u>- Pupils learn how to create secure passwords in order to protect their private information and accounts online. <u>Digital citizenship pledge</u>- Pupils work together to outline common expectations in order to build a strong digital citizenship community. Each member of the class signs a the Digital Citizens Pledge.</p> <p><u>Other planned Curriculum opportunities</u> Road Safety/Stranger Danger- local walk to the forest Behaviour contracts/Online safety agreements</p> <p><u>Whole class text</u> Eye of the Wolf: Child exploitation through character selling child's stories for money Boy at the back of the class: Bullying: through the characters. Confidentiality Relationships and communication Equality, diversity, refugees, tolerance, rights of a child RE: My safe place – wellbeing Fire Safety: Firefighter educational visit</p>	<p><u>Jigsaw PSHE- Dreams and Goals</u> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <p><u>Healthy Me</u> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p> <p><u>SWFGL-Online Safety Scheme</u> <u>You've won a prize!</u>- Pupils learn what spam is, the forms it takes, and then identify strategies for dealing with it. <u>How to cite a site</u>- Pupils reflect on the importance of citing all sources when they do research. They then learn how to write bibliographical citations for online sources.</p> <p><u>Other planned Curriculum opportunities</u> Right to be safe week- NSPCC 'PANTS' (to do) <u>Whole class text</u> Lion the witch and the wardrobe: Privacy and security: Giving away personal information Keeping Safe: Children accepting food and drink from strangers Child on Child Slogg's Dad: Relationships and communication Wellbeing - identity Grief and loss and supporting one another Science: How smoking affects the lungs How nicotine is addictive</p>	<p><u>Jigsaw PSHE- Relationships</u> 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</p> <p><u>Changing Me</u> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p> <p><u>SWFGL-Online Safety Scheme</u> <u>Picture perfect</u>- Pupils learn how photos can be altered digitally. They will consider the creative upsides of photo alteration, as well as its power to distort our perceptions of beauty and health.</p> <p><u>Other planned Curriculum opportunities</u></p> <p><u>Whole class text</u> Wonder – self-image and identity, bullying, Oliver Twist – child exploitation, relationships and communication, bullying, themes looked at through characters. <u>Canoeing/Swimming:</u> Road safety reminders – local walks Aware of public Buoyance aids – wearing them for water safety. Fairlop water safety – blue/green algae PSHE: Body confidence – changing me</p>

	<p>Smoke alarms, plugs, cigarettes, escape plans, candles, appliances</p> <p><u>Police/ARC workshop: (moved to Spring Term)</u></p> <p>Gangs</p> <p>Keeping yourself safe</p> <p>Not walking by yourself</p> <p>Being in groups</p> <p>Not accepting packages</p> <p>County lines</p> <p>Legal age to be arrested</p> <p><u>Internet Safety week:</u></p> <p>Internet safety – private accounts and password protection</p> <p><u>Eco-warriors:</u></p> <p>Extreme environments – flooding, extreme weather, deforestation</p> <p><u>Worry box:</u></p> <p>Worries are addressed whole class or personally and we are a telling school.</p>	<p>How alcohol affects the brain and decisions</p> <p>Why people turn to alcohol/smoking</p> <p>Images around drinking and smoking</p> <p><u>Bulling and Identity:</u></p> <p>Holocaust memorial day</p> <p>Prejudice</p> <p><u>Ancient Egyptian:</u></p> <p>Hierarchy and slavery</p> <p>Identity</p> <p><u>Sawing and glue guns in DT:</u></p> <p>How to keep yourself safe.</p> <p>Awareness of blades and hot glue.</p> <p>PSHE- Mental Health and well-being, Our right to be safe week, which adults to talk to, stop I don't like that-</p> <p>Safer internet Day- Want to talk about it? Making space for conversations about life online</p> <p><u>ARC workshop:</u></p> <p>Terrorism</p> <p>Radicalisation</p>	
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	Autumn	Spring	Summer
Year 6	<p><u>Jigsaw PSHE- Being Me in My World</u> 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</p> <p><u>Celebrating Difference</u> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p> <p><u>SWFGL-Online Safety Scheme</u> <u>Talking safely online-</u> Pupils learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online. <u>Super Digital Citizen-</u> Pupils explore Spider-Man's motto, "with great power comes great responsibility" through the lens of digital citizenship. They create comic strips show a digital superhero who witnesses an act of poor digital citizenship, and then helps resolve it.</p> <p><u>Other planned Curriculum opportunities</u> Road Safety/Stranger Danger- local walk to the forest Behaviour contracts/Online safety agreements PGL/Activity Week- Outdoor activities safety rules, trips out, Fairlop Waters, water safety Bikeability- road safety MET Police visit – Keeping safe in the community Visit to Forest Academy – road safety History- WW2, human rights, respect, religion, slavery</p> <p>Worry Box Consent workshop- ELSA</p>	<p><u>Jigsaw PSHE- Dreams and Goals</u> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p> <p><u>Healthy Me</u> Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress</p> <p><u>SWFGL-Online Safety Scheme</u> <u>Privacy Rules-</u> Pupils learn that children’s websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval. <u>What’s cyberbullying?-</u> Pupils explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises.</p> <p><u>Other planned Curriculum opportunities</u> Right to be safe week- NSPCC ‘PANTS’ (to do) Risks of Social Media – Internet Safety Day</p> <p>PSHE- Mental Health and well-being, Our right to be safe week, which adults to talk to, stop I don’t like that-</p> <p>Safer internet Day- Want to talk about it? Making space for conversations about life online ARC workshop – Extremism/Radicalisation</p>	<p><u>Jigsaw PSHE- Relationships</u> 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</p> <p><u>Changing Me</u> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p> <p><u>SWFGL-Online Safety Scheme</u> <u>Selling Stereotypes-</u> Pupils and students explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles in two online activity zones for kids.</p> <p><u>Other planned Curriculum opportunities</u> Gurdwara visit – identity, respect, religions BEC project – inflatable day</p>

	Class texts- Savage- bullying, emotional well being, The Boy in Striped Pyjamas- emotional wellbeing, Human rights, slavery		
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	Autumn	Spring	Summer
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<u>WHOLE SCHOOL</u>	<p>Jigsaw PSHE- Whole school Assembly to Intro the new puzzle each half term</p> <p>Worry Box launch-worries are addressed as a whole class/personally</p> <p>We are a telling school</p>	<p>Jigsaw PSHE- Whole school Assembly to Intro the new puzzle each half term</p> <p>Holocaust Memorial Day- KS1 and KS2 assemblies- empathy, bullying, identity, segregation, prejudice, we are the future</p> <p>Right to be Safe week- Assemblies, parent workshops</p>	<p>Jigsaw PSHE- Whole school Assembly to Intro the new puzzle each half term</p> <p>TBC</p>
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What do we teach children about consent?

- Y1- Stop, I don't like it, personal space, toilet rules, NSPCC Pants (to do)
- Y2- teachers model how to ask for consent when moving children appropriately in lessons
- Y3- PSHE- relationships- consent to touch (doctors, parents etc)

Where do you think the gaps are in safeguarding?

- NSPCC Pants to be launched whole school
- Consent model is not explicit enough/ Map where consent lessons happen across the school