

Safeguarding Curriculum Map 2026/27

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>2BeSafeOnline</u> Education for a connected world-2020								<u>Keeping Safe</u> <u>Categories</u>																
	Number of available sessions (15 mins)	Self -Image & Identity	Online Relationships	Online Reputation	Online Bullying	Health, wellbeing and lifestyle	Privacy & Security	Managing Online Information	Copyright & Ownership	Bullying	Appropriate Physical contact	Health- Eating/choices	Clean & Healthy	Medicine safety	Drugs/Substances	Emergency Aid	Alcohol	Smoking	Vaping	Stranger Danger/staying safe	People, places, things	Road Safety	Exploitation-Gang	Exploitation- County Lines	Emotional/Mental Health/Healthy Me	Extremism/radicalisa tion
EYFS (3-4/4-5)	✓	1	2	1	2	1	2	2	2	✓		✓								✓		✓				
Year 1 (5-6)	✓	2	4	2	1	1	3	3	4	✓	✓	✓	✓	✓								✓	✓			✓
Year 2 (6-7)	✓	2	7	3	3	1	4	5	2	✓	✓	✓		✓							✓				✓	
Year 3 (7-8)	✓	3	6	3	2	2	3	6	1	✓		✓			✓					✓	✓				✓	
Year 4 (8-9)	✓	3	3	2	3	2	4	6	2	✓		✓					✓	✓	✓						✓	✓
Year 5 (9-10)	✓	2	5	2	6	4	3	9	2	✓		✓			✓	✓	✓	✓	✓				✓		✓	✓
Year 6 (10-11)	✓	3	4	2	2	4	6	11	2	✓		✓			✓		✓		✓				✓	✓	✓	✓

* 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. Also integrated within the Jigsaw units are lessons that focus on aspects of Education for a connected world- Online Safety.

See attached Jigsaw Overview and

Purple Mash is taught weekly across the school- each unit teaches children different aspects of online safety alongside the Computing Curriculum (see attached Online safety maps for each year group)

*Opportunities for keeping children safe are also mapped across the year throughout the curriculum. 2BeSafe Online- online safety lessons are mapped across the year (15 min sessions) focusing on 1 of the 8 areas from Education from a Connected World. Relevant lessons are taught when specific areas arise across the year- regular body boundaries lessons.

	Autumn	Spring	Summer
<u>EYFS</u>	<u>Jigsaw PSHE- Being Me in My World</u> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities <u>Celebrating Difference</u> Identifying talents Being special Families Where we live Making friends Standing up for yourself <u>Purple Mash-Online Safety Scheme</u> Self-Image and Identity Onl Online relationships <u>NSPCC Pants Campaign</u> Introduce Pantosaurus character Sing the PANTS song Discuss what “PANTS” stands for My Body Belongs to Me Focus: Your body belongs to you & No means no <u>Other planned Curriculum opportunities</u> Road Safety/Stranger Danger- local walk Healthy Eating Awareness of risk assessments and discussing safe use of areas including water cleanliness, use of equipment, unknown substances, sharp objects, class room conduct Role play area and the purpose of technology in the role play area Class Text; Colour Monster -Emotions Colour Monster Starts School- Transitions (School Values - Resilience) Misha makes friends- Friendships Little Glow- respect for others' beliefs, traditions and understanding others' feelings	<u>Jigsaw PSHE- Dreams and Goals</u> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals <u>Healthy Me</u> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety <u>Purple Mash-Online Safety Scheme</u> Online reputation Online bullying <u>NSPCC Pants Campaign</u> Secrets and Feelings Focus: Talk about safe secrets and secrets that upset you <u>Other planned Curriculum opportunities</u> Right to be safe week- NSPCC ‘PANTS’ Looking at celebrations and traditions in all our class community Worry board and box Class Text; Little red riding hood- Never talk to strangers Goldilocks and Three Bears- consequence of your actions, right and wrong Don’t worry Little Crab - gaining courage, overcoming fears, and trying new experiences	<u>Jigsaw PSHE- Relationships</u> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend <u>Changing Me</u> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations <u>Purple Mash-Online Safety Scheme</u> Health, wellbeing and lifestyle Privacy and security <u>NSPCC Pants Campaign</u> Speaking Up & Consolidation Focus: Speak up — someone can help & recap all rules <u>Other planned Curriculum opportunities</u> Road Safety/Stranger Danger- School trip to the zoo Mr Big - loneliness, kindness, and inclusion Supertato- teamwork, helping others Handa’s Surprise- Sharing and cultural awareness The Koala Who Could - Resilience and adaptability. Fire Engine visit

	Autumn	Spring	Summer
<u>Year 1</u>	<u>Jigsaw PSHE- Being Me in My World</u> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter <u>Celebrating Difference</u> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone <u>Purple Mash</u> Self-image and identity Online relationships Online reputation <u>Other planned Curriculum opportunities</u> 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 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 School Trip to the Toy Museum - staying in groups, listening, high vis jackets, seat belts, respect for	<u>Jigsaw PSHE- Dreams and Goals</u> 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 <u>Healthy Me</u> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness <u>Purple Mash</u> Online bullying Managing online information Health, wellbeing and lifestyle <u>Other planned Curriculum opportunities</u> Right to be safe week- NSPCC ‘PANTS’ Class texts: Lila and the rain – explores keeping safe, safety while cooking, travelling safely/lone travelling RE –walk to the local Church DT- scissor safety 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 Incidental events- fear over death and loss, grief, privacy when using the toilets, fire drills, invacuation, scissor safety, playground disputes, kind hands, kind feet	<u>Jigsaw PSHE- Relationships</u> 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 <u>Changing Me</u> 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 <u>Purple Mash</u> Privacy and security Copyright and ownership <u>Other planned Curriculum opportunities</u> Science- safety around wild plants/fruits, what to eat/not eat Science workshop – Meet the beasts – animals from different habitats Science – forest walk Fire Engine visit

	others, standing still if you become lost, trusted adults		
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	Autumn	Spring	Summer
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<u>Year 2</u>	<u>Jigsaw PSHE- Being Me in My World</u> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings <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>Purple Mash</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. Sending and receiving emails. Privacy - Pupils are given their own login details in their individual reading diaries. Pupils learn to insert their own username and passwords. <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. <u>Other planned Curriculum opportunities</u> -Road Safety – Glow Disco – how to be safe as the nights get dark -Behaviour contracts/Online safety agreements	<u>Jigsaw PSHE- Dreams and Goals</u> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success <u>Healthy Me</u> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food <u>Purple Mash</u> Effective Searching – how to judge content to be safe on line. How to use appropriate search engines, to tell if something inappropriate is seen. To understand when pupils search online, they leave a footprint. They need to use safe, sensible search words. <u>Other planned Curriculum opportunities</u> -Right to be safe week – NSPCC Pants - Fire Brigade visit – How to keep safe in a house fire and planning escape routes Science - healthy eating Mosque visit – racial tolerance 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- Smart tech, safe choices – Exploring the safe and responsible use of AI	<u>Jigsaw PSHE- Relationships</u> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships <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 <u>Purple Mash</u> Creating pictures and presenting ideas – Understanding personal information - what to share and what not to share - Promotes positive online behaviour <u>Other planned Curriculum opportunities</u> Stranger Danger – separation from adults (summer holiday) -Keeping safe around water <u>Class Texts:</u> -Fox – friendship, loyalty and betrayal -Diary of a Killer Cat – bereavement, honesty, accountability, judgement
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	-Anti-bullying week- 4 types and who to tell, how to reach out and help others History- keeping safe around fires, theft, personal safety, poverty, homelessness Smart school council – Pupils voices are heard and can communicate their opinions and relies on children feeling able to speak up. Learn to communicate worries or needs <u>Class Texts:</u> -The Dark- fears -Ahmed and the feather girl- trapped & being released, freedom & captivity -Pea and the Princess-Judging by appearance, true nature of nobility.	<u>Class Texts:</u> -Grace and family, Amazing Grace– other cultures and stereotypes -True Story of the three little pigs – safety -Winter’s child – loneliness, selflessness and friendship	
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	Autumn	Spring	Summer
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<u>Year 3</u>	<u>Jigsaw PSHE- Being Me in My World</u> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others’ perspectives <u>Celebrating Difference</u> 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 .	<u>Jigsaw PSHE- Dreams and Goals</u> 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 <u>Healthy Me</u> 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	<u>Jigsaw PSHE- Relationships</u> 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 <u>Changing Me</u> How babies grow Understanding a baby’s needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
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	Other planned Curriculum opportunities -Road Safety – Glow Disco – how to be safe as the nights get dark -Behaviour contracts/Online safety agreements -Anti-bullying week- 4 types and who to tell, how to reach out and help others -visit to the science museum – travelling safely on public transport 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 <u>Class texts:</u> -How to wash a woolly mammoth – importance of washing and self-care -Stone age boy- Accepting differences, stranger danger -Stig of the dump – contacting police/ role of officers -Charlottes Web – friendship/trusted adults/friends/people -Wolves in the walls – speaking up about fears/concerns/ trusted adults Swimming	Healthy and safe choices <u>Purple mash: Online Safety</u> -Children learn to create and protect safe passwords, as well as the risks involved in sharing them with others. It also shows how the internet, including blogs, can be used to communicate effectively and reach a wider audience_ - 2email: Children consider the safety aspects of email communication <u>Other planned Curriculum opportunities</u> <u>Otherher planned Curriculum opportunities</u> Right to be safe week – NSPCC Pants Science – digestion/healthy bodies Mandir visit – racial tolerance Safer internet Day- Smart tech, safe choices – Exploring the safe and responsible use of AI <u>Class texts:</u> -Little mouse's big book of fears – expressing worries and confronting worries/fears -Tuesday – role of police officers _ iron man – challenging prejudice -The Quest (World Book Day) recognising danger, seeking safety	<u>Purple mash: Online Safety</u> -Fact or Fiction: children consider whether information found on websites is always reliable by exploring and creating 'spoof' webpages. It also encourages understanding why such sites exist and learning how to check that online information is accurate. -Appropriate content and ratings: Children explore the meaning of age restriction symbols on digital media and devices and why PEGI restrictions exist. It also highlights where to get help if someone encounters inappropriate content or contact online. <u>Other planned Curriculum opportunities</u> Stranger Danger – separation from adults (summer holiday) -Keeping safe around water <u>Class texts:</u> -Fly Eagle fly -velveteen Rabbit -Firework makers daughter -Butterfly Lion
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	Autumn	Spring	Summer
<u>Year 4</u>	<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 <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 <u>Purple Mash – 2BeSafe – Being Safe in a Digital World</u> 4.2 Online Safety – Going Phishing: Children looked through websites and attachments in emails and talked through the importance of knowing what you are clicking on online <u>Other planned Curriculum opportunities</u> Behaviour contracts/Online safety agreements Anti-bullying week- Live Lesson and activities Odd Socks Day <u>Class Text:</u> Call me Lion – exploring themes of celebrating differences and bullying and problems with making friends Harry Potter – themes of bullying and celebrating differences Bear and Piano – celebrating differences, achieving goals, going against stereotypes and valuing things you leave behind	<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 <u>Healthy Me</u> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength <u>Purple Mash – 2BeSafe – Being Safe in a Digital World</u> <u>Copyright and ownership:</u> The children look through the importance of knowing who owns the information posted on the internet and why they need to ask for permission to use it. <u>Online bullying:</u> The children look at different ways people can be bullied online and why people need to think carefully about the content they are posting (how it can affect others). <u>Other planned Curriculum opportunities</u> Right to be safe week 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	<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 <u>Changing Me</u> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change <u>Purple Mash – 2BeSafe – Being Safe in a Digital World</u> <u>Online relationships:</u> Exploring how to be safe online and when playing on gaming platforms. Giving examples of how to be safe and respectful when playing with others online. <u>Self-image and identity:</u> Talking though how someone's online image and identity can be different to them in real life. Exploring why people may pretend to be different or someone else online. <u>Other planned Curriculum opportunities</u> Class Text: How to train your dragon – themes of bullying Lorax – Speaking up for what you believe in – being an upstander not a bystander Varjak Paw – themes of bullying

	British Values Swimming	Safer internet Day- Smart tech, safe choices – Exploring the safe and responsible use of AI Class Text: Krindlekrax – exploring themes of bullying and how you can stand up for yourself Red Tree – themes of worries and loneliness (in the work around this book we look at giving advice to make others feel better when they are worried or upset. Matilda – themes of bullying Wing – themes of bullying – talking through making right choices and actions	
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	Autumn	Spring	Summer
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<u>Year 5</u>	<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 <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 <u>Purple Mash – 2BeSafe – Being Safe in a Digital World</u> Anti-bullying – online bullying lesson Self-image and identity Online Relationships <u>Other planned Curriculum opportunities</u> Road Safety/Stranger Danger- local walk to the forest Behaviour contracts/Online safety agreements	<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 <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 <u>Purple Mash – 2BeSafe – Being Safe in a Digital World</u> Online reputation Online bullying Managing online information Health, well-being and lifestyle <u>Other planned Curriculum opportunities</u>	<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 SMART internet safety rules <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 <u>Purple Mash – 2BeSafe – Being Safe in a Digital World</u> Health, well-being and lifestyle Privacy and Security Copyright and Ownership Other planned Curriculum opportunities
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	Whole class text Eye of the Wolf: Child exploitation through character selling child's stories for money 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 RE: My safe place – wellbeing Fire Safety: Firefighter educational visit Smoke alarms, plugs, cigarettes, escape plans, candles, appliances Police/ARC workshop: (moved to Spring Term) Gangs Keeping yourself safe Not walking by yourself Being in groups Not accepting packages County lines Legal age to be arrested Internet Safety week: Internet safety – private accounts and password protection Eco-warriors: Extreme environments – flooding, extreme weather, deforestation Worry box: Worries are addressed whole class or personally and we are a telling school. British Values- Sarah Knarr Swimming	Right to be safe week- NSPCC 'PANTS' (to do) Whole class text Boy at the back of the class: Bullying: through the characters. Confidentiality Relationships and communication Equality, diversity, refugees, tolerance, rights of a child Science: How smoking affects the lungs How nicotine is addictive How alcohol affects the brain and decisions Why people turn to alcohol/smoking Images around drinking and smoking Bulling and Identity: Holocaust memorial day Prejudice Ancient Egyptian: Hierarchy and slavery Identity Sawing and glue guns in DT: How to keep yourself safe. Awareness of blades and hot glue. 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- Smart tech, safe choices – Exploring the safe and responsible use of AI ARC workshop: Terrorism Radicalisation	Whole class text Wonder – self-image and identity, bullying, Oliver Twist – child exploitation, relationships and communication, bullying, themes looked at through characters. Swimming: Road safety reminders – local walks Aware of public PSHE: Body confidence – changing me Arc- extremism and radicalisation production Prevent Sarah Knarr
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	Autumn	Spring	Summer
<u>Year 6</u>	<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 <u>Celebrating Difference</u> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy <u>Purple Mash – 2BeSafe – Being Safe in a Digital World</u> <u>Self-image and Identity</u> Session 1 - 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. Session 2 - 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. Session 3 - I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. <u>Online Relationships</u> Session 1 - I can explain how sharing something online may have an impact either positively or negatively. Session 2 - I can describe how to be kind and show respect for others online including the importance of respecting boundaries	<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 <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 <u>Purple Mash – 2BeSafe – Being Safe in a Digital World</u> <u>Online Reputation</u> Session 1 - I can explain the ways in which anyone can develop a positive online reputation. Session 2 - I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. <u>Online Bullying</u> Session 1 - I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. Session 2 - I can explain how someone would report online bullying in different contexts. <u>Managing Information Online</u> Session 1 - I can explain how search engines work and how results are selected and ranked. Session 2 - I can explain how to use search technologies effectively. Session 3 - I can describe how some online information can be opinion and can offer examples.	<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 <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 <u>Purple Mash – 2BeSafe – Being Safe in a Digital World</u> <u>Health, Well-being and Lifestyle</u> Session 1 - I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. Session 2 - I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. Session 3 - I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). Session 4 - 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). <u>Privacy and Security</u>

	regarding what is shared about them online and how to support them if others do not. Session 3 - I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. Session 4 - 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 others; and who can help if someone is worried about this. <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. Bikeability- road safety MET Police visit – Keeping safe in the community Visit to Forest Academy – road safety History- WW2, human rights, respect, religion, slavery Worry Box Consent workshop- ELSA Class texts- Savage- bullying, emotional well being, The Boy in Striped Pyjamas- emotional wellbeing, Human rights, slavery British Values- Sarah Knarr	Session 4 - 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. Session 5 - I can define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how someone might encounter these online (e.g. advertising and ‘ad targeting’ and targeting for fake news). Session 6 - I understand the concept of persuasive design and how it can be used to influence peoples’ choices. <u>Other planned Curriculum opportunities</u> Right to be safe week- NSPCC ‘PANTS’ (to do) Risks of Social Media – Internet Safety Day PSHE- Mental Health and well-being, Our right to be safe week, which adults talk to, stop I don’t like that- Safer internet Day- Smart tech, safe choices – Exploring the safe and responsible use of AIARC workshop – Extremism/Radicalisation Online Safety- Sarah Knarr	Session 1 - I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). Session 2 - I can explain what to do if a password is shared, lost or stolen. Session 3 - I can describe how and why people should keep their software and apps up to date, e.g. auto updates. Session 4 - I can describe simple ways to increase privacy on apps and services that provide privacy settings. Session 5 - 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). Session 6 - I know that online services have terms and conditions that govern their use. <u>Copyright and Ownership</u> Session 1 - I can demonstrate the use of search tools to find and access online content which can be reused by others. Session 2 - I can demonstrate how to make references to and acknowledge sources I have used from the internet. <u>Other planned Curriculum opportunities</u> Visiting Care Home – How can we make our borough more respectful? Arc- extremism and radicalisation production Prevent Sarah Knarr
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	Autumn	Spring	Summer
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<u>WHOLE SCHOOL</u>	<u>Jigsaw PSHE-</u> Whole school Assembly to Intro the new puzzle each half term Worry Box launch-worries are addressed as a whole class/personally We are a telling school	<u>Jigsaw PSHE-</u> Whole school Assembly to Intro the new puzzle each half term Holocaust Memorial Day- KS1 and KS2 assemblies- empathy, bullying, identity, segregation, prejudice, we are the future Right to be Safe week- Assemblies, parent workshops	<u>Jigsaw PSHE-</u> Whole school Assembly to Intro the new puzzle each half term TBC
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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

Jigsaw 3 -11/12 Knowledge Content: Snapshot Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	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
Ages 5-6	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
Ages 6-7	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 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 Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	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 scenarios 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	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	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 and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead 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 Materials 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 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 SMART internet safety rules	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
Ages 10-11	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, difference 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-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

Drug Education in Jigsaw PSHE 3-11/12
Map of Specific Drug Education in Jigsaw; Risk Taking,
Medicines, Legal and Illegal Substances.

Age	Healthy Me Piece	Lesson Name	Lesson Focus
3-4	HM6	Stranger Danger*	Staying safe when out and where to go for help.
4-5	HM6	Stranger Danger*	Staying safe when out and where to go for help – extending on Pre-School content.
5-6	HM3	Clean and Healthy	Household substances such as those found in the kitchen and the bathroom.
5-6	HM4	Medicine Safety	How and when we might use medicines and how to keep safe with medicines.
5-6	HM6	Happy Healthy Me*	Valuing our bodies and keeping ourselves healthy.
6-7	HM2	Being relaxed*	Identifying things that may make us feel stress, why it is important to find ways to relax.
6-7	HM3	Medicine Safety	How medicines work and how to minimize risk when taking medicines.
7-8	HM3	What do I know about drugs?	Consideration about what the word 'drug' means and how we know if a substance is safe or unsafe.
7-8	HM4	Being safe*	Strategies for saying safe and asking for help.
7-8	HM5	Safe or Unsafe?	Exploring scenarios and considering different ways to stay safe.
8-9	HM2	Group Dynamics*	Peer influence in different types of groups
8-9	HM3	Smoking	Smoking and Vaping: physical effects and influences that affect people's choices to smoke
8-9	HM4	Alcohol	Alcohol: physical effects and influences that affect people's choices to drink alcohol
8-9	HM5	Healthy friendships*	Peer pressure
8-9	HM6	Celebrating my inner strengths and assertiveness*	Considering how own knowledge and confidence in what is right or wrong can be used to be assertive

9-10	HM1	Smoking	Health risks of smoking and making informed decisions.
9-10	HM2	Alcohol	Health and social risks of alcohol and making informed decisions.
9-10	HM3	Emergency Aid*	Basic Emergency first aid including getting help.
9-10	HM6	Healthy Me	How the media and social media have an impact on making healthy choices.
10-11	HM1	Taking Responsibility for My Health and Wellbeing	Taking responsibility for our own health and asking for help.
10-11	HM2	Drugs	Understanding the different types of drugs, the law and what is meant by misuse,
10-11	HM3	Exploitation	What exploitation is, why it might happen and the choices that can keep someone out of it.
10-11	HM5	Emotional and Mental Health*	Keeping emotionally healthy and strategies for dealing with negative feelings.
10-11	HM 6	Managing Stress and Pressure	The relationship between good mental health and finding safe ways of managing stress and pressure.
11-12	HM1	Healthy choices on emotional and mental health*	Links between physical and emotional health and ways that we can support ourselves in these.
11-12	HM2	Healthy choices managing stress*	Links between stress and our emotions, and the effect of stress on the body. Managing stress.
11-12	HM3	Healthy choices on substances	Effects of different substances on the body, why some people use them, and considering healthier ways to make ourselves feel good.
11-12	HM5	Healthy choices on medicines and immunisations	The role of vaccinations, differing views on this and the importance on having access to accurate information when making decisions about health.

*Lessons with a * next to them indicate that there is no substance/drug specific content but there is key supporting content that is age appropriate. Teachers could extend scenarios to include specific content if they feel it is appropriate for their class e.g. adding content on household substance for Ages 3-4 and 4-5 years*

