**Safeguarding Curriculum 2024-25 with links to SCARF, E SAFETY, NSPCC PANTS resources and outside agency visits to school.**

**PHSE – SCARF** E SAFETY **NSPCC PANTS resources Outside agency visits to school**

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| **Year** | **Autumn 1 and 2** | **Spring 1 and 2** | **Summer 1 and 2** |
| **Whole School****SEL Curriculum Focus** | **Teamwork and Communication****Empathy and Patience** | **Passion****Excellence** | **Resilience****Self-Awareness** |
| **Rec****PSHCE** | Speak confidently Make simple choices, share own ideas and listen to the ideas of others. |
| E SAFETY | **Privacy and Security**- I can identify simple examples of personal information. - I can describe who would be trustworthy to share this information with.  | **Online relationships**- I can give examples of how I can use technology and the internet to communicate.  | **Online Bullying**- I can describe ways that some people can be unkind online. - I can offer examples of how this might make people feel.  |
|  | **Self- image and identity**- I can recognise that on or offline I can say no, please stop, I’ll tell, I’ll ask… if they feel upset, uncomfortable or embarrassed.  | **Online Reputation**- I can identify ways that I can put information online.  | **Health, well being and lifestyle**- I can give examples of rules to keep me safe on technology.  |
| **NSPCC PANTS resources** |  | 1st Talk PANTS lesson NSPCCChildren will experience opportunities to:* Say yes or no
* Show acceptance or refusal in various situations
* Ask questions; ask and check for permission
* Talk or interact with a key person about their own lives
* Put on some of their own clothes
* Demonstrate aspects of self- care such as hand washing
* Demonstrate some aspects of cooperative play
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| **Outside agency visits to school** |  | NSPCC Speak out Stay safe assembly |  |
| **Year 1****PSHCE** | **Me and My Relationships** Why we have classroom rulesThinking about feelingsGood friends | **Keeping Safe**Super sleepGood or bad touchesSharing pictures | **Being my Best**Eat wellCatch it! Bin it! Kill it! |
| **Valuing Differences**Same or differentWho are our special people?Unkind, tease or bully? | **Rights and Respect**Around and about the schoolTaking care of somethingBasic first aid  | **Growing and Changing** Healthy meThen and nowKeeping privates private  |
| E SAFETY | **Privacy and Security**- I can recognise detailed examples of information and know why it is important to ask a trusted adult before sharing it. - I can explain that passwords are used to protect information, accounts and devices.  | **Online relationships**- I know when and why I should ask permission to be online. - I can explain why things that someone finds funny or sad online might not be seen the same way by others.  | **Online Bullying**- I can describe how to behave online in ways that don’t upset others.- I can give examples of kind online behaviour.   |
|  | **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 worried, uncomfortable, sad or frightened I can give examples of when and how to speak to an adult.  | **Online Reputation**- I know that information I put online can stay there and could be copied. - I can describe what information I shouldn’t put online without asking an adult first.  | **Health, well being and lifestyle**- I can explain rules to keep myself safe on technology in and beyond home.  |
| **NSPCC PANTS resources** |  | 2nd Talk PANTS lesson NSPCCChildren have the opportunity to:* recognise and repeat the Talk PANTS rules
* talk about some everyday rules that help to keep children safe
* demonstrate some strategies for seeking support
* apply the Talk PANTS rules to real- life scenarios
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| **Outside agency visits to school** |  | NSPCC Speak out Stay safe assembly |  |
| **Year 2****PSHCE** | **Me and My Relationships** Being a good friend Our ideal classroomTypes of bullying | **Keeping Safe**How safe would you feel?Fun or notShould I tell? | **Being my Best**You can do itMy dayWhat does my body do? |
| **Valuing Differences**My special peopleWhen someone is feeling left outAn act of kindness | **Rights and Respect**Getting on with othersFeeling safePlaying games | **Growing and Changing** A helping handMy body, your bodyRespecting privacy |
| E SAFETY | **Privacy and Security**- I can explain how some people have devices in their home connected to the internet (eg lights, toys, televisions, Alexa)- I know what is private, personal information and can explain some rules for protecting it.  | **Online relationships**- I know how technology can be used to communicate with those we don’t also know offline and why this can be risky. (e.g. email, online gaming, a pen-pal)- I can describe how to ask for, give or deny permission online and how to get help if I am unsure.  | **Online Bullying**- I can explain what bullying is, how people may bully others and how it makes them feel. - I can talk about how anyone experiencing ` can get help.  |
|  | **Self- image and identity**- I can explain how people may look and act differently online and offline. - I can give examples of issues online that might make someone feel worried, uncomfortable, sad or frightened.  | **Online Reputation**- 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.  | **Health, well being and lifestyle**- I can explain simple guidance for using technology in different environments and settings.  |
| **NSPCC PANTS resources** |  | 3rd Talk PANTS lesson NSPCCChildren will be able to:* recognize that adults care for children and help them to stay healthy and safe
* identify safe adults and how to ask for help if something is upsetting or worrying
* recognize that some parts of the body are private; and e able to name private parts
* rehearse and recall the PANTS rules
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| **Outside agency visits to school** |  | NSPCC Speak out Stay safe assembly and workshop  |  |
| **Year 3****PSHCE** | **Me and My Relationships** As a rulesLooking after special peopleFriends are special  | **Keeping Safe**Safe or unsafe?Help or harm?Alcohol and Cigarettes  | **Being my Best**Body team workTop talents  |
| **Valuing Differences**Respect and ChallengeMy communityOur friends and neighbours  | **Rights and Respect**Helping each other to keep safeOur help volunteersEarning money  | **Growing and Changing** Body spaceBasic first aid  |
| E SAFETY | **Privacy and Security**- I can give reasons why someone should only share information when they feel comfortable to do so and trust the person.- I can describe how connected devices can collect and share information.   | **Online relationships**- Can explain why it is important to think about who to trust online, how this is different to liking someone online and how I can manage this. - I can explain how someone’s feelings may be hurt by what is said written or shared online and how to manage this.   | **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 can appear online and how to get support.  |
|  | **Self- image and identity**- I can explain what identity is and how people can represent this in different ways online. - I can explain ways in which people might change their identity online and why (ie gaming: avatar, social media) | **Online Reputation**- I know how to search for information about others online. - I know why we need to be careful before sharing information online and what we may or may not be willing to share.  | **Health, well being and lifestyle**- I can explain why spending too much time on technology can have a negative impact. ]- I can give examples of how to take a break from screen time.  |
| **NSPCC PANTS resources** |  | 4th Talk PANTS lesson NSPCCChildren will be able to:* identify that there are different types of touch; and how touch can make people feel
* recognise that someone’s body belongs to them, and that they can say ‘no’ to being touched
* describe the difference between happy surprises, and how to talk to someone when secrets are upsetting
* explain the PANTS rules and how they can keep someone safe
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| **Outside agency visits to school** |  | NSPCC Speak out Stay safe assembly | Pedestrian / road safety training- 2 sessions |
| **Year 4****PSHCE** | **Me and My Relationships** Human MachinesDifferent feelingsUnder pressure  | **Keeping Safe**Danger, risk or hazard?Keeping ourselves safeMedicines: check the label  | **Being My Best** What makes me, ME!Making Choices Basic first aid  |
| **Valuing Difference** The people we share our world withFriend or acquaintance  | **Rights and Respect** Who helps us stay healthy and safe?How do we make a difference? Safety in Numbers  | **Growing and Changing**My changing body (Y3 unit)Moving house |
| E SAFETY | **Privacy and Security**- I can describe strategies for keeping personal information private, depending on context. - I can describe how some online services may seek consent to store information about me and know how to respond appropriately. | **Online relationships**- I can describe strategies for safe and fun experiences in online social environments (e.g. live streaming, gaming)- I can explain how what I think is unimportant shared content may be important to other people’s thoughts, feelings and beliefs.  | **Online Bullying**- I can describe ways people can be bullied through a range of media (eg. image, text, chat, video)- I can explain why people need to think carefully about how content they post might affect others' feelings and their reputation.  |
|  | **Self- image and identity**- I can describe positive ways for someone to interact online and how this impacts positive perceptions. - I can explain how and why others online can pretend to be someone else, including my friends.  | **Online Reputation**- I can describe how to find out information about others by searching online. - I can explain ways that the information about anyone online could have been created, copied or shared by others.  | **Health, well being and lifestyle**- I can explain how using technology can be a positive and negative distraction. - I can identify situations when someone needs to limit their time on technology and how they might do this.  |
| **NSPCC PANTS resources** |  | 5th Talk PANTS lesson NSPCCChildren will be able to:* explain the Talk PANTS rules and that children’s bodies belong to them
* identify examples of appropriate and inappropriate touch
* recognise that no means no and different ways to express this
* demonstrate ways to tell an adult and seek support if they feel worried or uncomfortable
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| **Outside agency visits to school** |  | NSPCC Speak out Stay safe assembly |  |
| **Year 5****PSHCE** | **Me and My Relationships** Give and takeHow good a friend are you?Being assertive | **Keeping Safe**Spot bullyingVaping: healthy or unhealthy? | **Being My Best** Different skillsMy school communityIndependence and responsibility  |
| **Valuing Difference** Qualities of friendshipKind conversationsHappy being me  | **Rights and Respect** Fact or opinion?Rights, respect and dutiesSpending wisely  | **Growing and Changing**Preparing for changes at puberty (Y4 unit)Taking notice of our feelingsGrowing up and changing bodiesChanging bodies and feelings |
| E SAFETY | **Privacy and Security**- I can explain what a strong password is and how to create one. - I can explain how many free apps read or share private information and how to change these permissions.  | **Online relationships**- I can describe some ways people may be involved in online communities and how this collaboration makes positive contributions (eg gaming communities/ social media groups)- I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.  | **Online Bullying**- I can recognise the difference between online bullying and bullying in the physical world. - I can describe how playful joking and teasing might be experienced by others as bullying.  |
|  | **Self- image and identity**- I can explain how identity online can be copied, modified or altered. - I can demonstrate how to make responsible choices about my online identity.  | **Online Reputation**- I can search for information about an individual online and summarise the information found. - I can describe how information found online can be used to make correct/ incorrect judgements about an individual.  | **Health, well being and lifestyle**- I can describe ways technology can affect health and well being positively and negatively. - I can describe strategies to promote health and wellbeing regarding technology.  |
| **NSPCC PANTS resources** |  | 6th Talk PANTS lesson NSPCCChildren will be able to:* recognize that other people’s bodies belong to them and should be respected
* describe how to challenge language and behaviours that are unacceptable
* identify when it is right to break a confidence or share a secret
* explain how to get help for themselves or a friend
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| **Outside agency visits to school** |  | NSPCC Speak out Stay safe assembly and workshop | School Nurse Team- Puberty/PSHE talk Changes in body, mind and emotionsPersonal hygieneReproductive systems functionsMaking good decisionsTalking to trusted adults |
| **Year 6****PSHCE** | **Me and My Relationships** Working togetherSolving friendship problems AssertivenessActing Appropriately  | **Rights and Respect**FacebookJobs and taxesDemocracy  | **Keeping Safe**Think before your clockTo share or not to share?DrugsAlcohol  |
| **Growing and Changing** Media manipulationPressure online | **Being My Best**RisksBasic first aid  | **Valuing Difference** It’s ok to be differentRespecting differencesTolerance and respect for othersChallenging gender stereotypes  |
| E SAFETY | **Privacy and Security**- I can explain how to manage passwords ie safe storage, different passwords, what to do if they are lost, stolen or shared. I can describe how some online content targets people to gain money or information illegally (eg scams, phising) | **Online relationships**- I can explain how sharing something online can have positive or negative impacts. - I can describe how things shared privately online can have unintended consequences for others (eg screen grabs)- I can explain that taking/ sharing inappropriate images (eg embarrassing ones) can have an impact for the sharer and others even if permission is gained.  | **Online Bullying**- I can describe how to capture bullying content as evidence (screen grab, URL, profile)- I can explain how someone would report online bullying in different contexts.  |
|  | **Self- image and identity**- I can explain and critically evaluate online content relating to gender, race, religion, disability, culture and other groups and can explain why it is important to challenge and reject inappropriate representations. - I can explain the importance of asking until I get the help needed.  | **Online Reputation**- I can explain the ways in which anyone can develop a positive online reputation. - I can explain strategies to protect their ‘digital personality’ and online reputation including anonymity.  | **Health, well being and lifestyle**- I recognise and can discuss the pressures that technology can place on someone and how to manage this. - I can recognise features of a persuasive design and how they keep users engaged.  |
| **Outside agency visits to school** | West Yorkshire Police- Knife crime assembly and workshop | NSPCC Speak out Stay safe assemblyWest Yorkshire Police- Anti social behaviour and child criminal exploitation assembly and workshop | West Yorkshire Police- Healthy Relationships assembly and workshop |