

Safeguarding Curriculum 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

Year	Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2
<u>Whole School SEL Curriculum Focus</u>	Teamwork and Communication Empathy and Patience	Passion Excellence	Resilience Self-Awareness
<u>Rec PSHCE</u>	Speak confidently Make simple choices, share own ideas and listen to the ideas of others.		
E SAFETY	<u>Privacy and Security</u> - I can identify simple examples of personal information. - I can describe who would be trustworthy to share this information with.	<u>Online relationships</u> - I can give examples of how I can use technology and the internet to communicate.	<u>Online Bullying</u> - I can describe ways that some people can be unkind online. - I can offer examples of how this might make people feel.
	<u>Self- image and identity</u> - 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.	<u>Online Reputation</u> - I can identify ways that I can put information online.	<u>Health, well being and lifestyle</u> - I can give examples of rules to keep me safe on technology.
NSPCC PANTS resources		1 st Talk PANTS lesson NSPCC Children will experience opportunities to: <ul style="list-style-type: none"> • 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 	
Outside agency visits to school		<u>NSPCC Speak out Stay safe assembly</u>	

Year 1 PSHCE	<u>Me and My Relationships</u> Why we have classroom rules Thinking about feelings Good friends	<u>Keeping Safe</u> Super sleep Good or bad touches Sharing pictures	<u>Being my Best</u> Eat well Catch it! Bin it! Kill it!
	<u>Valuing Differences</u> Same or different Who are our special people? Unkind, tease or bully?	<u>Rights and Respect</u> Around and about the school Taking care of something Basic first aid	<u>Growing and Changing</u> Healthy me Then and now Keeping privates private
E SAFETY	<u>Privacy and Security</u> - 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.	<u>Online relationships</u> - 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.	<u>Online Bullying</u> - I can describe how to behave online in ways that don't upset others. - I can give examples of kind online behaviour.
	<u>Self- image and identity</u> - 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.	<u>Online Reputation</u> - 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.	<u>Health, well being and lifestyle</u> - I can explain rules to keep myself safe on technology in and beyond home.
NSPCC PANTS resources		2nd Talk PANTS lesson NSPCC Children have the opportunity to: <ul style="list-style-type: none">• 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	
Outside agency visits to school		NSPCC Speak out Stay safe assembly	

Year 2 PSHCE	<u>Me and My Relationships</u> Being a good friend Our ideal classroom Types of bullying	<u>Keeping Safe</u> How safe would you feel? Fun or not Should I tell?	<u>Being my Best</u> You can do it My day What does my body do?
	<u>Valuing Differences</u> My special people When someone is feeling left out An act of kindness	<u>Rights and Respect</u> Getting on with others Feeling safe Playing games	<u>Growing and Changing</u> A helping hand My body, your body Respecting privacy
E SAFETY	<u>Privacy and Security</u> - 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.	<u>Online relationships</u> - 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.	<u>Online Bullying</u> - 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.
	<u>Self- image and identity</u> - 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.	<u>Online Reputation</u> - 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.	<u>Health, well being and lifestyle</u> - I can explain simple guidance for using technology in different environments and settings.
NSPCC PANTS resources		3rd Talk PANTS lesson NSPCC Children will be able to: <ul style="list-style-type: none">• 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 be able to name private parts• rehearse and recall the PANTS rules	
Outside agency visits to school		NSPCC Speak out Stay safe assembly and workshop	

Year 3 PSHCE	<u>Me and My Relationships</u> As a rules Looking after special people Friends are special	<u>Keeping Safe</u> Safe or unsafe? Help or harm? Alcohol and Cigarettes	<u>Being my Best</u> Body team work Top talents
	<u>Valuing Differences</u> Respect and Challenge My community Our friends and neighbours	<u>Rights and Respect</u> Helping each other to keep safe Our help volunteers Earning money	<u>Growing and Changing</u> Body space Basic first aid
E SAFETY	<u>Privacy and Security</u> - 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.	<u>Online relationships</u> - 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.	<u>Online Bullying</u> - 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.
	<u>Self- image and identity</u> - 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)	<u>Online Reputation</u> - 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.	<u>Health, well being and lifestyle</u> - 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 NSPCC Children will be able to: <ul style="list-style-type: none">• 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	
Outside agency visits to school		<u>NSPCC Speak out Stay safe assembly</u>	<u>Pedestrian / road safety training- 2 sessions</u>

Year 4 PSHCE	<u>Me and My Relationships</u> Human Machines Different feelings Under pressure	<u>Keeping Safe</u> Danger, risk or hazard? Keeping ourselves safe Medicines: check the label	<u>Being My Best</u> What makes me, ME! Making Choices Basic first aid
	<u>Valuing Difference</u> The people we share our world with Friend or acquaintance	<u>Rights and Respect</u> Who helps us stay healthy and safe? How do we make a difference? Safety in Numbers	<u>Growing and Changing</u> My changing body (Y3 unit) Moving house
E SAFETY	<u>Privacy and Security</u> - 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.	<u>Online relationships</u> - 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.	<u>Online Bullying</u> - 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.
	<u>Self- image and identity</u> - 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.	<u>Online Reputation</u> - 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.	<u>Health, well being and lifestyle</u> - 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 NSPCC Children will be able to: <ul style="list-style-type: none">• 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	
Outside agency visits to school		NSPCC Speak out Stay safe assembly	

Year 5 PSHCE	<u>Me and My Relationships</u> Give and take How good a friend are you? Being assertive	<u>Keeping Safe</u> Spot bullying Vaping: healthy or unhealthy?	<u>Being My Best</u> Different skills My school community Independence and responsibility
	<u>Valuing Difference</u> Qualities of friendship Kind conversations Happy being me	<u>Rights and Respect</u> Fact or opinion? Rights, respect and duties Spending wisely	<u>Growing and Changing</u> Preparing for changes at puberty (Y4 unit) Taking notice of our feelings Growing up and changing bodies Changing bodies and feelings
E SAFETY	<u>Privacy and Security</u> - 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.	<u>Online relationships</u> - 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.	<u>Online Bullying</u> - 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.
	<u>Self- image and identity</u> - I can explain how identity online can be copied, modified or altered. - I can demonstrate how to make responsible choices about my online identity.	<u>Online Reputation</u> - 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.	<u>Health, well being and lifestyle</u> - 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 NSPCC Children will be able to: <ul style="list-style-type: none">• 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	
Outside agency visits to school		<u>NSPCC Speak out Stay safe assembly and workshop</u>	<u>School Nurse Team- Puberty/PSHE talk</u> Changes in body, mind and emotions Personal hygiene Reproductive systems functions Making good decisions Talking to trusted adults

Year 6 PSHCE	<u>Me and My Relationships</u> Working together Solving friendship problems Assertiveness Acting Appropriately	<u>Rights and Respect</u> Facebook Jobs and taxes Democracy	<u>Keeping Safe</u> Think before you click To share or not to share? Drugs Alcohol
	<u>Growing and Changing</u> Media manipulation Pressure online	<u>Being My Best</u> Risks Basic first aid	<u>Valuing Difference</u> It's ok to be different Respecting differences Tolerance and respect for others Challenging gender stereotypes
E SAFETY	<u>Privacy and Security</u> - 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)	<u>Online relationships</u> - 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.	<u>Online Bullying</u> - 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.
	<u>Self- image and identity</u> - 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.	<u>Online Reputation</u> - 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.	<u>Health, well being and lifestyle</u> - 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	<u>West Yorkshire Police- Knife crime assembly and workshop</u>	<u>NSPCC Speak out Stay safe assembly</u> <u>West Yorkshire Police- Anti social behaviour and child criminal exploitation assembly and workshop</u>	<u>West Yorkshire Police- Healthy Relationships assembly and workshop</u>

Following work completed with the school's working party, a decision about which units of SCARF we want to teach and when, and also the terminology we are going to use with the children. This information was sent to parents in The Spring Term of 2025 with a consultation period of 6 weeks. This was completed on 4th April 2025 and as a result the following amendments were made to our SCARF/ RSE curriculum

In Reception, in the Keeping Safe unit, please use the terms 'same gender' rather than 'same sex'. Do not use the suggested terminology for private parts, just say private parts are what your underwear covers. If a child uses the correct terminology then agree that these are the correct names. The term 'womb' can be used.

In Y1, do not use suggested words for private parts. Say that private parts are what your underwear covers.

In Y2, do not use suggested words for private parts. Say that private parts are what your underwear covers. The word 'genitals' can be introduced. Please do **NOT** use the book '*Some secrets should be never be kept*'.

In Y3, the 'My Changing Body' unit has been moved to Y4. Please do **NOT** teach this.

In Y4, teach the 'My Changing Body' unit from Y3. Do **NOT** teach 'Preparing for Changes at Puberty' unit as we have moved this to Y5.

In Y5, teach 'Preparing for Changes at Puberty' unit which has been moved from Y4. For all of these units we would like the girls and boys to be taught separately.

In Y6, do **NOT** teach the units on FGM, Making Babies and also the unit on HIV.

For the NSPCC PANTS resources the same principle applies. Please do **NOT** teach explicit names for private parts until KS2.

- Growing Up Up Up - puberty and relationships education workshop for 7-8 year-olds
- Time for Change - puberty-focused workshop for 8-10-year-olds
- Growing Up Ready - puberty and relationships education workshop for 8-9-year-olds (prior knowledge of puberty required)
- Growing Up Safe - puberty and relationships education workshop for 9-10-year-olds (prior knowledge of puberty required)
- Growing Up Confident - puberty, relationships, and sex education workshop for 10-11-year-olds (prior knowledge of puberty required)
- Parents/Carers Workshop is also available