**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 NSPCC  Children 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 |  |
| **Outside agency visits to school** |  | NSPCC Speak out Stay safe assembly |  |
| **Year 1**  **PSHCE** | **Me and My Relationships**  Why we have classroom rules  Thinking about feelings  Good friends | **Keeping Safe**  Super sleep  Good or bad touches  Sharing pictures | **Being my Best**  Eat well  Catch it! Bin it! Kill it! |
| **Valuing Differences**  Same or different  Who are our special people?  Unkind, tease or bully? | **Rights and Respect**  Around and about the school  Taking care of something  Basic first aid | **Growing and Changing**  Healthy me  Then and now  Keeping 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 NSPCC  Children 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 |  |
| **Outside agency visits to school** |  | NSPCC Speak out Stay safe assembly |  |
| **Year 2**  **PSHCE** | **Me and My Relationships**  Being a good friend  Our ideal classroom  Types of bullying | **Keeping Safe**  How safe would you feel? Fun or not Should I tell? | **Being my Best**  You can do it My day What does my body do? |
| **Valuing Differences**  My special people When someone is feeling left out An act of kindness | **Rights and Respect**  Getting on with others Feeling safe Playing games | **Growing and Changing**  A helping hand My body, your body  Respecting 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 NSPCC  Children 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 |  |
| **Outside agency visits to school** |  | NSPCC Speak out Stay safe assembly and workshop |  |
| **Year 3**  **PSHCE** | **Me and My Relationships**  As a rules  Looking after special people  Friends are special | **Keeping Safe**  Safe or unsafe? Help or harm? Alcohol and Cigarettes | **Being my Best**  Body team work  Top talents |
| **Valuing Differences**  Respect and Challenge  My community  Our friends and neighbours | **Rights and Respect**  Helping each other to keep safe  Our help volunteers  Earning money | **Growing and Changing**  Body space  My changing body  Basic 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 NSPCC  Children 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 |  |
| **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 Machines  Different feelings  Under pressure | **Keeping Safe**  Danger, risk or hazard? Keeping ourselves safe Medicines: check the label | **Being My Best**  What makes me, ME!  Making Choices  Basic fist aid |
| **Valuing Difference**  The people we share our world with  Friend or acquaintance | **Rights and Respect**  Who helps us stay healthy and safe? How do we make a difference?  Safety in Numbers | **Growing and Changing**  Moving house  Preparing for changes at puberty |
| 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 NSPCC  Children 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 |  |
| **Outside agency visits to school** |  | NSPCC Speak out Stay safe assembly |  |
| **Year 5**  **PSHCE** | **Me and My Relationships**  Give and take  How good a friend are you?  Being assertive | **Keeping Safe**  Spot bullying  Vaping: healthy or unhealthy? | **Being My Best**  Different skills  My school community  Independence and responsibility |
| **Valuing Difference**  Qualities of friendship  Kind conversations  Happy being me | **Rights and Respect**  Fact or opinion?  Rights, respect and duties  Spending wisely | **Growing and Changing**  Taking notice of our feelings  Growing up and changing bodies  Changing 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 NSPCC  Children 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 |  |
| **Outside agency visits to school** |  | NSPCC Speak out Stay safe assembly and workshop | School Nurse Team- Puberty/PSHE talk  Changes in body, mind and emotions  Personal hygiene  Reproductive systems functions  Making good decisions  Talking to trusted adults |
| **Year 6**  **PSHCE** | **Me and My Relationships**  Working together  Solving friendship problems  Assertiveness  Acting Appropriately | **Rights and Respect**  Facebook  Jobs and taxes  Democracy | **Keeping Safe**  Think before your clock  To share or not to share?  Drugs  Alcohol |
| **Growing and Changing**  Media manipulation  Pressure online  Making babies | **Being My Best**  Risks  Basic first aid | **Valuing Difference**  It’s ok to be different  Respecting differences  Tolerance and respect for others  Challenging 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 assembly  West Yorkshire Police- Anti social behaviour and child criminal exploitation assembly and workshop | West Yorkshire Police- Healthy Relationships assembly and workshop |