

Our safeguarding curriculum is delivered in Computing lessons, PSHE lessons, RE lessons, collective worship and discreetly. Staff take opportunities to remind children about keeping safe as they arise.

Throughout the safeguarding curriculum the term trusted adult is used. Our children are taught that a trusted adult is someone they know well, in person and have regular contact with, for example a parent, grandparent or an adult at school. We also talk about the difference between a stranger and a friend. **Children do not see someone they talk to online as a stranger**

### Online Safety

There are four strands to online safety – communicating, online bullying, privacy and information online. At the beginning of each academic year pupils are introduced / reminded of the online knowledge for key stage. Staff then refer back to this during computing lessons, PSHE lessons and collective worship.

	Reception	Key Stage 1 Year 1 and Year 2	Lower Key Stage 2 Year 3 and Year 4	Upper Key Stage 2 Year 5 and Year 6
Communicating		Anyone with an internet connected device can send an email.		Nearly everyone has an email address.
		We can use electronic mail (e-mail) using the internet.	Email is useful at home and at work.	Spam and junk emails can be a problem.
		Emails can be sent around the world much quicker than a letter.		Spam emails offer things, e.g. money, prizes, low cost products.
		You can attach files and photos to an email.		
		We don't open emails from people we don't know. We tell a trusted adult.	An unknown or strange looking email address might not be safe.	Phishing is when you are tricked to give out information. You might receive an email pretending to be your bank. It usually includes a link to a fake website. When you login they will use your details to access your real accounts.
		We don't click on links in an email. We tell a trusted adult.	Sometimes email addresses are pretending to something else.	Report phishing to <a href="mailto:report@phishing.gov.uk">report@phishing.gov.uk</a>
			Spelling mistakes in the subject title or a strange subject title.	
		Some messaging apps are for older children only.		Do not share images or videos of others without their consent.
				Do not tag others into content without their consent.
Online Bullying	It is fun chatting with friends we know in person.	It is fun chatting with friends we know in person.	What one person perceives as a joke (banter) might be experienced by others as bullying. This could be in a text, a chat or an image.	Tel an adult if someone or something makes you feel uncomfortable.
		Be nice and friendly when online.	If you think someone is upset you must tell a trusted adult.	
		Some people can be unkind online, this makes others unhappy, sad and lonely. If we see this we must tell a trusted adult.	Online bullying is unacceptable and school staff will ensure it stops.	
	If someone is unkind several times on purpose this could be bullying. If we see this we must tell a trusted adult.	If someone is unkind several times on purpose this could be bullying. If we see this we must tell a trusted adult.	Report unkind things to a trusted adult, at home and at school	Capture bullying content as evidence to share with a trusted adult.
Privacy	Only share information with friends you know.	Only share information with friends you know.	Information you put online may be seen by others.	Websites and apps can collect and share information with other sites.
		It is safe to share favourite movies or music.		Many free apps may read and share information with others (e.g. friends, contacts, likes, images)
		We never share our full name with anyone online.	Use an alias instead of your name for public profiles.	Information can be used to direct adverts to you.
		We never share where we live or our school online.	Never share your home address. People online may not be who they say they are.	Pop-ups could direct you to inappropriate sites.
		We never share passwords with other people.	For passwords don't use easy to guess words like your name.	Ask a trusted adult if you are sharing information.
			A strong password helps keep your information private.	

## Safeguarding Curriculum

				<p>Include a mixture of lower- and upper-case letters. Use numbers and symbols (:?@) Use a variety of passwords with a mixture of letters, numbers and symbols.</p>
			Ensure privacy settings are on so your location and profile are not public.	Use the settings in apps to increase privacy.
				Look at the address bar, some browsers show a padlock to show the site is secure.
			Never meet someone you have been in contact with online	Never meet people you have met online.
			Tell a trusted adult if you are worried.	
Information Online	Lots of people share pictures and information online.	Lots of people share pictures and information online.		Search engines (e.g. Google) index websites and rank the pages. Websites can pay to have their results displayed towards the top. Use a different key word search to check.
		Be careful not to click on any pop-ups.		The internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted adverts. Read the URL and check the extension (e.g. .com) before clicking a link.
		Not all the information on the internet might be true.	Information on the internet may not be accurate or reliable. It maybe used for bias, manipulation or persuasion.	Searching by voice activated services is handy. But these are provided by large companies who make money from links. Sometimes voice activated searches give one result. Check it isn't the only result.
			The internet contains fact, fiction and opinion.	Some people share false news online. Sometimes what we read is a 'hoax'. Think carefully before sharing something. Is it fake or a hoax?
			Use strategies to verify information, e.g. cross-checking	
			Be careful when using an internet search for images.	Copying someone else's work and pretending it is yours is plagiarism.
			Most images, videos and music are protected by copyright, don't copy cat!	If you use text or images from online then reference this.
			Use YouTube kids to help you find safe videos.	

Units within the 'Computing Systems and Networks' strand link directly to online safety. During these units explicit links are made to the knowledge in this grid.

### Keeping Safe

The learning below is linked to our PSHE curriculum (PSHE Matters). Some of the learning happens in the day to day life of the school so is addressed as it comes up, for example conflicts with friends.

In addition to this the fundamental British Values and the protected characteristics are part of daily collective worships.

Once a week collective worship led by Mrs Bosley once a week is linked to personal development. The focus of PD workshops has a 6-week cycle, -

- **School rules / expectations / attitudes for learning:** Theme dependent on identified need at the time
- **Antibullying / Friendship**
- **Online Safety**
- **British Values**
- **Equality of Opportunity** (- age, disability, gender reassignment, race, religion/belief, sex, sexual orientation, pregnancy)
- **Mental health and well-being** (including links to healthy eating and exercise)

A major part of our safeguarding curriculum is knowing what to do when you need help. This overarches all units, the progression for this is, -

	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Seeking help	I know a trusted adult I can talk to at home. I know a trusted adult I can talk to at school.	I know a trusted adult I can talk to at home. I know a trusted adult I can talk to at school.	I know it is important to access support and how to do this. I know that it is important to share how I feel / things that have happened and who to share this with.	I know how to support myself, e.g. where to go for support / strategies to help myself.

Learning that refers to seeking help are written in green. Learning that is linked to British Values and Equality of Opportunity are in purple.

When children learn about world religions in RE this provides further opportunities to develop mutual respect and tolerance. When children learn about keeping healthy in PE and science this supports the 'Keeping Healthy' aspects of the safeguarding curriculum.

When appropriate, staff build in opportunities for debate.

	Reception	Key Stage 1 Year 1 and Year 2	Lower Key Stage 2 Year 3 and Year 4	Upper Key Stage 2 Year 5 and Year 6
Keeping Healthy	<u>PSHE: Being Healthy and Drug Education</u> New Beginnings <i>See themselves as a valuable individual.</i> Being me in my world <i>Class Rule Rules and Routines</i> Supporting children to build relationships Dreams and Goals	<u>PSHE: Drug Education</u> I know that medicines prevent illness or make us better. I know how to stay safe around medicines. <i>I know a trusted adult I can talk to if I am ill / worried.</i>	<u>PSHE: Drug Education</u> I know the different purposes of medicine. I know medicines have dosage guidance. I know what to do in an emergency.	<u>PSHE: Drug Education</u> I know that there are rules/laws around medicine use. I know ways that alcohol/drugs affect the body/decision making. <i>I know strategies to manage peer influence/approval.</i>
	Know some food is healthy and some food is not. Fruit and vegetables are good foods to keep us healthy What we have to do to stay healthy	<u>PSHE: Being Healthy</u> I know that food helps keep our bodies healthy. I know how physical activity keeps us healthy. I know ways to stop germs spreading (wash hands, cough into elbow).	<u>PSHE: Being Healthy</u> I know what a healthy / balanced diet includes. I know actions that contribute to good sleep. I know the sun can damage your skin.	<u>PSHE: Being Healthy</u> I know some risks of not having a balanced diet. I know habits that have a positive effect on a healthy lifestyle. <i>I know how to support my mental health.</i>
Mental Health	<u>PSHE: Exploring Emotions and Changes</u> Good to be me Feelings <i>Learning about qualities and differences</i> <i>Celebrating differences</i> Identify and moderate their own feelings socially and emotionally Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	<u>PSHE: Exploring Emotions</u> I know words to describe emotions. I know that emotions are ok. I know how to manage big / uncomfortable feelings.	<u>PSHE: Exploring Emotions</u> I know feelings that are comfortable/uncomfortable. I know how to look after my mental health. <i>I know it is important to share how I feel.</i>	<u>PSHE: Exploring Emotions</u> I know feelings can sometimes conflict (e.g. excited and anxious at the same time) I know the signs that someone might be struggling with their mental health. <i>I know how to seek support for myself/others.</i>
		<u>PSHE: Changes</u> I know some examples of loss and change and the feelings linked to these. I know that loss and change affect how I feel.	<u>PSHE: Changes</u> I know that loss and change are part of life. I know that feelings linked to loss and change can change over time. <i>I know that it is important to talk about our feelings.</i>	<u>PSHE: Changes</u> I know that loss, bereavement and change are part of the human life cycle. I know that emotions can sometimes conflict (e.g. cross and sad at the same time).

## Safeguarding Curriculum

		I know who can help me when I feel worried / unhappy.		I know when someone might need help and how to get help.
Keeping Safe	<u>PSHE: Bullying Matters and Being Safe</u> Taking part in sports day - Winning and losing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.	<u>PSHE: Bullying Matters</u> I know that bullying is unkindness that happens again and again. I know that words and actions hurt bodies and feelings. I know how to report bullying and who to talk to at home and at school.	<u>PSHE: Bullying Matters</u> I know that bullying can be – verbal, physical, online. I know that a bystander sees bullying. I know how unhappy / uncomfortable feelings can affect how my body feels, e.g. stomach ache. I know that sometimes people are bullied because they are different. I know it is important to access support and how to do this.	<u>PSHE: Bullying Matters</u> I know what direct and indirect bullying are. I know how bullying and discrimination can affect people and how to challenge it. I know how to solve fall outs with my friends.
	There are ways to keep safe near a road How to keep ourselves safe	<u>PSHE: Being Safe</u> I know rules for keeping safe online. I know some apps are for older children. I know how to keep myself safe in an accident and what to do (call for help). I know how to call 999.	<u>PSHE: Being Safe</u> I know ways to keep safe online (refer to online statements). I know how to deal with an asthma attack and bites / stings.	<u>PSHE: Being Safe</u> I know ways to keep safe online (refer to online statements). I know risks offline, e.g. road and water safety. I know hazards that might cause an injury. I know how to respond in an emergency, including getting help.
Tolerance	<u>PSHE: Being Responsible / Money Matters</u> Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.  That they look different to other people and are unique That everybody is unique and different	<u>PSHE: Tolerance</u> I know one thing that makes me special. I know similarities and differences between friends. I know how to respect others who are different.	<u>PSHE: Tolerance</u> I know two things that make me unique. I know some visible and invisible differences between people. I know to celebrate and respect differences and similarities between people.	<u>PSHE: Tolerance</u> I know ways I respect and value people's differences. I know how discrimination affects and our behaviour affects others.
	<u>PSHE: Difference and Diversity and Being Me</u> Relationships What makes a good friend? Healthy me Random acts of Kindness Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	<u>PSHE: Diversity Matters</u> I know one thing that makes me special. I know what fair and unfair means.	<u>PSHE: Diversity Matters</u> I know what makes me who I am. I know what a stereotype is and that this needs challenging.	<u>PSHE: Diversity Matters</u> I know what makes me individual and my own strengths. I know two types of discrimination and how these affect people. I know that discrimination is not allowed and that the protected characteristics protect people.
RSE	<u>PSHE: Relationships and Growing Up</u> Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	<u>PSHE: Growing up</u> I know names for main body parts, including vagina and penis. I know the difference between male and female body parts. I know that people grow from babies to old adults. I know which parts of the body are private. I know what is a happy surprise a / secret and what makes me uncomfortable and how to get help.	<u>PSHE: Growing up</u> I know names for external genitals and reproductive organs, e.g. penis, vagina, testicles, womb, umbilical cord, ovaries. I know that babies start from an egg and sperm. I know changes that happen during puberty. I know what personal boundaries are, linked to privacy. I know when it is right to break a confidence or share a secret and how to ask for help.	<u>PSHE: Growing up</u> I know how puberty is linked to human reproduction. I know how babies are conceived. I know the physical and emotional changes that happen during puberty. I know what consent means and how to seek / give / not give consent. I know how to respond if asked to keep an uncomfortable secret.
	They live in a family and families are different	<u>PSHE: Relationships Matter</u> I know what makes a good friend. I know kind / unkind behaviour. I know how to make-up with friends, e.g. sharing. I know that my family is different to other people's families.	<u>PSHE: Relationships Matter</u> I know what makes a friendship positive. I know that being kind helps wellbeing and how people feel inside. I know what causes friends to fall out. I know different family groups e.g. one mum, one dad, two dads, grandparents.	<u>PSHE: Relationships Matter</u> I know the qualities of a good friendship. I know what a loving caring relationship is. I know ways to solve conflict with my friends.