

Delivery of a safeguarding curriculum.

Subject Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PSHCE	YR/1/2 – Cycle 22/23			Y3/4 - Cycle A (22/23)		Y5/6 - Cycle A (22/23)	
	<p style="text-align: center;"><b>Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• Our ideal classroom (2)</li> <li>• Why we have classroom rules (1)</li> <li>• Thinking about feelings (1)</li> <li>• How are you feeling today? (2)</li> <li>• Types of bullying (2)</li> <li>• Don't do that! (2)</li> </ul> <p style="text-align: center;"><b>Rights and Respect</b></p> <ul style="list-style-type: none"> <li>• Around and about the school (1)</li> <li>• Getting on with others (2)</li> <li>• Harold has a bad day (1)</li> <li>• Feeling safe (2)</li> <li>• Playing games (2)</li> <li>• Basic first aid (1)</li> </ul> <p style="text-align: center;"><b>Being My Best</b></p> <ul style="list-style-type: none"> <li>• I can eat a rainbow (1)</li> <li>• Eat well (1)</li> <li>• What does my body do? (2)</li> <li>• You can do it! (2)</li> <li>• Harold learns to ride his bike (1)</li> <li>• Basic First Aid (2)</li> </ul> <p style="text-align: center;"><b>Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Same or different (1)</li> <li>• What makes us who we are? (2)</li> <li>• Our special people balloons (1)</li> <li>• Unkind, tease or bully? (1)</li> <li>• It's not fair! (1)</li> <li>• Solve the problem (2)</li> </ul> <p style="text-align: center;"><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• Super sleep (1)</li> <li>• Harold's picnic (2)</li> <li>• What could Harold do? (1)</li> <li>• Harold loses Geoffrey (1)</li> <li>• Sharing pictures (1)</li> <li>• How safe would you feel?(2)</li> </ul> <p style="text-align: center;"><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Then and now (1)</li> <li>• Haven't you grown (2)</li> <li>• Healthy me (1)</li> <li>• Taking care of a baby (1)</li> <li>• A helping hand (2)</li> <li>• My body, your body (2)</li> </ul>			<p style="text-align: center;"><b>Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• Friends are special (3)</li> <li>• As a rule (3)</li> <li>• Thunks (3)</li> <li>• An email from Harold (4)</li> <li>• Ok or not ok? Part 1 (4)</li> <li>• Ok or not ok? Part 2 (4)</li> </ul> <p style="text-align: center;"><b>Rights and Respect</b></p> <ul style="list-style-type: none"> <li>• Our helpful volunteers (3)</li> <li>• Helping each other to stay safe (3)</li> <li>• Who helps us stay healthy and safe? (4)</li> <li>• Safety in numbers (4)</li> <li>• It's your right (4)</li> <li>• Why pay taxes? (4)</li> </ul> <p style="text-align: center;"><b>Being My Best</b></p> <ul style="list-style-type: none"> <li>• Derek cooks dinner! (Healthy eating) (3)</li> <li>• Poorly Harold (3)</li> <li>• What makes me ME! (4)</li> <li>• Making choices (4)</li> <li>• Body team work (3)</li> <li>• Basic first aid (4)</li> </ul> <p style="text-align: center;"><b>Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Family and friends (3)</li> <li>• My community (3)</li> <li>• Can you sort it? (4)</li> <li>• What would I do? (4)</li> <li>• The people we share our world with (4)</li> <li>• That is such a stereotype (4)</li> </ul> <p style="text-align: center;"><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• Safe or unsafe? (3)</li> <li>• Danger or risk? (3)</li> <li>• The risk robot (3)</li> <li>• Danger, risk or hazard? (4)</li> <li>• Keep ourselves safe (4)</li> <li>• Picture wise (4)</li> </ul> <p style="text-align: center;"><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Relationship tree (3)</li> <li>• Body space (3)</li> <li>• Moving house (4)</li> <li>• Together (4)</li> <li>• Secret or surprise (4)</li> <li>• Basic first aid (3)</li> </ul>		<p style="text-align: center;"><b>Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• Collaboration challenge (5)</li> <li>• Give and take (5)</li> <li>• Our emotional needs (5)</li> <li>• Working together (6)</li> <li>• Solve the friendship problem (6)</li> <li>• Don't force me! (6)</li> </ul> <p style="text-align: center;"><b>Rights and Respect</b></p> <ul style="list-style-type: none"> <li>• What's the story? (5)</li> <li>• Fact or opinion? (5)</li> <li>• Two sides to every story (6)</li> <li>• Fakebook friends (6)</li> <li>• What's it worth? (6)</li> <li>• Happy shoppers (6)</li> </ul> <p style="text-align: center;"><b>Being My Best</b></p> <ul style="list-style-type: none"> <li>• It all adds up (5)</li> <li>• Star qualities (5)</li> <li>• Our recommendations (6)</li> <li>• What's the risk - 1 (6)</li> <li>• What's the risk - 2 (6)</li> <li>• Basic first aid (5)</li> </ul> <p style="text-align: center;"><b>Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Qualities of friendship (5)</li> <li>• Kind conversations (5)</li> <li>• Stop, start, stereotypes (5)</li> <li>• Ok to be different (6)</li> <li>• We have more in common than not (6)</li> <li>• Advertising friendships (6)</li> </ul> <p style="text-align: center;"><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• Ella's diary dilemma (5)</li> <li>• Spot bullying (5)</li> <li>• Would you risk it? (5)</li> <li>• Play, like, share (5)</li> <li>• Think before you click! (6)</li> <li>• To share or not to share (6)</li> </ul> <p style="text-align: center;"><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Dear Ash (5)</li> <li>• How are they feeling? (5)</li> <li>• Taking notice of our feelings (5)</li> <li>• Help! I'm a teenager – get me out of here! (5)</li> <li>• Helpful or unhelpful? Managing change (6)</li> <li>• I look great! (6)</li> </ul>	

PSHCE	<p><b>YR/1/2 – Cycle 23/24</b></p> <p style="text-align: center;"><b>Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• Good friends (1)</li> <li>• How are you listening? (1)</li> <li>• Our Feelings (1)</li> <li>• Feelings and Bodies (1)</li> <li>• Let's all be happy (2)</li> <li>• Being a good friend (2)</li> </ul> <p style="text-align: center;"><b>Rights and Respect</b></p> <ul style="list-style-type: none"> <li>• Harold's money (1)</li> <li>• Harold saves for something special (2)</li> <li>• How we should look after our money (1)</li> <li>• Taking care of something (1)</li> <li>• When I feel like erupting (2)</li> <li>• How can we look after our environment? (2)</li> </ul> <p style="text-align: center;"><b>Being My Best</b></p> <ul style="list-style-type: none"> <li>• Pass on the praise (1)</li> <li>• My day (2)</li> <li>• Harold's bathroom (2)</li> <li>• Harold's postcard – helping us keep clean and healthy (2)</li> <li>• Harold's wash and brush up (1)</li> <li>• Catch it! Bin it! Kill it! (1)</li> </ul> <p style="text-align: center;"><b>Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Harold's school rules (1)</li> <li>• Who are our special people (1)</li> <li>• My special people (2)</li> <li>• How do we make others feel? (2)</li> <li>• An act of kindness (2)</li> <li>• When someone is feeling left out (2)</li> </ul> <p style="text-align: center;"><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• Who can help? (1)</li> <li>• What should Harold say? (2)</li> <li>• Good or bad touches (1)</li> <li>• Fun or not? (2)</li> <li>• I don't like that!(2)</li> <li>• Should I tell? (2)</li> </ul> <p style="text-align: center;"><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Who can help? (1)</li> <li>• Sam moves away (2)</li> <li>• Surprises and secrets (1)</li> <li>• Keeping privates private (1)</li> <li>• Respecting privacy (2)</li> <li>• Some secrets should never be told (2)</li> </ul>	<p><b>Y3/4 - Cycle A (23/24)</b></p> <p style="text-align: center;"><b>Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• Looking after special people (3)</li> <li>• How can we solve this problem? (3)</li> <li>• Human machines (4)</li> <li>• Different feelings (4)</li> <li>• Dan's dare (3)</li> <li>• Under pressure (4)</li> </ul> <p style="text-align: center;"><b>Rights and Respect</b></p> <ul style="list-style-type: none"> <li>• Recount task (3)</li> <li>• Harold's environment project (3)</li> <li>• How do we make a difference (4)</li> <li>• In the news! (4)</li> <li>• Can Harold afford it? (3)</li> <li>• Earning money (3)</li> </ul> <p style="text-align: center;"><b>Being My Best</b></p> <ul style="list-style-type: none"> <li>• For or against? (3)</li> <li>• I am fantastic! (3)</li> <li>• SCARF Hotel (4)</li> <li>• Top talents (3)</li> <li>• Harold's seven R's (4)</li> <li>• My school community (4)</li> </ul> <p style="text-align: center;"><b>Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Respect and challenge (3)</li> <li>• Our friends and neighbours (3)</li> <li>• Islands (4)</li> <li>• Friend or acquaintance? (4)</li> <li>• Let's celebrate our differences (3)</li> <li>• Zeb (3)</li> </ul> <p style="text-align: center;"><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• Super searcher (3)</li> <li>• How dare you! (4)</li> <li>• Medicines check the label (4)</li> <li>• Help or harm? (3)</li> <li>• Alcohol and cigarettes: the facts (3)</li> </ul> <p style="text-align: center;"><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• My changing body (3)</li> <li>• Secret or surprise? (3)</li> <li>• None of your business (3)</li> <li>• My feelings are all over the place (4)</li> <li>• All change (4)</li> <li>• Preparing for changes at puberty (4)</li> </ul>	<p><b>Y5/6 - Cycle A (23/24)</b></p> <p style="text-align: center;"><b>Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• How good a friend are you? (5)</li> <li>• Relationship cake recipe (5)</li> <li>• Being assertive (5)</li> <li>• Assertiveness skills (6)</li> <li>• Behave yourself! (6)</li> <li>• Acting appropriately (6)</li> </ul> <p style="text-align: center;"><b>Rights and Respect</b></p> <ul style="list-style-type: none"> <li>• Rights, responsibilities and duties (5)</li> <li>• Mo makes a difference (5)</li> <li>• Spending wisely (5)</li> <li>• Lend us a fiver (5)</li> <li>• Democracy – elections (6)</li> <li>• Democracy – how laws are made (6)</li> </ul> <p style="text-align: center;"><b>Being My Best</b></p> <ul style="list-style-type: none"> <li>• Different skills (5)</li> <li>• My school community (5)</li> <li>• Independence and responsibility (5)</li> <li>• Five ways to wellbeing project (6)</li> <li>• This will be your life (6)</li> <li>• Basic first aid (6)</li> </ul> <p style="text-align: center;"><b>Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Happy being me (5)</li> <li>• The land of the red people (5)</li> <li>• Is it true? (5)</li> <li>• Respecting differences (6)</li> <li>• Tolerance and respect for others (6)</li> <li>• Boys will be boys – gender stereotypes (6)</li> </ul> <p style="text-align: center;"><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• Decision dilemmas (5)</li> <li>• Rat park (6)</li> <li>• Vaping: healthy or unhealthy? (5)</li> <li>• What sort of drug is...? (6)</li> <li>• Drugs: it's the law! (6)</li> <li>• Alcohol: what is normal? (6)</li> </ul> <p style="text-align: center;"><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Changing bodies and feelings (5)</li> <li>• Growing up and changing bodies (5)</li> <li>• Media manipulation (6)</li> <li>• Pressure online (6)</li> <li>• Is this normal? (6)</li> <li>• Making babies (6)</li> </ul>
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Computing		<p>Pupils demonstrate an understanding of the importance of online safety, using their own private usernames and</p> <p>Understand of the reasons for keeping their password private including talking about the meaning of 'private information' and actively demonstrate this in lessons</p> <p>Pupils take ownership of their work and will be able to save their work, using a memorable file name, to their own personal space on Purple Mash and understand that this can be retrieved later</p> <p>Most pupils will be able to contribute their ideas about communicating appropriately and relate online and off-line appropriate behaviour</p>	<p>Pupils are beginning to understand how to use the Purple Mash search bar and know the implications of inappropriate searches.</p> <p>Pupils demonstrate an understanding of the importance of online safety, using their own private usernames and passwords for Purple Mash</p> <p>Using 2Respond activities, the pupils develop an understanding of how to use email safely and responsibly</p> <p>They also know how to report inappropriate content to their teacher.</p> <p>Most pupils will be able to explain what a digital footprint is, that it is permanent and their online behaviour</p>	<p>Pupils understand what makes a good password for use on the Internet. Pupils are beginning to realise the outcomes of not keeping passwords safe.</p> <p>Pupils can contribute to a concept map of all the different ways they know that the Internet can help us to communicate.</p> <p>Pupils have contributed to a class blog with clear and appropriate messages.</p> <p>Pupils understand that some information held on websites may not be accurate or true.</p> <p>Pupils are beginning to understand how to search the Internet and how to think critically about the results that are returned.</p> <p>Pupils have accessed and assessed a 'spoof' website.</p> <p>Pupils have created their own 'spoof' webpage mock-up.</p> <p>Pupils have shared their 'spoof' web page on a class display board.</p> <p>Pupils evaluate facts from a website and explain how they fact checked the information that was presented.</p> <p>Pupils can identify some physical and emotional effects of playing/watching inappropriate content/games.</p> <p>Pupils relate cyberbullying to bullying in the real world and have strategies for dealing with online bullying including screenshot and reporting</p>	<p>Pupils know that security symbols such as a padlock protect their identity online. Pupils know the meaning of the term 'phishing' and are aware of the existence of scam websites. Pupils can explain what a digital footprint is and how it relates to identity theft.</p> <p>Pupils can give examples of things that they would not want to be in their digital footprint.</p> <p>Pupils can identify possible risks of installing free and paid for software</p> <p>Pupils know that malware is software that is specifically designed to disrupt, damage, or gain access to a computer.</p> <p>Pupils know what a computer virus is</p> <p>Pupils can determine whether activities that they undertake online,</p>	<p>Pupils can think critically about the information that I share online both about myself and others.</p> <p>Pupils know who to tell if I am upset by something that happens online.</p> <p>Pupils can use the SMART rules as a source of guidance when online.</p> <p>Pupils think critically about what they share online, even when asked by a usually reliable person to share something.</p> <p>Pupils have clear ideas about good passwords.</p> <p>Pupils can see how they can use images and digital technology to create effects not possible without technology.</p> <p>Pupils have experienced how image manipulation could be used to upset them or others even using simple, freely available tools and little specialist knowledge.</p> <p>Pupils can cite all sources when researching and explain the importance of this.</p> <p>Pupils select keywords and search techniques to</p>	<p>Pupils have used the example game and further research to refresh their memories about risks online including sharing location, secure websites, spoof websites, phishing and other email scams.</p> <p>Pupils have used the example game and further research to refresh their memories about the steps they can take to protect themselves including protecting their digital footprint, where to go for help, smart rules and security software.</p> <p>Pupils understand how what they share impacts upon themselves and upon others in the long-term.</p> <p>Pupils know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when they experience it or witness it as a bystander.</p> <p>Pupils' actions demonstrate that they also feel a responsibility to others when communicating and sharing content online</p> <p>Pupils can post comments and blog posts to an existing class blog.</p> <p>Pupils understand the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying.</p>
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			<p>influences what it shows.</p> <p>Most pupils will be able to give reasons for keeping their password safe that include protecting their personal information.</p> <p>Pupils know that Email is a form of digital communication</p> <p>Pupils have discussed their own experiences and understanding of what email is used for.</p> <p>Pupils have discussed what makes us feel happy and what makes us feel sad.</p> <p>Pupils can give examples of things that they would not want to be in their digital footprint</p> <p>Pupils can relate the creation of a digital footprint to their search history and make contributions to</p>	<p>Pupils have written rules about how to stay safe using email. Pupils have contributed to classmates' rules. Pupils understand the importance of draft.</p>	<p>infringe another's' copyright. They know the difference between researching and using information and copying it</p> <p>Pupils know about citing sources that they have</p> <p>Pupils can take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities.</p> <p>Pupils can give reasons for limiting screen time. Pupils can analyse the contents of a web page for clues about the credibility of the information.</p>	<p>find relevant information and increase reliability</p> <p>Pupils show an understanding of the disadvantages of different forms of communication and when it is appropriate to use each.</p>	<p>Pupils can comment on and respond to other blogs.</p> <p>Pupils can assess the effectiveness and impact of a blog.</p> <p>Pupils understand that content included in their blog carefully considers the end user.</p>
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				the class discussion about this in relation to online safety.  Pupils know that many search engine companies collect and sell information about users				
	Pre-school	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PE (including swimming)	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  Use one-handed tools and equipment, for example, making snips in paper with scissors.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. E.g: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Learn to attack and defend safely Be able to catch and throw a ball safely  Developing safe skills in gymnastics and dance Be able to run, jump & throw safely. To be able to send and return as well as hit, catch, run		Outdoor - Outdoor Adventurous Activities  Developing safe game playing skills involving team games (both indoor and outdoor) in the following games: basketball, badminton, hockey, cricket, athletics and gymnastics and dance.	Outdoor - Outdoor Adventurous Activities  Developing safe game playing skills involving team games (both indoor and outdoor) in the following games: basketball, badminton, hockey, cricket, athletics and gymnastics and dance.	Outdoor - Outdoor Adventurous Activities  Developing safe game playing skills involving team games (both indoor and outdoor) in the following games: basketball, badminton, hockey, cricket, athletics and gymnastics and dance.	
		Across key stage 1 the children will:  engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.			Across key stage 2 the children will:  be able to swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.  be able to take part in outdoor and adventurous activity challenges both individually and within a team			