



Luxulyan Primary School Safeguarding in the Curriculum

Aspect	Early Years	Key stage 1	Key stage 2
<p>Healthy and respectful relationships</p> <ul style="list-style-type: none"> • Boundaries and consent • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • How to recognise an abusive relationship, including coercive and controlling behaviour • The concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called ‘honour’-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support 	<p>JIGSAW PSHE UNITS</p> <p>Celebrating difference L6 Standing up for yourself</p> <p>Relationships L2 & 3 Make friends, make friends, never ever break friends!</p> <p>Relationships L6 Being the best friend we can be</p>	<p>JIGSAW PSHE UNITS</p> <p>Y1 Being me in my world L2 My class – rights and responsibilities and belonging Y1 Celebrating difference L5 Making new friends Y1 Relationships L1 Families Y1 Relationships L2 Making friends Y1 Relationships L3 Greetings (physical contact) Y1 Relationships L4 People who help us Y1 Relationships L6 Celebrating my special relationships Y2 Celebrating difference L6 Celebrating difference and still being friends Y2 Relationships L1 Families Y2 Relationships L2 Keeping safe exploring physical contact Y2 Relationships L3 Friends and conflict Y2 Relationships L4 Secrets Y2 Relationships L5 Trust and appreciation Y2 Relationships L6 Celebrating my special relationships Y2 Changing me L5 Assertiveness KS1 Optional lesson FGM and sensitive issues</p> <p>NSPCC- Speak Out Stay Safe assemblies and workshops</p>	<p>JIGSAW PSHE UNITS</p> <p>Y3 Celebrating difference L1 Families Y3 Celebrating difference L2 Family conflict Y3 Relationships L1 Family roles and responsibilities Y3 Relationships L2 Friendship Y4 Healthy me L1 My friends and me Y4 Healthy me L2 Group dynamics Y4 Healthy me L5 Healthy friendships Y4 Healthy me L6 Celebrating my inner strength and assertiveness Y4 Relationships L1 Jealousy Y4 Relationships L2 Love and loss (friendship issues) Y4 Relationships L4 Getting on and falling out Y4 Relationships L5 Boyfriends and girlfriends Y5 Changing me L5 Looking ahead 1 (Consent) Y6 Healthy me L3 Exploitation Y6 Healthy me L4 Gangs Y6 Relationships L4 Power and control Y6 Changing me L4 Boyfriends and girlfriends (Consent) Y6 Changing me L4A Adolescent friendships KS2 Optional lesson FGM and sensitive issues</p> <p>NSPCC- Speak Out Stay Safe assemblies and workshops</p>

		NSPCC- Speak Out Stay Safe assemblies and workshops	
Stereotyping, prejudice and equality	JIGSAW PSHE UNITS Being me in my world L1 Who...me?	JIGSAW PSHE UNITS Y2 Celebrating difference L1 and L2 Boys and Girls (stereotyping) Y2 Celebrating difference L5 Gender diversity	JIGSAW PSHE UNITS Y3 Relationships L1 Family roles and responsibilities Y3 Relationships L4 and 5 Being a global citizen Y3 Changing me L5 Family stereotypes Y4 Celebrating difference L1 Judging by appearances Y4 Celebrating difference L2 Understanding influences Y5 Being me in my world L2 Being a citizen of my country Y5 Being me in my world L3 Y5 Responsibilities (prejudice) Y5 Celebrating difference L1 Different cultures Y5 Celebrating difference L2 Racism Y5 Celebrating difference L3 Rumours and name calling Y5 Celebrating difference L5 Does money matter? Y5 Celebrating difference L1 Am I normal? Y5 Celebrating difference L2 Understanding difference
Body confidence and self-esteem		JIGSAW PSHE UNITS Y1 Being me in my world L4 Rewards and feeling proud Y1 Celebrating difference L6 Celebrating difference, celebrating me Y1 Dreams and goals L6 Celebrating my success Y1 Relationships L5 Being my own best friend Y2 Dreams and goals L6 Celebrating our achievement	JIGSAW PSHE UNITS Y3 Being me in my world L1 Getting to know each other – valuing myself Y3 Celebrating difference L6 Compliments Y4 Being me in my world L1 Becoming a class team Y4 Celebrating difference L5 Special me Y5 Healthy me L4 Body image Y5 Healthy me L5 My relationship with food Y5 Relationships L1 Recognising me (self esteem) Y5 Changing me L1 Self and body image Y6 Changing me L1 My self image Y6 Changing me L5 Real self and ideal self
Online safety	<u>NO KAPOW ONLINE SAFETY UNITS:</u> <u>Reception</u> –_Early Computing Skills	<u>KAPOW ONLINE SAFETY UNITS:</u> <u>Y1</u> L1: Using the Internet Safely : To recognise what the internet is and how to use it safely.	<u>KAPOW ONLINE SAFETY UNITS:</u> <u>Y3</u> L1: Beliefs, opinions and facts on the internet: To understand how the internet can be used to share beliefs, opinions and facts.

Safety and Privacy: Cross-over with PSHE curriculum: many of these aspects will be covered in PSHE sessions and can be extended to lay the foundations for online safety awareness.

Digital content: Use of personal trays within Mini Mash for saving work and discussion relating to these trays and physical tray rules in the classroom.

What 'private' means when using technology: Extend PSHE discussion about privacy to use of technology. For example, if discussion talking to strangers, what would you tell them? Would you tell someone you don't know on the computer anything. What should you keep private? Use 2Quiz to create sorting activities based upon class discussion. Can children sort things into private and not private?

Express how it feels to be uncomfortable with something: PSHE activities start to form the foundations of online safety. How do you feel in your body when you are not comfortable with something? – Relate to heart beating faster, feeling in your tummy, feeling upset or worried, shaky hands. This is your body giving you signals that you don't feel safe.

L2: Online emotions: To identify how people's feelings and emotions can be affected by online content.

L3: Always be kind and considerate: To recognise how to treat others, both online and in person.

L4: Posting and sharing online: To recognise the importance of being careful when posting and sharing online.

L5: How much time should we spend on technology? To discuss ways to balance time spent online and offline.

Y2

L1 : What happens when I post online?
To decide which information is safe to share online.

L2: How do I keep my things safe online?
To practise keeping information safe and private online.

L3: It's my choice: To recognise when to deny permission online.

L4: Is it true? To recognise that not everything online is true.

JIGSAW PSHE UNITS

Y1 Relationships L4 People who help us
KS1 Relationships Optional lesson – Being safe online
KS1 Healthy me Optional lesson – Learning about the internet

L2: Who should I ask? To explain what should be done before sharing information online.

L3: When being online makes me upset: To identify the effects that the internet can have on people's feelings.

L4: Sharing of information: To understand the ways personal information can be shared on the internet.

L5: Rules of social media platforms: To understand the rules for social media platforms.

Y4

L1: What happens when I search online? To describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy.

L2: How do companies encourage us to buy online? To describe some of the methods used to encourage people to buy things online.

L3: Fact, opinion or belief? To explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.

L4: What is a bot? To explain that technology can be designed to act like or impersonate living things.

L5: What is my #TechTimetable like? To explain how technology can be a distraction and identify when I might need to limit the amount of time spent using technology.

Y5

L1: Online protection: To understand how apps can access personal information and how to alter the permissions.

L2: Online communication: To be aware of the positive and negative aspects of online communication.

L3: Online reputation: To understand how online information can be used to form judgements.

L4: Online bullying: To discover ways to overcome bullying.

L5: Online health: To understand how technology can affect health and wellbeing.

	<p>Name 5 people who can help with negative feelings: Part of PSHE activity creating a 'helping hand' of trusted adults. Include the use of technology in the discussion; who can you go to if you see something that makes you feel uncomfortable when you are using a device?</p> <p>How to show kindness to others: Part of PSHE that could be related to sharing resources in the classroom including technology. <i>Use of Mashcams for children to express their thoughts and ideas verbally.</i></p> <p>Be aware of the impact of a lot of screen time: Use the Purple Mash file Screen Time Ideas as the basis for class talk about balancing time and choosing healthy activities.</p>		<p>Y6</p> <p>L1: Life online: To describe online issues that give us negative feelings and know how to get help.</p> <p>L2: Sharing online: To explore the impact and consequences of sharing online.</p> <p>L3: Creating a positive online reputation: To know how to create a positive online reputation.</p> <p>L4: Capturing evidence: To describe how to capture bullying content as evidence.</p> <p>L5: Password protection: To manage personal passwords effectively.</p> <p>L6: Think before you click: To be aware of strategies that help protect people online.</p> <p><u>JIGSAW PSHE UNITS</u></p> <p>Y3 Relationships L3 Keeping myself safe online Y4 Celebrating difference L4 Problem solving (bullying) Y5 Celebrating differences L3 Rumours and name calling Y5 Celebrating differences L4 Types of bullying Y5 Relationships L2 Safety with online communities Y5 Relationships L3 Being in an online community Y5 Relationships L4 Online gaming Y5 Relationships L6 Relationships and technology (grooming) Y6 Relationships L5 Being Online Y6 Relationships L6 Using technology responsibly</p> <p>✓ E-safety week in February every year</p>
<p>Child on child abuse</p>	<p><u>JIGSAW PSHE UNITS</u></p> <p>Celebrating difference L6 Standing up for yourself</p> <p>Being me in my world L4 Gentle hands</p>	<p><u>JIGSAW PSHE UNITS</u></p> <p>Y1 Celebrating difference L3 What is bullying? Y1 Celebrating difference L4 What do I do about bullying? Y2 Celebrating difference L3 Why does bullying happen</p>	<p><u>JIGSAW PSHE UNITS</u></p> <p>Y3 Celebrating difference L3 Witness and feelings Y3 Celebrating difference L4 Witness and solutions Y3 Celebrating difference L5 Words that harm Y4 Celebrating difference L3 Understanding bullying Y4 Celebrating difference L4 Problem solving (bullying) Y5 Celebrating differences L3 Rumours and name calling</p>

	Relationships L4 & 5 Falling out and bullying	Y2 Celebrating difference L4 Standing up for myself and others Stay Safe 'Bullying workshops'	Y5 Celebrating differences L4 Types of bullying Y5 Celebrating differences L5 Does money matter? Y6 Celebrating difference L3 Power struggles Y6 Celebrating difference L4 Why bully? Stay Safe 'Bullying workshops'
Fire, road, rail and water safety	People Who Help Us topic- visitors including police and fire service	JIGSAW PSHE UNITS Y1 Healthy me L5 Road Safety ✓ Road safety: Kids know best 'Think!' video: click Firework Safety: Circle time; age-appropriate safety tips discussion. ✓ Water safety: spot the dangers posters (x3) to be viewed & presentation from RNLI ✓ Sun safety Jigsaw optional lesson Y1/2	JIGSAW PSHE UNITS UKS2 Optional unit Fire and Fireworks LKS2 Optional unit Road safety and travel safety KS2 Optional unit water safety ✓ Y5 Junior life skills at St. Austell Fire Station ✓ Road Safety: 'Think!' Expect the unexpected. click ✓ Water Safety RNLI assembly Jigsaw optional water safety lesson Y5/6 ✓ Sun safety Jigsaw optional lesson Y5 ✓ Swimming lessons Y5 and Y6 – learn to swim 25m ✓ Y6 Cycling proficiency
Drugs, alcohol and tobacco	YR- Changing Me-L2-Respecting My body	JIGSAW PSHE UNITS Y1 Healthy me L4 Medicine Safety Y2 Healthy me L3 Medicine Safety	JIGSAW PSHE UNITS Y3 Healthy me L3 What do I know about drugs? Y4 Healthy me L3 Smoking Y4 Healthy me L4 Alcohol Y5 Healthy me L1 Smoking Y5 Healthy me L2 Alcohol Y6 Healthy me L2 Drugs Y6 Healthy me L3 Exploitation Y6 Healthy me L4 Gangs
Children missing in education	YR-Being Me In My World-L3 Being at School	Y2 Being in my world L2 Rights and Responsibilities	
Child Sexual Exploitation	YR-Being Me in My World- L5-Our Rights	Y2-Relationships- Celebrating My Special Relationships Y2-Relationships- L2. Keeping Safe - exploring physical contact	JIGSAW PSHE UNITS Y5 Relationships L6 Relationships and technology (grooming) Y6 Healthy me L3 Exploitation NSPCC- Speak Out Stay Safe assemblies and workshops

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Mental health	Marvellous Me topic-likes and dislikes YR-Being Me In My World-L2 How am I feeling today	<u>JIGSAW PSHE UNITS</u> Y2 Healthy me L2 Being relaxed ✓ Primary Mental Health Support Team workshops	<u>JIGSAW PSHE UNITS</u> Y5 Relationships L5 My relationship with technology screen time Y6 Healthy me L1 Taking responsibility for my health and well being Y6 Healthy me L5 Emotional and mental health Y6 Healthy me L6 Managing stress and pressure Y6 Relationships L1 What is mental health? Y6 Relationships L2 My mental health Y6 Changing me L5 Real self and ideal self ✓ Primary Mental Health Support Team workshops
Domestic Violence	YR- Being me in my world-L4 Gentle hands	Y2 Relationships L6 Celebrating my special relationships Y2 Relationships L2 Keeping Safe - exploring physical contact	Y6 Relationships L4 Power and control
Fabricated or induced illness	YR-Healthy me- L1-Everybody's body		
Forced marriage (KS3/4)	YR-Being me in our world- L5 Our rights	Y2 Relationships L6 Celebrating my special relationships	Y6 Changing me L4 Boyfriends and girlfriends (Consent)
Radicalisation and Extremism	YR-Being me in our world-L6 Our responsibilities		Teaching of the fundamental British values

Stranger Danger	JIGSAW PSHE UNITS Healthy me L5 Safe adults	Stranger danger appropriate lesson to be taught in Being Me in my World unit.	✓ Discussion about strangers and that most are safe: through E-safety discussions in E-safety and Kapow Computing curriculum
Keeping physically healthy	JIGSAW PSHE UNITS Healthy me L1 Everybody's body Healthy me L2 We like to move it, move it! Healthy me L3 Food, glorious food Healthy me L4 Sweet dreams Healthy me L5 Keeping clean Changing me L2 Respecting my body	JIGSAW PSHE UNITS Y1 Healthy me L1 Being healthy Y1 Healthy me L2 Healthy choices Y1 Healthy me L3 Clean and healthy Y1 Healthy me L6 Happy, healthy me Y2 Healthy me L1 Being healthy Y2 Healthy me L4 and L5 Healthy eating Y2 Healthy me L6 Happy, healthy me KS1 Optional unit Mega movers Y1 Relationships L4 People who help us Y2 Relationships L5 Trust and Appreciation	JIGSAW PSHE UNITS Y3 Healthy me L1 and L2 Being fit and healthy Y3 Healthy me L6 My amazing body Y5 Healthy me L5 My relationship with food Y5 Healthy me L6 Healthy me Y5 Relationships L5 My relationship with technology screen time Y6 Healthy me L1 Taking responsibility for my health and well being UKS2 Optional unit Healthy teeth and gums
Feeling safe	YR-Being me in our world-L5 Our rights YR- Healthy me-L6- safe adults	JIGSAW PSHE UNITS Y1 Being me in my world L1 Special and safe Y1 Being me in my world L2 Rights and responsibilities Y1 Being me in my world L5 Consequences Y1 Changes L6 Coping with changes Y2 Being me in my world L1 Hopes and fears Y2 Being me in my world L2 Rights and responsibilities Y2 Being me in my world L3 and L4 Rewards and consequences	JIGSAW PSHE UNITS Y3 Being me in my world L2 Our nightmare school Y3 Being me in my world L3 Our dream school Y3 Being me in my world L4 Rewards and consequences Y3 Healthy me L4 Being safe Y3 Healthy me L5 Safe or unsafe Y3 Healthy me L6 My amazing body Y4 Being me in my world L4 Rewards and consequences Y5 Being me in my world L4 Rewards and consequences Y6 Being me in my world L4 The learning charter Y6 Being me in my world L5 Our learning charter Optional units LKS2 and UKS2 Knife crime Optional unit Y4 Lockdown

By the end of primary school pupils should know

There are some aspects of education about safety which are statutory as part of the Relationships Education and Health Education Guidance:

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.
- that people sometimes behave differently online, including by pretending to be someone they are not.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult. how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Source: Relationships Education RSE and Health Education (DfE) [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Relationships_Education_Guidance.pdf)