

St Cecilia's Safeguarding Curriculum

Below is an overview of the teaching that we do so that the children learn to keep themselves safe from harm in whatever form that takes (Physical and Mental). This is not an exhaustive list and we address issues if and when they arrive.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Computing – Online safety</u> - Know who to tell if you are scared of what you have seen - Know who to tell if someone tries to talk to you. <u>PSHE</u> - Understanding differences - Managing feelings and name feelings - Good to be kind - Our rights and responsibilities - Using words to stand up for yourself - Healthy choices about exercise and food - Importance of washing hands - Knowing safe adults - Making friends - Solving problems - Being a good friend - Transition to year 1 <u>First Aid</u> - People who help us - Emergency contact number - How to stay safe	<u>Computing – Online safety</u> - Know what the internet is - To know that you should tell a trusted adult if you feel unsafe or worried online. - To know that people you do not know on the internet (online) are strangers and are not always who they say they are. - To know that to stay safe online it is important to keep personal information safe. To know that 'sharing online means giving something specific to someone else via the internet and 'posting' online means placing information on the internet. <u>PSHE (Jigsaw)</u> - Rights and responsibilities - Choices and consequences - Safety in the classroom - behaviours to keep the class safe - Understand bullying and what to do if it is seen - Understand that challenges are hard - Healthy and unhealthy - Know medicines can be harmful and helpful - Keeping clean hygienic - Recognise when we feel frightened and how to ask for help - Understanding families - Who to ask for help - Making friends - Recognise private parts of the body that no-one should touch (PANTS) <u>First Aid (Red Cross)</u> - Being Kind and Coping - Calling emergency services - What is First Aid - Asthma	<u>Computing – Online safety</u> - To understand the difference between online and offline. - To understand what information, I should not post online. - To know what the techniques are for creating a strong password. - To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.' - To understand that not everything I see or read online is true. <u>PSHE (Jigsaw)</u> - Rights and responsibilities - Rewards and consequences - Know how to make their classroom safe - Bullying and its impact - Understand why bullying happens because of difference - Getting help for bullying - Know what the body needs to be healthy - Healthy and unhealthy foods - Using medicines safely - Understand what relaxes and stresses - Understand good and bad physical touch - Saying stop if you are being hurt or uncomfortable - Sharing worry secrets - Recognise private parts of the body that no-one should touch (PANTS) <u>First Aid (Red Cross)</u> - Burns - Coping Skills	<u>Computing – Online safety</u> - To know that not everything on the internet is true: people share facts, beliefs and opinions online. - To understand that the internet can affect your moods and feelings. - To know that privacy settings limit who can access your important personal information, such as your name, age, gender etc. - To know what social media is and that age restrictions apply. <u>PSHE (Jigsaw)</u> - Self-worth - Facing new challenges - Responsible choices - Actions effecting others - Conflict within families - Bullying - Hurtful words - How exercise effects my body - Balanced diet - Introduction to drugs - Who to call to be safe - Strategies to stay safe - Recognise when someone is unsafe - Strategies to stay safe online - Recognising stereotypes <u>First Aid (Red Cross)</u> - Giving First Aid - Bleeding - Spotting Danger	<u>Computing – Online safety</u> - To understand some of the methods used to encourage people to buy things online. - To understand that technology can be designed to act like or impersonate living things. - To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology. - To understand what behaviours are appropriate in order to stay safe and be respectful online. <u>PSHE (Jigsaw)</u> - Thinking about the feelings of others - Judging by appearances - Understanding influencers - Bullying - Resilience when challenged - Effects of smoking - Effects of alcohol - Dealing with grief - Boyfriends and girlfriends - Female and male body changes - Changes within my control <u>First Aid (Red Cross)</u> - Head Injuries - Thinking about helping - Decision making	<u>Computing – Online safety</u> - To know different ways we can communicate online. - To understand how online information can be used to form judgements. - To understand some ways to deal with online bullying. - To know that apps require permission to access private information and that you can alter the permissions. - To know where I can go for support if I am being bullied online or feel that my health is being affected by time online. <u>PSHE (Jigsaw)</u> - Rights and responsibilities - Cultural difference leading to conflict - Racism - Rumour spreading and bullying - Risks of smoking - Risks with alcohol - Basic emergency procedures - Body image and stereotype - Healthy lifestyle - Recognising my strengths - Online Gaming - Screen Time - Staying safe online - Body images - Body changes <u>First Aid (Red Cross)</u> - Broken Bones - Choking - Comforting others	<u>Computing – Online safety</u> - To know that a 'digital footprint' means the information that exists on the internet as a result of a person's online activity. - To know what steps are required to capture bullying content as evidence. - To understand that it is important to manage personal passwords effectively. - To understand what it means to have a positive online reputation. - To know some common online scams. <u>PSHE(Jigsaw)</u> - Rights and responsibilities - Bullying - Making healthy choices - Impact of smoking - Exploitation and gangs - Mental Health - Recognising stress triggers - Grief - Power and control in relationships - Safety online - Body image and self worth <u>First Aid (Red Cross)</u> - Giving First Aid - Unresponsive and not breathing - Unresponsive and breathing - Keeping Calm - Safety Stories

Whole School Initiatives

Start of term – discussion about school rules and how they apply in their class. Behaviour policy/ curriculum explored with the children so they know the expectations at different times during the day.

NSPCC Numbers day – promote the work of the NSPCC and how they support children

NSPCC Speak Up, Speak Out Assembly – Teaches children about different forms of abuse and how you can spot them. It also ogive pointers on what do to if you are feeling worried, frightened or scared

Children's Mental Health Day – Children engage with the topic of mental health and spend the day discussing their own mental health and what impacts it negatively and positively

Safer Internet Day – Children spend the day taking part in online lessons and assemblies based on the theme for the year.

Anti-bullying week – children explore what bullying is and then explore how to tackle it as it arises.

Road Safety workshop from WBC – Annual roadshow held by WBC on staying safe on the roads

Thames Valley Police – School workshops

Collective Worship

- 1) Who can you talk to if you are feeling frightened, worried or scared?
- 2) How can we keep each other safe in school?
- 3) Risk assessing in the playground and around school
- 4) Who would you talk to?
- 5) Lockdown and the importance in school to stay safe
- 6) NSPCC speak up and speak out
- 7) Staying safe in the Summer e.g around water