

Woodland View Primary School Safeguarding Curriculum Overview

Key Stage 1

Health and Wellbeing Core 1	Relationships Core 2	Living in the Wider World Core 3	British Values	Dimensions 3D PSHE Extremism and Radicalism (Tolerance including PREVENT)
Healthy lifestyles (physical wellbeing)	Families and close positive relationships	Shared responsibilities	Keeping Safe Core 1 Unit 5	FACT and OPINION
<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p>	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>	<p>✓ Individual liberty and mutual respect</p> <p>✓ The rule of law</p> <p>Fairness Core 2 Unit 3</p> <p>✓ Tolerance</p> <p>✓ Individual liberty and mutual respect</p> <p>Hygiene Core 1 Unit 2</p> <p>✓ Individual liberty and mutual respect</p> <p>Communication Core 2 Unit 1</p> <p>✓ The rule of law</p> <p>Changing and Growing Core 1 Unit 3</p> <p>✓ Individual liberty and mutual respect</p> <p>Bullying Core 2 Unit 2</p> <p>✓ Individual liberty and mutual respect</p> <p>✓ Tolerance</p> <p>Rules and Responsibilities Core 3 Unit 1</p>	<p>• Understand the meaning and differences between ‘fact’ and ‘opinion’</p> <p>• Learn that beliefs are kinds of opinions that should be accepted, but not necessarily adopted</p> <p>• Recognise and know how to deal with situations involving peer pressure</p> <p>• Recognise and respect similarities and differences between people</p>

<p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. about the people who help us to stay physically healthy</p>			<ul style="list-style-type: none"> ✓ The rule of law ✓ Democracy 	
<p>Mental health</p>	<p>Friendships</p>	<p>Communities</p>	<p>Family and Friends Core 2 Unit 4</p> <ul style="list-style-type: none"> ✓ Tolerance ✓ Individual liberty and mutual respect 	<p>Right or Wrong</p>
<p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated</p>	<p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p>	<p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p>	<p>Emotions Core 1 Unit 4</p> <ul style="list-style-type: none"> ✓ Individual liberty and mutual respect <p>Communities Core 3 Unit 2</p> <ul style="list-style-type: none"> ✓ The rule of law ✓ Democracy ✓ Tolerance <p>Healthy Lifestyles Core 1 Unit 1</p> <ul style="list-style-type: none"> ✓ Individual liberty and mutual respect <p>Money and Finance Core 3 Unit 3</p> <ul style="list-style-type: none"> ✓ Individual liberty and mutual respect ✓ The rule of law <p>See annual assembly planning for BV themes covered</p>	<ul style="list-style-type: none"> • Recognise the difference between 'fact' and 'opinion' • Recognise and know how to deal with situations involving confrontation • Recognise and respect similarities and differences between people

with this; to recognise what helps people to feel better				
Ourselves, growing and changing	Managing hurtful behaviour and bullying	Media literacy & digital resilience		Valuing Differences
<p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p>	<p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p>		<ul style="list-style-type: none"> • Understand the meanings of 'same' and 'different' • Recognise ways in which they are connected to each other • Understand that difference is a positive feature • Identify and respect similarities and differences between people
Keeping safe	Safe relationships	Economic wellbeing: Money		
<p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p>	<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p>	<p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p>		

<p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>	<p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>			
<p>Drugs, alcohol and tobacco</p>	<p>Respecting self and others</p>	<p>Economic wellbeing: Aspirations, work and career</p>		
<p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>L14. that everyone has different strengths</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>		

Online Safety	Child Protection	Mental Health	Child- on-child Abuse Bullying	Protected Characteristics	Healthy Relationships/ Domestic Abuse	Substance Misuse	Bereavement	Equality Diversity Inclusion PREVENT
Assembly Themes								
Safer internet Day Autumn 1: Online Safety- Smart Cats Autumn 2: Screen time addiction and well being (what is the culture in your house?) Spring 1: Managing Online Information Spring 2: Privacy and Security Summer 1: Self-Image and Identity Summer 2: Online Relationships	NSPCC PANTS Safeguarding – Stranger Danger (link to trick or treating) Safeguarding: The Blue Butterfly Road Safety Week Children in Need Safeguarding: Water Safety Fire safety Rail safety	Safeguarding: How to keep our mind healthy (Children’s Mental Health Week) Overcoming Adversity	Anti-Bullying Week	Girls Who Dare to be Different - International Women’s Day Boys who Dare to be Different - Influential Men	Speak out to stay safe - ChildLine – understanding different forms of abuse, recognising the signs of harm or abuse, knowledge of how to protect themselves from abuse and an awareness of how to get help, including childline			Black History Month Inspire: Influential Black Figures World Religion Day (Jan) The Windrush – British Value Mutual Respect Culture launch assembly

RSE Curriculum Strands KS1				
Families and People Who Care for Me	Caring Friendships	Respectful Relationships	Online Relationships	Being Safe
<ul style="list-style-type: none"> the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family 	<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and 	<ul style="list-style-type: none"> the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. 	<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness 	<ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

members, the importance of spending time together and sharing each other's lives.	<p>experiences and support with problems and difficulties.</p> <ul style="list-style-type: none"> • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	<ul style="list-style-type: none"> • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. 	<ul style="list-style-type: none"> • 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.
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Racism and Equality Sessions

Summer 2: Value RESPECT

During the final summer term in PSHE all year groups spend the first two weeks of the term exploring our core golden value of respect- helping children to understand what respect is and how this looks in action.

We have a sharp focus on respecting others and appreciating differences and diversity. This is a key part of our work on inclusion.

Alongside our planned 3D PSHE lessons, all classes incorporate these **Racism and Equality** lessons discreetly.

Year Group	Racism and Equality Focus	Suggested resources
FS	<p>We are all different</p> <ul style="list-style-type: none"> • Understand we are all different • Understand what makes them unique 	<p><i>We are all different</i> <i>We are all unique Twinkle resources</i></p>
1	<p>Celebrating our differences:</p> <ul style="list-style-type: none"> • Understand that people are different • Begin to appreciate and celebrate differences • Understand the importance of diversity 	<p><i>Twinkle resource</i> <i>Celebrating our differences</i></p>

	<ul style="list-style-type: none"> • Begin to understand what the word racism means 	
2	<p>We're all Different:</p> <ul style="list-style-type: none"> • Understand that people are different • Understand the importance of diversity • Understand what to do if someone is being bullied because of their differences • Begin to understand what the word racism means • Know that everyone has the right to be treated fairly 	<p><i>We're all Different- Twinkle as a starting point</i></p> <p><i>Equality Twinkle</i></p> <p><i>KS1 Anti-racism discussion cards (Teacher can add/amend as needed)</i></p>