

The Safeguarding Curriculum

Safeguarding themes covered through the jigsaw unit	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>The golden threads of safe guarding that run throughout the Jigsaw scheme also work towards the safeguarding of our children such as being emotionally literate (knowing how to name our feelings and how to express them), understanding the rights of children, mindfulness (looking after our mental health), recognising, celebrating and respecting our differences. Recognising, accepting and representing different types of families including single parent, travellers, same sex parents and families with disabilities.</p>								
<p>Autumn 1 Being me in my world</p> <p>Self-regulation – how our behaviour affects others</p> <p>Online safety for years 1 – 6 as part of the computing curriculum</p> <p>Glow – domestic violence workshops</p>	I can use gentle hands and understand that it is good to be kind to people.	I understand why it is good to be kind and use gentle hands	I can recognise the choices I make and understand the consequences	I can recognise the choices I make and understand the consequences	I understand that my actions affect myself and others and I care about other people's feelings	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how an individual's behaviour can impact on a group	I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities I understand that my actions affect other people locally and globally Visit from the fire service learning about how fires start, how to keep safe and making an escape plan. Glow – domestic violence workshops
<p>Autumn 2 Celebrating difference Anti-bullying week</p> <p>Mental health awareness day</p> <p>Gender stereotypes</p> <p>Glow – domestic violence workshops</p>	I can use my words to stand up for myself.	I know which words to use to stand up for myself when someone says or does something unkind	I can tell you what bullying is I know some people who I could talk to if I was feeling unhappy or being bullied	I understand that bullying is sometimes about difference I can recognise what is right and wrong and know how to look after myself I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	I know what it means to be a witness to Bullying I know that witnesses can make the situation better or worse by what they do I can tell you about a time when my words affected someone's feelings and what the consequences were	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure I can tell you why witnesses sometimes join in with bullying and sometimes don't tell I understand that, sometimes, we make assumptions based on what people look like	I understand what racism is I understand how rumour-spreading and name-calling can be bullying behaviours I can explain the difference between direct and indirect types of bullying	I can explain some of the ways in which one person or a group can have power over another I know some of the reasons why people use bullying behaviours I can explain ways in which difference can be a source of conflict and a cause for celebration Police knife safety and gangs talk. Glow – domestic violence workshops
<p>Spring 1 Dreams and goals</p>	PDSA visit – safety with pets	Parent visits with a safety focus – who can help me? E.g. police, doctor, firefighter				Additional water safety lesson (can be taught elsewhere)		I can identify problems in the world that concern me and talk to other people about them
<p>Spring 2 Healthy Me Drugs</p> <p>Road Safety</p> <p>Making Emergency calls</p> <p>First aid</p>	I know what to do if I get lost and how to say NO to strangers	I know what a stranger is and how to stay safe if a stranger approaches me PCSO visit to make children familiar and comfortable with police officers.	I know that all household products including medicines can be harmful if not used properly I understand that medicines can help me if I feel poorly and I know how to use them Safely I know how to keep safe when crossing the road, and about people who can help me to stay safe First aid including recovery position and making emergency calls.	I understand how medicines work in my body and how important it is to use them safely	I can tell you my knowledge and attitude towards drugs I know some strategies for keeping myself safe, who to go to for help and how to call emergency services I can identify when something feels safe or unsafe	I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol I can recognise when people are putting me under pressure and can explain ways to resist this when I want visit from nurse or doctor	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations I can describe the different roles food can	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart I understand that some people can be exploited and made to do things that are against the law I know why some people join gangs and the risks this involves I can recognise stress and the triggers that cause this and I understand how

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							play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures First aid training	stress can cause drug and alcohol misuse. Additional healthy teeth and gums lesson Police visit to reinforce learning around drugs and alcohol
Relationships Anti-bullying revisited Consent	I know what to say and do if somebody is mean to me Dentist visit to talk about correct teeth brushing	I am starting to understand the impact of unkind words I can use Calm Me time to manage my Feelings Visit from a dentist to talk about oral hygiene	I know appropriate ways of physical contact to greet my friends and know which ways I prefer Additional sun safety lesson	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret I recognise and appreciate people who can help me in my family, my school and my community	I know and can use some strategies for keeping myself safe online		I understand that belonging to an online community can have positive and negative consequences I understand there are rights and responsibilities in an online community or social network I can explain how to stay safe when using technology to communicate with my friends additional sun safety lesson	I know how to take care of my mental Health I can judge whether something online is safe and helpful for me I can use technology positively and safely to communicate with my friends and family I can recognise when people are trying to gain power or control Mrs Shapeshifter performance – Sexual exploitation
Changing me Relationships and health education (RHE) Consent Gender stereotypes	I can name parts of my body and show respect for myself NSPCC pants rule	I can name parts of the body including 'private parts'. NSPCC pants rule	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina NSPCC pants rule	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private I understand there are different types of touch and can tell you which ones I like and don't like NSPCC pants rule Additional FGM lesson	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process I can start to recognise stereotypical ideas I might have about parenting and family roles NSPCC pants rule	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I can describe how boys' and girls' bodies change during puberty I understand that sexual intercourse can lead to conception and that is how babies are usually made	I am aware of my own self-image and how my body image fits into that I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born Year 6 warning zone visit Visit from the school nurse to support RHE teaching