Teaching safeguarding through the curriculum

Paragraphs 129-133 of Keeping Children Safe in Education state that schools should must teach children:

- How to keep themselves and others safe, including online, and that effective education is tailored to the specific needs and vulnerabilities of individual children.
- Relevant topics within Relationships Education and Health Education in line with statutory guidance (Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)).
- Preventative education, to prepare children for life in modern Britain, creating a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.
- A clear set of values and standards, upheld and demonstrated throughout all aspects of school life, underpinned by the school's behaviour policy and pastoral support system.
- Evidence-based RSHE, delivered regularly through timetabled lessons and reinforced throughout the whole curriculum, including:
    o healthy and respectful relationships;
    o boundaries and consent;
    o stereotyping, prejudice and equality;
    o body confidence and self-esteem;
    o how to recognise an abusive relationship, including coercive and controlling behaviour;
    o 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;
    o what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Paragraph 134 and 141-144 state the necessity to ensure that appropriate filtering and monitoring systems are in place and that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding. Leaders must do all they reasonably can to limit children's exposure to the risks (listed below) when using the school's IT system.

Paragraphs 135-138 specifies expectations for the teaching and learning of online safety. The breadth of issues classified within online safety is categorised in KCSiE into four areas:
- Content.
- Contact.
- Conduct.
- Commerce.

The school's Relationships and Behaviour Policy, Child Protection Policy, Online Safety (including Acceptable Use) Policy, Anti-Bullying and Hate Policy, PSHE Policy and RSE Policy, amongst others, detail the school's approach to safeguarding children and child protection. These policies aim to enable all children to learn and access the curriculum safely, fairly and consistently, meeting individual needs and supporting individuals/groups accordingly. The curriculum is inclusive and challenging for all, irrelevant of background or experience; however, it takes these matters into consideration to ensure that the curriculum is appropriate and tailored to individual need.

The school's rules of Ready, Respectful and Safe encompass, teach and celebrate safeguarding. These rules are lived and breathed through Naunton Park, through all lessons within the curriculum and through extra-curricular activities. The school's values of kindness, respect, responsibility, resilience, curiosity and determination feed into everything we do and teach children to be valued citizens within the school and wider community. These values are integral to our curriculum, taught through the school's curriculum, assemblies, interventions, leading literature and other extra-curricular activities.

Curriculum coverage of safeguarding

	Area of learning	FS	Y1	Y2	Y3	Y4	Y5	Y6
Term 1	**PSHE & RSE**	Life Education with Coram/GHLL Being Me in My World - "How am I feeling today?" (recognising and managing feelings) - "Gentle hands" (being kind and using gentle hands) - "Our rights" (right to learn and play) - "Our responsibilities" (being responsible)	Life Education with Coram/GHLL - My Wonderful Body Being Me in My World - "Rights and responsibilities" (making our class a safe place) - "Consequences" (our feelings when facing a consequence)	Life Education with Coram/GHLL - Feelings Being Me in My World - "Rights and Responsibilities" (our own and others' rights, responsibilities come with rights) - "Rewards and consequences (making our class a safe place)	Life Education with Coram/GHLL - Meet the Brain Being Me in My World - "Our nightmare school" (recognising the feeling of being happy, sad and scared) - "Rewards and consequences" (understanding that behaviour brings rewards/ consequences)	Life Education with Coram/GHLL – It's Great to be Me Being Me in My World - "Rights, responsibilities and democracy" and "Being a school citizen" (being a citizen of the school) - "Rewards and consequences" (understanding how consequences motive behaviour)	Life Education with Coram/GHLL - Friends Being Me in My World - "Rewards and consequences and "Being a citizen of my country" (understanding how actions affect me and others)	Life Education with Coram/GHLL - Decisions Being Me in My World - "Being a citizen" (differences between communities, empathy, knowing our own needs and wants)
	Other curriculum areas, such as computing and science	Taking turns, being kind, knowing the school rules, knowing what to do if the fire alarm sounds, walking in school (not running), following instructions, listening, asking for help, working with others, understanding personal space, boundaries, playing fairly etc.	Computing - communicating effectively online Various subjects – safe use of devices, usernames/passwords, sharing information and searching online	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online History – diversity, tolerance, respect, confidence, Black History Month	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online	Computing – safe research online Various subjects – safe use of devices, usernames/passwords, sharing information and searching online	Computing – safe research online Various subjects – safe use of devices, usernames/passwords, sharing information and searching online History – society, cultural capital, belonging	Computing – safe research online Various subjects – safe use of devices, usernames/passwords, sharing information and searching online History – diversity, tolerance, equality
	Literature	Mixed – Understanding others, love & acceptance Kind – kindness, understanding & tolerance The Same but Different – individuality, difference, diversity Barefoot Book of Children – cultural similarity & difference What the Jackdaw Saw – Inclusivity, BSL	The Owl Who Was Afraid of the Dark – managing emotions	The Lion Inside and The Worrysaurus – being me in my world, hopes and fears, rights & responsibilities Windrush Child and Coming to England – cultural capital, diversity, social skills, communication Gigantic – determination, courage	The Nowhere Emporium – respect, kindness. Determination, resilience, curiosity The Boy, The Mole, The Fox & The Horse – social, emotional & mental health, determination respect etc.	Night Bus Hero – British Values, tolerance, respect, homelessness, belonging	What do you do with a Problem – social, emotional, mental health 1000 Year Old Boy – disabilities, bullying, friendship, caring for others	Girl of Ink & Stars – Individual liberty, democracy & law When the Sky Fell – bereavement, mental health The Story of the Second World War for Children - equality, black history, role of women in society, individual liberty, respect, tolerance
	Assemblies and additional activities/enrichment weeks	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Black History Month Termly safeguarding-specific assembly – keeping ourselves safe in school (conduct, consent, contact) – evacuation, adults, premises etc.	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Black History Month Termly safeguarding-specific assembly – keeping ourselves safe in school (conduct, consent, contact) – evacuation, adults, premises etc.	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Black History Month Termly safeguarding-specific assembly – keeping ourselves safe in school (conduct, consent, contact) – evacuation, adults, premises etc.	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Black History Month Termly safeguarding-specific assembly – keeping ourselves safe in school (conduct, consent, contact) – evacuation, adults, premises etc.	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Black History Month Termly safeguarding-specific assembly – keeping ourselves safe in school (conduct, consent, contact) – evacuation, adults, premises etc.	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Black History Month Termly safeguarding-specific assembly – keeping ourselves safe in school (conduct, consent, contact) – evacuation, adults, premises etc. Skill Zone trip	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Black History Month Termly safeguarding-specific assembly – keeping ourselves safe in school (conduct, consent, contact) – evacuation, adults, premises etc.
Term 2	**PSHE & RSE**	Celebrating difference – "Standing up for yourself" (consent, standing up for ourselves) - "I'm special, I'm me" (differences) - "Making friends" (being kind to others)	Celebrating difference - "Standing up for yourself" (consent) - Bullying (tolerance, difference, dealing with bullying, feeling and keeping safe, asking for help)	Celebrating difference - "Standing up for myself and others" and "Why does bullying happen?" (consent, understanding right and wrong, tolerance, difference, dealing with bullying, asking for help)	Celebrating difference - "Family conflict" (self-calming strategies, sources of family conflict, strategies to help solve conflict) - "Witness and feelings & Witness and solutions"	Celebrating difference - "Understanding influences" (thoughts about other people) - "Understanding bullying" (witnessing bullying, being a target)	Celebrating difference - "Racism" (concepts of racism and discrimination, words used by others, understanding the impact words can have on others) - "Rumours and name calling" and "Types of bullying"	Celebrating difference - "Power struggles" (power in different scenarios, necessary power and when power is unwarranted and causes others to feel unsafe)

				(homophobic bullying, bullying, what to do if witness bullying, techniques to solve issues)	- "Special me" (respecting physical appearances) - "Celebrating difference" (accepting others)	(empowering ourselves, how rumours are spread, impact of name calling, direct & indirect bulling, reporting things that feel wrong)	- "Why bully?" (reasons for bulling, how it makes people feel, solving problems, asking for help)
	Other curriculum areas, such as computing and science	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online Science – parts of the body, changing as we grow, keeping healthy RE – all school and British Values, diversity, looking after others	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online Science – physical and mental health, healthy eating, hygiene RE – all school and British Values, diversity, looking after others	Science – keeping healthy Various subjects – safe use of devices, usernames/passwords, sharing information and searching online RE – all school and British Values, diversity, looking after others	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online Science – physical health, healthy eating, parts of the body RE – all school and British Values, diversity, looking after others	Computing – understanding the use of networks and evaluating digital content Various subjects – safe use of devices, usernames/passwords, sharing information and searching online RE – all school and British Values, diversity, looking after others	Computing – understanding the use of networks and evaluating digital content Various subjects – safe use of devices, usernames/passwords, sharing information and searching online Science – reproduction of living things, adaptation RE – all school and British Values, diversity, looking after others
	Literature	Dogger – Upset, loss, kindness Tell Me Something Happy Before I Go To Sleep – Fear, relationships, kindness, caring You're All My Favourites – Friendship, family groups & dynamics Owl Babies – family, loss, fear, worry, excitement	Willow Wildthing – bravery, teamwork, friendships Something Else – anti-bullying, celebrating differences, tolerance, respect, diversity Can I Join Your Club? - anti-bullying, celebrating differences, tolerance, respect, diversity	Exercise and Play – physical health, mental wellbeing, social skills Resting and Sleeping - physical health, mental wellbeing, keeping ourselves safe	The Nowhere Emporium – respect, kindness. Determination, curiosity Stig of the Dump – responsibility, friendship Krindlekrax – bravery Feelings – social and mental health	Cloud Busting – anti-bullying, tolerance, respect	Giraffes Can't Dance – growth mindset and affirmation, perseverance, respect The Invisible String – emotional connections Tom's Midnight Garden – death, loneliness, friendship, determination, resilience	Girl of Ink & Stars – Individual liberty, democracy & law A Christmas Carol – kindness, respect, social inequality, cultural capital Amazing Evolution - curiosity
	Assemblies and additional activities/enrichment weeks	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – keeping safe online and using devices in school (conduct, content, commerce). Anti-bullying Week (Nov)	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – keeping safe online and using devices in school (conduct, content, commerce). Anti-bullying Week (Nov)	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – keeping safe online and using devices in school (conduct, content, commerce). Anti-bullying Week (Nov)	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – keeping safe online and using devices in school (conduct, content, commerce). Anti-bullying Week (Nov)	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – keeping safe online and using devices in school (conduct, content, commerce). Anti-bullying Week (Nov)	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – keeping safe online and using devices in school (conduct, content, commerce). Anti-bullying Week (Nov)	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – keeping safe online and using devices in school (conduct, content, commerce). Anti-bullying Week (Nov)
Term 3	**PSHE & RSE**	Dreams and Goals - "Obstacles and support" (using kind words to encourage others)	Dreams and Goals - "Overcoming obstacles" (solving issues & recognising our feelings when faced with a challenge)		Dreams and Goals - "Overcoming obstacles" (managing feelings of frustration when obstacles occur)	Dreams and Goals - "Broken dreams" and "Overcoming disappointment" (managing feelings of disappointment and overcoming disappointment)	Dreams and goals - "How can we support each other?" (understanding differences in aspirations in different cultures, positive contributions to support others)	Dreams and goals - "Helping to make a difference" (empathy, giving and accepting praise and compliments)
	Other curriculum areas, such as computing and science	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online	Computing - Internet safety and effective and safe searching, understanding online information Various subjects – safe use of devices, usernames/passwords, sharing information and searching online Science/Geography – differences, diversity, respect, cultural capital	Computing – Using the internet safely and appropriately to search and inform Various subjects – safe use of devices, usernames/passwords, sharing information and searching online Science/Geography – keeping ourselves safe	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online Science/Geography – keeping ourselves & our world safe	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online Science/Geography – keeping ourselves & our world safe	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online Science/Geography – keeping ourselves & our world safe

	Literature	Colour Monster – regulating emotions Poles Apart – world view, belonging, friendship, understanding Meesha Makes Friends, Ruby's Worry, Ravi's Road – inclusivity, friendship, emotional regulation Message in a Bottle – celebrating difference Welcome – tolerance, acceptance, migrants Rainbow Fish – sharing, friendship	Ruby's Worry – managing our mental health What Makes me Me – managing our mental health, confidence, esteem Smartie the Penguin – online safety Big Sky Mountain – respect for the environment	Smartie the Penguin & other online stories – Internet safety, reporting concerns, asking for help Butterfly Lion – friendship and love	Nim's Island – resilience, looking after ourselves The Invisible String – emotional and mental health The Garbage Dog – kindness The Brilliant Deep – curiosity, resilience The Mess We Made – responsibility, respect Krindlekrax – bullying, kindness, determination, social skills Cloud Busting – bullying, diversity	Looing After Your Mental Health - SEMH	Have you filled your bucket today? – self-esteem, kindness, empathy, helping ourselves and others	Shackleton – determination, resilience Brightstorm – resilience, kindness, curiosity Planet Earth – social issues, curiosity
	Assemblies and additional activities/enrichment weeks	Internet Safety Day (Feb) Children's Mental Health Week (Feb) The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – contact with adults and other children in school, e.g. questioning or raising a concern (contact, conduct)	Internet Safety Day (Feb) Children's Mental Health Week (Feb) The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – contact with adults and other children in school, e.g. questioning or raising a concern (contact, conduct)	Internet Safety Day (Feb) Children's Mental Health Week (Feb) The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – contact with adults and other children in school, e.g. questioning or raising a concern (contact, conduct)	Internet Safety Day (Feb) Children's Mental Health Week (Feb) The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – contact with adults and other children in school, e.g. questioning or raising a concern (contact, conduct)	Internet Safety Day (Feb) Children's Mental Health Week (Feb) The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – contact with adults and other children in school, e.g. questioning or raising a concern (contact, conduct)	Internet Safety Day (Feb) Children's Mental Health Week (Feb) The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – contact with adults and other children in school, e.g. questioning or raising a concern (contact, conduct)	Internet Safety Day (Feb) Children's Mental Health Week (Feb) The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – contact with adults and other children in school, e.g. questioning or raising a concern (contact, conduct)
Term 4	**PSHE & RSE**	Healthy Me - "Stranger Danger" (feeling and keeping safe, people to talk to, asking for help)	Healthy Me - "Medicine safety" (helping ourselves when we feel poorly) - "Road safety" (asking for help, strategies when we feel frightened) - "Stranger Danger" (feeling and keeping safe, people to talk to, asking for help)	Healthy Me - "Stranger Danger" (feeling and keeping safe, people to talk to, asking for help) - "Medicine safety" (caring for our bodies) - "Being healthy" and "Being relaxed" (leading healthy lifestyles)	Healthy Me - "Being safe" and "Safe or Unsafe" (keeping and feeling safe, places of safety, online safety, taking responsibility for ourselves and helping others be safe) - "What do I know about drugs?" (feelings about drugs)	Healthy Me - "Healthy friendships" (feelings of fear & anxiety, peer pressure, who to ask for help) - "Celebrating my inner strength and assertiveness" (own sense of right/wrong, making decisions to suit us, techniques to feel empowered, keeping safe from harm) - "Smoking" and "Alcohol" (peer pressure, feelings in group situations, acting assertively) - "Celebrating my inner strength and assertiveness" (knowing how to be assertive)	Healthy Me - "Smoking" and "Alcohol" (making informed decisions, resisting pressure) - "Emergency Aid" (keeping calm and safe) - "Body Image" (self-respect)	Healthy Me - "Taking responsibility for my health and well-being" (caring for physical and emotional health) - "Drugs", "Exploitation" and "Gangs" (peer pressure, coping with life's situations) - "Emotional and mental health" (understanding how to help ourselves be emotionally healthy and recognising when we need help) - "Managing stress and pressure" (using strategies)
	Other curriculum areas, such as computing and science	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online RE – all school and British Values, diversity, looking after others	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online RE – all school and British Values, diversity, looking after others	Computing – using email safely to store, retrieve and manipulate data, and understanding networks Various subjects – safe use of devices, usernames/passwords, sharing information and searching online RE – all school and British Values, diversity, looking after others	Computing – the use of the Internet safely and appropriately Various subjects – safe use of devices, usernames/passwords, sharing information and searching online RE – all school and British Values, diversity, looking after others	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online RE – all school and British Values, diversity, looking after others	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online RE – all school and British Values, diversity, looking after others

	Literature	Huge Bag of Worries – worries & sharing worries
Where the Wild Things Are – being part of a group
Dave & the Tooth Fairy – growing up & changes
Find Your Happy – recognising & managing feelings
Big Feelings – feelings & emotions, empathy, difference, kindness	Kind – social skills	The Way Home for Wolf – teamwork, social skills, helping others	Nim's Island – resilience, looking after ourselves	There's a Rang-tan in my Bedroom – respect, responsibility		Brightstorm – resilience, kindness, curiosity
Our House is on Fire – climate change, social responsibilities, democracy, individual liberty
Climate Change – social responsibilities, looking ourselves & our environment
	Assemblies and additional activities/enrichment weeks	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies.
Termly safeguarding-specific assembly – recognising our feelings and knowing who to go to for help (conduct, contact)	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies.
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Termly safeguarding-specific assembly – recognising our feelings and knowing who to go to for help (conduct, contact)
Term 5	**PSHE & RSE**	Relationships, including
- "Falling out" and "Dealing with bullying" (taking responsibility for words and actions, people to talk to, asking for help, managing feelings)	Relationships, including
- "Falling out and bullying" (taking responsibility for words and actions, people to talk to, asking for help, managing feelings)
- "Physical contact" (keeping and feeling safe, consent, acceptable contact)
- "People who help us" (online safety, asking for helping, knowing who to turn to)	Relationships, including
- "Falling out and bullying" (taking responsibility for words and actions, people to talk to, asking for help, managing feelings)
- "Keeping safe- exploring physical contact" (different forms of contact, acceptable contact, what they like and don't like, talking in a safe way, consent)
- "Secrets" (secrets being good and worrying, giving and taking advice, who to talk to and ask for help)	Relationships, including
- "Keeping myself safe online (keeping ourselves and others safe, feeling safe, importance of trust, consent
- "Family roles and responsibilities" (taking responsibility in my family)	Relationships, including
- Girlfriends and boyfriends (consent, respect, keeping and feeling safe, relationships with others, feeling loved)
- "Jealousy" (feelings associate with jealousy)	Relationships, including
- "Online safety" (keeping and feeling safe, peer pressure, responsibilities and rights online, how harm is caused for others, SMARRT internet safety rules)
- Self-worth, building self-esteem (respect, feeling safe, responsibility, asking for help)	Relationships, including
- "Power and control" (controlling behaviours, assertiveness techniques, managing others who are controlling, standing up for ourselves)
- "Being online – real or fake? Safe or unsafe?" (judging whether something online is safe and helpful, power through technology over others)
- "Using technology responsibly" (SMARRT rules, how to stay safe and happy online, feeling safe and what to do if we don't, taking responsibility for our own well-being, communicating safely)
	Other curriculum areas, such as computing and science	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online	Computing – communicating online safely and respectfully
Various subjects – safe use of devices, usernames/passwords, sharing information and searching online	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online
History – diversity, cultural capital, society & citizenship	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online
History – Democracy, tolerance, cultural capital, society & citizenship	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online
History – tolerance, respect, diversity	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online
History - belonging
	Literature	The Koala that Could, The Lion Inside & Squirrels who Squabbled – perseverance, anxiety, managing change
Nothing – belonging
Guess How Much I Love You? – friendship, belonging, upset & resolution
Little Beaver and the Echo – loneliness & making friends	Various stories (daily) – respect, tolerance, diversity, resilience, determination, responsibility, kindness, caring for others, cultural capital, celebrating differences and other cultures, special needs	Little People, Big Dreams – determination, social emotional mental health, relationships	Secrets of a Sun King – respect, determination, cultural capital
Cinderella of the Nile – respect, individual liberty
The Invisible – Emotional health	TBA	TBA	The Boy in the Tower – keeping safe, mental health and well-being, individual liberty, mutual respect

		Daisy's Big Dig – community & belonging						
	Assemblies and additional activities/enrichment weeks	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – helping ourselves and others (contact, consent, conduct, commerce)	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – helping ourselves and others (contact, consent, conduct, commerce)	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – helping ourselves and others (contact, consent, conduct, commerce)	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – helping ourselves and others (contact, consent, conduct, commerce)	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – helping ourselves and others (contact, consent, conduct, commerce)	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – helping ourselves and others (contact, consent, conduct, commerce)	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – helping ourselves and others (contact, consent, conduct, commerce)
Term 6	**PSHE & RSE**	Changing Me, including - "Respecting my body" (taking responsibility for our own bodies, looking after ourselves, keeping and feeling safe) - "Fun and fears" (talking about our worries)	Changing Me, including - "Respecting my body" (taking responsibility for our own bodies, looking after ourselves, keeping and feeling safe) - "Boys' and girls' bodies" (vocabulary and terminology, respect of own and others' bodies, understand 'private' parts of the body) RSE - "Being unique" (valuing our bodies) - "Personal hygiene" (keeping ourselves healthy and clean) - "Body parts" (knowing and naming our body parts)	Changing Me, including - "Respecting my body" (taking responsibility for our own bodies, looking after ourselves, keeping and feeling safe) RSE - Physical differences between boys and girls, private parts of the body - Different types of touch and knowing what we do and don't like	RSE - Understanding what babies need to live and grow - Outside body changes and inside body changes - Family stereotypes	Changing Me, including - Being unique, accepting change, preparing for transition (keeping and feeling safe, asking questions, respect, consent and tolerance) RSE - Labelling internal and external parts of male and female bodies that are necessary for making a baby - Girls and puberty	Changing Me, including - Online influences and body image (feeling safe, healthy and happy, respect of ourselves and others, asking for help, taking responsibility) - Conception (consent, respect feeling comfortable, asking questions) RSE - Self and body image - Puberty for girls and boys - Conception - Looking ahead to being a teenager and changing	Changing Me, including - Self-image, body image, changing (respect, feeling safe, healthy and happy, asking questions, helping others) - Conception, physical attraction, boyfriends/ girlfriends (consent, keeping and feeling safe, helping ourselves and others, asking for help, helping others, trust) - Sexting (consent, respect, trust, responsibility, rules and law, impact our words and actions have on others) RSE - Self and body image - Changing bodies through puberty - Physical attraction changing relationships - Boyfriends/girlfriends - Importance of self-esteem
	Other curriculum areas, such as computing and science	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online RE – tolerance, respect, diversity	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online RE – tolerance, respect, diversity	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online RE – tolerance, respect, diversity, caring for others	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online RE – tolerance, respect, diversity	Various subjects – safe use of devices, usernames/passwords, sharing information and searching online RE – tolerance, respect, diversity	Computing – blogging, understanding the uses of networks for collaboration and communication, and evaluating digital content Various subjects – safe use of devices, usernames/passwords, sharing information and searching online RE – tolerance, respect, diversity
	Literature	Resilience – persistence, resilience, challenge, adversity The Most Magnificent Thing – making mistakes, resilience, perseverance	Various stories (daily) – respect, tolerance, diversity, resilience, determination, responsibility, kindness, caring for others, cultural capital, celebrating differences and other cultures, special needs	Charlotte's Web – friendships, diversity, tolerance, mental wellbeing, respect	Range of poetry, including The Road Not Taken and Tyger – Emotional health	TBA	What's Happening to Me? – physical and mental health and wellbeing	The Boy in the Tower – keeping safe, mental health and well-being, individual liberty, mutual respect

	Assemblies and additional activities/enrichment weeks	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – our responsibilities and human rights (consent, conduct, contact).	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – our responsibilities and human rights (consent, conduct, contact).	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – our responsibilities and human rights (consent, conduct, contact).	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – our responsibilities and human rights (consent, conduct, contact).	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – our responsibilities and human rights (consent, conduct, contact). In the Net performance	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – our responsibilities and human rights (consent, conduct, contact).	The school values of kind, respect and responsibility are taught and celebrated through weekly assemblies. Termly safeguarding-specific assembly – our responsibilities and human rights (consent, conduct, contact). Police talks

Safe and effective delivery of safeguarding through the curriculum

All staff are mindful, when delivering any session with children, about the use of age-appropriate language and content. The needs of the children are the fore-front of planning and delivery, and teachers are aware of the risks in teaching about sensitive subjects. Particular consideration is given to potentially sensitive issues (through an excellent knowledge of the children) and material is selected carefully.

Sessions are planned and delivered to be an open forum to discuss issues. Staff are aware that this can lead to an increase in pupils disclosing abuse, or of staff becoming aware of concerns about a child's wellbeing. Staff all understand how to respond to disclosures and know how to report any concerns they may have by following the school's safeguarding procedures. The school's curriculum, especially the PSHE curriculum, allows staff to get to know pupils better, which in turn helps them to notice when something may be bothering an individual.

The school's IT system aims to keep children safe through the use of usernames, passwords and filters. School are also aware "that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding." (Para 134 of KCSiE)