

North Somercotes CE Primary School



Safeguarding in the Curriculum

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| Reception | <p><i>PSED (PSHE)</i></p> <ul style="list-style-type: none"> To know how to communicate their needs, wants and opinions. <p><i>Sex and Relationships</i></p> <ul style="list-style-type: none"> To know how to explain if they are upset. To understand how to talk to an adult. To recognise a range of feelings. <p><i>Geography (Place)</i></p> <ul style="list-style-type: none"> Describe a familiar route. (3-4 year olds, Mathematics) F2-- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Talk about their home and the places they go to in their immediate environment. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <p><i>Science (Biology)</i></p> <ul style="list-style-type: none"> Makes healthy choices about toothbrushing Develop an understanding of decay, growth and changes over time. Know and talk about different factors that support health and well-being. Make healthy choices about food & drink. Know and talk about different factors that support health and well-being. |
| Year 1 | <p><i>Keeping Healthy:</i></p> <ul style="list-style-type: none"> To know who to go to if I am worried. <p><i>Sex and Relationships</i></p> <ul style="list-style-type: none"> To know which forms of physical contact are acceptable and unacceptable to me. To know how and when to ask for help. <p><i>Drugs and Staying Safe:</i></p> <ul style="list-style-type: none"> To know about how medicines can keep us healthy. <p><i>Geography (Place)</i></p> <ul style="list-style-type: none"> To tell someone their address. <p><i>Science (Biology)</i></p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body. Describe the importance of exercise for humans. Describe the importance of eating the right amounts of different types of food for humans. Describe the importance of hygiene for humans. |
| Year 2 | <p><i>Keeping Healthy:</i></p> <ul style="list-style-type: none"> To know the choices I make can have good and not so good consequences. To know different things can affect my feelings. <p><i>Sex and Relationships</i></p> <ul style="list-style-type: none"> To know the impact of bullying. <p><i>Drugs and Staying Safe:</i></p> <ul style="list-style-type: none"> I understand how medicines work in my body and how important it is to use them safely. <p><i>Geography (Place)</i></p> <ul style="list-style-type: none"> To find where they live on a map of the UK. To describe a place using key words to describe the human and physical features. |

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| | <p><i>Science (Biology)</i></p> <ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body. • Describe the importance of exercise for humans. • Describe the importance of eating the right amounts of different types of food for humans. • Describe the importance of hygiene for humans. |
| Year 3 | <p><i>Keeping Healthy:</i></p> <ul style="list-style-type: none"> • To understand how to make choices to improve my health and well-being, including healthy eating, physical exercise, oral health and emotional well-being. <p><i>Sex and Relationships:</i></p> <ul style="list-style-type: none"> • I have developed an awareness of relevant e-safety issues such as cyber bullying. <p><i>Drugs and Staying Safe:</i></p> <ul style="list-style-type: none"> • To know the commonly available substances and drugs that are legal. • I understand that drugs and alcohol affect the mind as well as the body and this can affect the body in a variety of ways. • To know basic safety procedures when using medicines. • To understand that it is alright to break a secret in order to keep me safe. <p><i>Science (Biology)</i></p> <ul style="list-style-type: none"> • Understand that humans get nutrition from what they eat. |
| Year 4 | <p><i>Keeping Healthy:</i></p> <ul style="list-style-type: none"> • To know some factors that affect emotional health and well-being e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media. <p><i>Sex and Relationships:</i></p> <ul style="list-style-type: none"> • I have developed an awareness of relevant e-safety issues such as cyber bullying, stranger danger. <p><i>Drugs and Staying Safe:</i></p> <ul style="list-style-type: none"> • To understand how to take increasing responsibility for my own choices, behaviour and safety and realise that actions have consequences. • To begin to understand some of the influences on my personal choices in relation to smoking or other substances and the consequences of those choices. <p><i>Science (Biology)</i></p> <ul style="list-style-type: none"> • Understand that humans get nutrition from what they eat. |
| Year 5 | <p><i>Citizenship:</i></p> <ul style="list-style-type: none"> • To know how to access local and national support groups. <p><i>Keeping Healthy:</i></p> <ul style="list-style-type: none"> • I know what makes a healthy lifestyle; the benefits of exercise and healthy eating. • I know some factors that affect mental health, including positive self-image. <p><i>Sex and Relationships:</i></p> <ul style="list-style-type: none"> • I know that marriage is a commitment freely entered into by both people and that no one should enter into a marriage if they don't absolutely want to do so. • I know what makes a healthy relationship and understand that sometimes people make bad choices and abuse the person they are in a relationship with (HSB). • I understand the potential risks of providing personal information including the distribution of myself and others in an increasing range of online technologies. • I recognise my own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users. • I can recognise that not everyone on the internet is who they say they are. • I can recognise and act upon unacceptable behaviours online or on electronic devices. |

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| | <p><i>Drugs and Staying Safe:</i></p> <ul style="list-style-type: none"> • I understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’. <p><i>Science (Biology)</i></p> <ul style="list-style-type: none"> • Recognise the impact of lifestyle on the way their bodies function. • Recognise the impact of exercise on the way their bodies function. • Recognise the impact of drugs on the way their bodies function. |
| Year 6 | <p><i>Citizenship:</i></p> <ul style="list-style-type: none"> • To understand the difference between ‘charismatic’ and ‘knowledgeable’, including the knowledge that the number of people who are convinced something is true is often unrelated to it actually being true; and the linked concept of ‘group think’. <p><i>Keeping Healthy:</i></p> <ul style="list-style-type: none"> • To understand that there are a range of influences, for example the media, that can have an effect on physical and emotional health and wellbeing, e.g. eating disorders, managing finances etc. <p><i>Sex and Relationships:</i></p> <ul style="list-style-type: none"> • To understand risks in different situations and know how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (HSB). • To understand the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help. • To know the qualities of a positive relationship. • To know when it is appropriate to share personal information in a relationship. • I understand the potential risks of providing personal information including the distribution of images of myself and others in an increasing range of online technologies both within and outside school. • I recognise my own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users. <p><i>Drugs and Staying Safe:</i></p> <ul style="list-style-type: none"> • To understand the effects, risks and consequences of drug use on the body and mind, including addiction and the effect on young children who are still growing. • To understand different risks in different situations and can decide how to behave responsibly. • To know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know. • To know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences. <p><i>Computing</i></p> <ul style="list-style-type: none"> • To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location. • To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon. • To identify the benefits and risks of giving personal information and device access to different software. • To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user. • To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. • To begin to understand how information online can persist and give away details of those who share or modify it. |

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| | <ul style="list-style-type: none"> • To understand the importance of balancing game and screen time with other parts of their lives, e.g., explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health. • To identify the positive and negative influences of technology on health and the environment. |
| | <i>Science (Biology)</i> <ul style="list-style-type: none"> • Recognise the impact of lifestyle on the way their bodies function. • Recognise the impact of exercise on the way their bodies function. • Recognise the impact of drugs on the way their bodies function. |

| Examples of additional Safeguarding Taught by external providers: |
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| Bikeability Course |
| Pedestrian Training – location of school |
| Online Safety Workshop |
| Anti-Bullying Week |
| J.R.S.O project |
| Substance Awareness Workshop |
| Internet Safety Day |
| Helmet safety. Delivered to ensure children understand the importance of wearing a cycling helmet when using their bike. |
| S.R.E Puberty Workshop |
| Basic First Aid Training |
| HSBC Money Management Programme |