
SECTION A – VISION AND ETHOS

Safeguarding is at the heart of our IFtL organisation and all our schools. Safeguarding is everybody's business. IFtL MAT is committed to ensuring that all our children and young people are safe and feel safe. The right to be safe for any member of the IFtL community is non-negotiable and paramount. Safeguarding and child protection is crucial and we are fully committed to ensuring the welfare and safety of all our children and staff. IFtL and all the schools within the Trust must fully adhere to all safeguarding and child protection legislation, policy and procedures always and under any circumstances.

Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding; we believe that high quality of education about safeguarding and how to help all our learners know how to and stay safe is fundamental. We know that the curriculum extends beyond the academic and must provide for pupils' broader development so that all our young people grow into confident, resilient, safe and independent positive citizens ready for life in modern Britain. Our IFtL progressive and sequential curriculum, ranging from our two- to sixteen-year-olds, provides our learners with opportunities to experience life in all its diversity, to acquire knowledge, understanding, and skills that significantly impact personal development, behaviour, and welfare. We must equip every child with the confidence and ability to be able to ensure their own personal safeguarding and others. We constantly challenge children to think deeply about safeguarding matters and their own personal physical and mental wellbeing. Across all our IFtL schools, we value pupils' questions and give them space for their own thoughts, ideas, and concerns. We give pupils' opportunities across the curriculum to explore values, personal rights, responsibilities, and equal opportunities that develop moral concepts that impact positively on safeguarding; promote British values; diversity, equity and inclusion; prevent radicalisation and extremism; child-on-child abuse including harmful sexual behaviour and online safety. There are many opportunities throughout our learning in our schools to explore safeguarding issues.

Practical safeguarding opportunities are planned into the curriculum. These include:

- Road and rail safety (including out of school visits, bike-ability, work with police officers in the community)
- Poolside and water safety through swimming lessons
- Fire awareness (including visits from the local fire service)
- Visits to school from medical staff
- Visitors from charities such as NSPCC to deliver for example, the pants rule

- Online safety quizzes and training
- Our visits and experiences incorporate “Stranger Danger”, being safe in the outdoors, what to do if?
- What to do if you are separated from your group (in relation to school visits)
- Safe use of technology including password security and privacy settings
 - School leadership opportunities promoting democracy and rule of law including radicalisation, harmful sexual behaviours, Female Genital Mutilation etc
 - Visits and trips to varied places of cultural and religious significance
 - Range of opportunities to promote DEI and family identities

Across our schools, we have developed an open and safe learning environment in which all learners can express their views, seek help, and help others. The promotion of equality of opportunity and diversity, for young people and staff, helps prevent any form of direct or indirect discriminatory behaviour. All our young people learn to not tolerate any prejudiced behaviour. Our school behaviour policies promote making good choices and exhibiting good learning behaviours. We believe in ensuring all our learners have dedicated time for sharing ideas, addressing concerns, reflecting on our attributes and promoting important values. Assembly time, PSHE lessons and ‘crew’ sessions are used to promote personal safeguarding matters and explore themes. For example, discussion about anti-bullying including cyber bullying and British values including how these values are promoted in our multi-faith society. We educate our staff and young people to be quick to challenge stereotypes and the use of derogatory language in lessons and around all our schools and beyond.

[Keeping Children Safe in Education 2023](#) (KCSIE) and must fulfil all legislative requirements. All staff must understand their legally required responsibilities to understand and apply the KCSIE framework and the Trust and school’s Designated safeguarding teams must ensure that all staff are kept informed, up-to-date and refreshed. This framework is the foundation of and informs the progressive and sequential curriculum detailed within this document with explicit teaching of safeguarding. It is the responsibility of all stakeholders and external agencies to work together to promote and ensure the safety of all in line with [Working Together to Safeguard Children](#).

We fulfil all requirements within the Equality Act 2010 and ensure that we explicitly teach all our learners about the protected characteristics. All our schools reflect the diversity of pupils’ experiences and provides pupils with a comprehensive understanding of people and communities beyond their immediate experience including the role of women in society and different family groups including same-sex couples. Throughout the curriculum, there are planned opportunities to promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those with no faith), races, genders, ages, disabilities, and sexual orientations, through their words, actions and in their influence. Opportunities are created in a variety of subjects to address areas of safeguarding, for example, themes are highlighted through novels in English lessons. Time is taken at the beginning of every new school year to reaffirm the Trust and school values, expectations, and rules for being part of our IFTL Family. This positive start to the year, with everyone clear about their roles and responsibilities, sets the tone for the rest of the year and leads to excellent safeguarding outcomes.

All schools will deliver their RSHE curriculum in accordance with the Department for Education’s (DfE) statutory guidance ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ ([the guidance](#)). The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make

Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in all schools including independent schools. As a trust of schools, we must all therefore provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Online safety is taught through the PSHE and computing curriculums, which is underpinned by the requirements of the National Curriculum and the key themes included in [Education for a Connected World](#).

This document is underpinned by KCSIE, Working Together to Safeguard Children, RSHE guidance, Education for a Connected World and the Equality Act. This document is to support all Trust and school leaders to promote the education of safeguarding for all maximising opportunities to achieve this through whole trust and school events, our IFtL progressive and sequential safeguarding curriculum, SMSC and assemblies, safeguarding within the wider curriculum and our staff briefings.

SECTION B – WHOLE TRUST AND SCHOOL EVENTS

Whole School Events – 2023/ 2024

World First Aid Day –Saturday 9th September (celebrate Friday 8th September)

Macmillan Coffee Morning – Friday 29th September

Harvest Festival- w/c Monday 2nd October

Black History Month – October

World Mental Health Day– Tuesday 10th October

Bonfire Night/ Fire Safety

School Fireworks – 5th November (school specific celebrations)

Diwali – Sunday 12th November (celebrate Friday 10th November)

Remembrance Day – Saturday 11th November (celebrate Friday 10th November)

Anti-bullying Week – Monday 13th – Friday 17th November (starting with **Odd Socks Day** on Monday 13th)

Children In Need Friday 18th November

Road Safety Week - Monday 19th November – Friday 25th November.

World Religion Day Sunday 21st January (celebrate Monday 22nd January)

Children’s Mental Health Week Monday 5th - 11th February

Chinese New Year – Saturday 10th February(celebrate week commencing Monday 5th February)

Safer Internet Day – Tuesday 6th February

International Day of Women and Girls in Science – Sunday 11th February (celebrate Friday 9th February)

Science/STEM Week – 8th – 17th March

Red Nose Day – Friday 17th March

Eid-Al-Fitr – Wednesday 20th April (TBC)

UK Pride Month - July

Walk to School Week – Monday 20th – Friday 25th May

World Meditation Day – Tuesday 21st May

Child Safety Week – Monday 3rd June - Friday 7th June

World Ocean’s Day – 8th June

Cultures Week (food festival) w/c Monday 12th June

World Music Day – Friday 21st June

Sports Days – school specific

SECTION C – SAFEGUARDING IN PSHE AND ENRICHMENT CURRICULUM

Golden threads: Embedded throughout our IFtL progressive and sequential curriculum is the golden threads of British Values, Healthy and Respectful Relationships, Online safety and Diversity, Equality and Inclusion. These are highlighted throughout the document using the codes as stated below.

Golden Threads		
British Values	<p>British Values helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, our British Values education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. All our schools want to ensure we prepare all our learners for life in modern Britain effectively, so they know and understand the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</p>	<p>Includes:</p> <ul style="list-style-type: none"> ▪ Democracy ▪ Rule of law ▪ Individual liberty ▪ Mutual respect ▪ Tolerance
Healthy and Respectful Relationship	<p>Learners who are emotionally healthy do better at school. Healthy and respectful relationships education help children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. This education also helps our learners to develop skills and aptitudes - like teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world. It also helps them to recognise the risks and issues children and young people experience today. The focus of sex and relationships education is to equip children and young people to make safe choices, navigate the online world with a critical eye and help them to understand where to go for support.</p>	<p>Includes:</p> <ul style="list-style-type: none"> ▪ Mental Health (including body confidence and self-esteem) ▪ Substance misuse ▪ Child Exploitation ▪ Domestic violence ▪ Honour Based Abuse including FGM ▪ Identifying and Managing Risks
Online safety	<p>Today's children and young people are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. All our schools equip all their learners with the knowledge needed to make the best use of the internet and technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world.</p> <ul style="list-style-type: none"> • As a part of RSHE, our young people are taught: <ul style="list-style-type: none"> ○ what positive, healthy and respectful online relationships look like ○ the effects of their online actions on others 	<p>Includes:</p> <ul style="list-style-type: none"> ▪ cyberbullying ▪ Social media ▪ Responsible use ▪ Digital citizenship ▪ Managing risks ▪ Fake news and misinformation ▪ Sexting ▪ Artificial intelligence

	<ul style="list-style-type: none"> ○ how to recognise and display respectful behaviour online ● As a part of the computing curriculum, they are taught: ○ how to use technology safely, responsibly, respectfully and securely ○ where to go for help and support when they have concerns about content or contact on the internet or other online technologies ● As a part of the citizenship education, they are taught: ○ freedom of speech ○ the role and responsibility of the media in informing and shaping public opinion ○ the concept of democracy, freedom, rights, and responsibilities <p>We ensure that our pupils know how to keep themselves and others safe online and what to do to report a concern.</p>	<ul style="list-style-type: none"> ▪ Privacy and identity theft ▪ Radicalisation ▪ Self-harm
Diversity, Equity and Inclusion	<p>At IFtL, we celebrate and champion diversity to provide opportunities and high ambitions for all. Diversity, Equity and Inclusion, DEI, is the incorporation of diverse perspectives and cultures throughout the classroom, curriculum and wider school life. This includes, but is not limited to, race, ethnicity, gender, sexual orientation, socio-economic status, religion and ability. DEI must be an integral part of every IFtL school. Having a safe learning environment that celebrates diversity and raises aspirations is something all young people are entitled to. Explicitly educating our young people in DEI is fundamental so they are knowledgeable and equipped to challenge prejudice and celebrate differences.</p>	<p>Includes:</p> <ul style="list-style-type: none"> ▪ Protected characteristics ▪ Social justice ▪ Discriminatory Abuse ▪ Stereotyping and prejudice ▪ Neurodiversity ▪ Unconscious bias ▪ Impartiality

SECTION D – IFtL Sequential and progressive curriculum


Our IFtL safety curriculum foundation is based on the National Curriculum and whole school **Jigsaw** PSHE Education (Personal, Social, Health and Economic Education) planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. This is subsequently built upon and personalised to our trust.


Code for curriculum – 4 golden threads

BV. [British Values] **HRR** [Healthy Respectful Relationships] **OS**. [Online Safety] **DEI** [Diversity, Equity, Inclusion]

EARLY YEARS AND KEY STAGE ONE

TWO-YEAR-OLD PROVISION (2YOP)

2-YR OLD 	Autumn 1 Being in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<p><u>Links to Development Matters and Birth to Five non-statutory guidance.</u></p>	<p>HRR To know ways to calm self. BV DEI To establish sense of self. HRR To know who their key person is when they need reassurance or are feeling anxious. OS To feel confident in the local environment and enjoy exploring new places (<i>including online world</i>) with their key person. DEI BV To notice and ask questions about differences, such as skin colour, types of hair, gender, SEND, religion, etc.</p>		<p>HRR DEI To assert own ideas, express preferences and decisions. HRR To enjoy hugs and cuddles and seeks comfort from attachment figures where they feel the need. HRR To communicate a wet or soiled nappy or show awareness of bladder and bowel urges. HRR To feed self with increasing control. HRR To dress and undress with help (care routines). OS To know that their actions have cause and effect when exploring equipment. OS To know what electrical equipment does, what they can do with it and how to use it safely.</p>		<p>To develop friendships with other children. BV HRR To be aware of others' feeling and begin to show empathy. HRR To enjoy hugs and cuddles and seeks comfort from attachment figures where they feel the need. DEI To develop likes and dislikes. DEI To talk about feelings. OS To know who their key person is when they need reassurance or are feeling anxious.</p>	
<p><u>Safeguarding in the Curriculum (School specific – contextual)</u></p>	<p>School to add information here</p>		<p>School to add information here</p>		<p>School to add information here</p>	
<p><u>Parental links and signposting opportunities</u></p>	<p>OS Advice regarding access to mobile devices (including parent/sibling mobile phones, iPads, laptops, etc). OS ChildNet, National Online Safety, Internet Matters, ThinkUKnow – websites for signposting.</p>					

NURSERY (FOUNDATION STAGE 1)						
 NURSERY	Autumn 1 Being in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Links to Development Matters and Birth to Five non-statutory guidance.	<p>BV HRR DEI To know that they have a sense of responsibility and membership of a community.</p> <p>BV DEI To show empathy.</p> <p>HRR To offer comfort that they themselves would find comforting.</p> <p>BV DEI To develop and understanding of and an interest in differences of gender, ethnicity and ability.</p> <p>HRR To show more confidence in social situations.</p> <p>BV HRR To find solutions to conflicts and rivalries.</p>		<p>HRR BV To recognise that some actions can hurt or harm others and begin to stop themselves from doing something that they should not do.</p> <p>HRR To talk about their feelings using words like happy, sad, angry or worried.</p> <p>HRR To feed self competently.</p> <p>HRR To develop more independence and self-care.</p> <p>OS To begin to recognise danger and seeks the support and comfort of significant adult.</p> <p>BV DEI To learn that they have similarities and differences that connect them to and distinguish them from others.</p>		<p>BV HRR To understand gradually how others might be feeling.</p> <p>BV HRR To find solutions to conflicts and rivalries.</p> <p>BV DEI To show empathy.</p> <p>HRR To build relationships with special people but show anxiety in the presence of strangers.</p> <p>HRR To become more outgoing with unfamiliar people in a safe context of their setting.</p>	


Safeguarding in the Curriculum <i>(School specific – contextual)</i>	n/a at Ashbrook	School to add information here	School to add information here
Parental links and signposting opportunities	<p>OS To talk about digital and other electrical equipment, what it does, what they can do with it and how they can use it safely. (Signposting to school website)</p> <p>OS NSPCC Pantosaurus/Pants video and resources.</p> <p>OS Advice regarding access to mobile devices (including parent/sibling mobile phones, iPads, laptops, etc).</p>		

Foundation (Reception)

EYFS 	Autumn 1 Being in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<u>Outline Content</u>	HRR DEI Self-identity HRR Understanding feelings BV Being in a classroom HRR Being gentle BV Rights and responsibilities	HRR DEI Identifying talents HRR DEI Being special HRR DEI Families HRR Where we live HRR BV Making friends HRR BV Standing up for yourself	HRR Challenges HRR Perseverance HRR Goal-setting HRR BV Overcoming obstacles HRR DEI Seeking help HRR BV Jobs HRR BV Achieving goals	HRR Exercising bodies HRR Physical activity HRR Healthy food HRR Sleep HRR Keeping clean HRR Safety	HRR Family life HRR BV DEI Friendships HRR BV Breaking friendships HRR BV Falling out HRR Dealing with bullying HRR BV DEI Being a good friend	HRR Bodies HRR Respecting my body HRR Growing up HRR Growth and change HRR Fun and fears HRR Celebrations
<u>Links with Jigsaw objectives</u>	I understand how it feels to belong and that we are similar and different I can start to recognise and manage my feelings I enjoy working with others to make school a good place to be I understand why it is good to be kind and use gentle hands I am starting to understand children's rights and this means we should all be allowed to learn and play I am learning what being responsible means	I can identify something I am good at and understand everyone is good at different things I understand that being different makes us all special I know we are all different but the same in some ways I can tell you why I think my home is special to me I can tell you how to be a kind friend I know which words to use to stand up for myself when someone says or does something unkind	I understand that if I persevere I can tackle challenges I can tell you about a time I didn't give up until I achieved my goal I can set a goal and work towards it I can use kind words to encourage people I understand the link between what I learn now and the job I might like to do when I'm older I can say how I feel when I achieve a goal and know what it means to feel proud	I understand that I need to exercise to keep my body healthy I understand how moving and resting are good for my body I know which foods are healthy and not so healthy and can make healthy eating choices I know how to help myself go to sleep and understand why sleep is good for me I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet I know who my safe adults are and how to stay safe if they are not close by me	I can identify some of the jobs I do in my family and how I feel like I belong I know how to make friends to stop myself from feeling lonely I can think of ways to solve problems and stay friends I am starting to understand the impact of unkind words I can use Calm Me time to manage my feelings I know how to be a good friend	I can name parts of the body I can tell you some things I can do and foods I can eat to be healthy I understand that we all grow from babies to adults I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 I can share my memories of the best bits of this year in Reception


<p>Safeguarding in the Curriculum <i>(School specific – contextual)</i></p>	<ul style="list-style-type: none"> ○ Introduced the Colour Monsters through the 'The Colour Monsters' ○ Wellbeing check ins using 4 jars ○ Family book with photos ○ Celebrating festivals (Diwali, Christmas, Hannukah). ○ Anti-bullying week ○ Attending whole school assemblies ○ Introduction to House teams ○ Charity – Children in Need 	<ul style="list-style-type: none"> ○ Thinking about 'people who help us' (school visitor – nurse, dentist). ○ Hygiene focus ○ Class assembly ○ Autism awareness ○ Circle times/social stories ○ Input through pupil leaders ○ Online safety weeks 	<ul style="list-style-type: none"> ○ Circle times/social stories ○ Input through pupil leaders ○ Transition support ○ Safety out of school (trips and visits) ○ Road safety ○ Stranger danger ○ Internet safety
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Year 1

Year 1 	Autumn 1 Being in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Jigsaw Outline Content	<p>HRR Feeling special and safe.</p> <p>HRR Being part of a class.</p> <p>BV Rights and responsibilities.</p> <p>HRR Rewards and feeling proud.</p> <p>HRR Consequences.</p> <p>BV Owning the Learning Charter.</p>	<p>DEI Similarities and differences.</p> <p>BV HRR What is bullying?</p> <p>BV HRR What do I do about bullying?</p> <p>BV HRR Making new friends.</p> <p>DEI Celebrating Differences; Celebrating Me</p>	<p>HRR Setting goals.</p> <p>HRR Identifying successes and achievements.</p> <p>Learning styles.</p> <p>BV HRR Achieving Together</p> <p>HRR Stretchy Learning (challenges)</p> <p>HRR Overcoming obstacles.</p> <p>HRR Celebrating my success</p>	<p>HRR Keeping myself healthy</p> <p>HRR Healthy choices</p> <p>HRR Clean and Healthy</p> <p>HRR Medicine safety/safety with household items</p> <p>HRR Road safety</p> <p>HRR Happy, healthy me!</p>	<p>HRR Belonging to a family</p> <p>BV HRR Making friends/ being a good friend</p> <p>HRR Physical contact preferences</p> <p>HRR People who help us</p> <p>BV HRR Being my own best friend</p> <p>DEI Celebrating my special relationships</p>	<p>HRR Life cycles – animal and human</p> <p>HRR Changes in me</p> <p>HRR My changing body</p> <p>HRR Boys’ and girls’ bodies</p> <p>HRR Learning and Growing</p> <p>HRR Coping with changes</p>
Jigsaw objectives	<p>I know how to use my Jigsaw Journal</p> <p>I feel special and safe in my class</p> <p>I understand the rights and responsibilities as a member of my class</p> <p>I know that I belong to my class</p> <p>I understand the rights and responsibilities for being a member of my class</p> <p>I know how to make my class a safe place for everybody to learn</p>	<p>I can identify similarities between people in my class</p> <p>I can tell you some ways in which I am the same as my friends</p> <p>I can identify differences between people in my class</p> <p>I can tell you some ways I am different from my friends</p> <p>I can tell you what bullying is</p> <p>I understand how being bullied might feel</p> <p>I know some people who I could talk to if I was feeling unhappy or being bullied</p> <p>I can be kind to children who are bullied</p>	<p>I can set simple goals</p> <p>I can tell you about a thing I do well</p> <p>I can set a goal and work out how to achieve it</p> <p>I can tell you how I learn best</p> <p>I understand how to work well with a partner</p> <p>I can celebrate achievement with my partner</p> <p>I can tackle a new challenge and understand this might stretch my learning</p> <p>I can tell you how I feel when I am faced with a new challenge</p> <p>I can tell you about obstacles which make it more difficult to</p>	<p>I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</p> <p>I feel good about myself when I make healthy choices</p> <p>I know how to make healthy lifestyle choices</p> <p>I feel good about myself when I make healthy choices</p> <p>I know how to keep myself clean and healthy, and understand how germs cause disease/illness</p> <p>I know that all household products including medicines can be harmful if not used properly</p>	<p>I can identify the members of my family and understand that there are lots of different types of families</p> <p>I know how it feels to belong to a family and care about the people who are important to me</p> <p>I can identify what being a good friend means to me</p> <p>I know how to make a new friend</p>	<p>I am starting to understand the life cycles of animals and humans</p> <p>I understand that changes happen as we grow and that this is OK</p> <p>I can tell you some things about me that have changed and some things about me that have stayed the same</p> <p>I know that changes are OK and that sometimes they will happen whether I want them to or not</p> <p>I can tell you how my body has changed since I was a baby</p> <p>I understand that growing up is natural and that everybody grows at different rates</p>

	<p>I know my views are valued and can contribute to the Learning Charter I recognise how it feels to be proud of an achievement I can recognise the choices I make and understand the consequences I recognise the range of feelings when I face certain consequences I understand my rights and responsibilities within our Learning Charter I understand my choices in following the Learning Charter</p>	<p>I know how to make new friends I know how it feels to make a new friend I can tell you some ways I am different from my friends I understand these differences make us all special and unique</p>	<p>achieve my new challenge and have ideas to overcome them I can explain how I feel when I face obstacles and how I feel when I overcome them I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest</p>	<p>I am special so I keep myself safe I understand that medicines can help me if I feel poorly and I know how to use them safely I know some ways to help myself when I feel poorly I know how to keep safe when crossing the road, and about people who can help me to stay safe I can recognise when I feel frightened and know who to ask for help</p>	<p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer I can recognise which forms of physical contact are acceptable and unacceptable to me I know who can help me in my school community I know when I need help and know how to ask for it I can recognise my qualities as a person and a friend I know ways to praise myself I can tell you why I appreciate someone who is special to me I can express how I feel about them</p>	<p>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, vulva, anus I respect my body and understand which parts are private I understand that every time I learn something new I change a little bit I enjoy learning new things I can tell you about changes that have happened in my life I know some ways to cope with changes</p>
<p>Safeguarding in the Curriculum <i>(School specific – contextual)</i></p>	<ul style="list-style-type: none"> ● Circle Time ● Assemblies ● Class Celebration of Achievements ● Mufty Day ● Helping Hands ● Colour Monsters ● Continuous Provision 	<ul style="list-style-type: none"> ● Sport events ● Assemblies ● Class Celebration of Achievements ● Science Lessons ● Colour Monsters 	<ul style="list-style-type: none"> ● Circle Time ● Science Lessons ● Colour Monsters ● Continuous Provision 			

Year 2

Year 2 	Autumn 1 Being in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<p>Jigsaw Outline Content</p>	<p>HRR Hopes and fears for the year BV Rights and responsibilities DEI Rewards and consequences DEI Valuing contributions BV Owning our Learning Charter</p>	<p>DEI Boys and girls (similarities/ differences and stereotypes) HRR Why does bullying happen? BV HRR Standing up for self and others (right and wrong) DEI Gender diversity DEI Celebrating difference and still being friends.</p>	<p>HRR Goals to Success HRR My Learning Strengths BV HRR Learning with Others BV HRR A Group Challenge DEI Celebrating Our Achievement</p>	<p>HRR Being Healthy HRR Being Relaxed HRR Medicine Safety HRR Healthy Eating HRR Healthy, Happy Me!</p>	<p>DEI Different types of family HRR Keeping safe – exploring physical contact. BV HRR Friendship and conflict HRR Secrets HRR Trust and Appreciation HRR Celebrating My Special Relationships.</p>	<p>HRR Life cycles in nature HRR Growing from young to old HRR The Changing Me HRR Boys’ and Girls’ Bodies HRR Assertiveness (touch) HRR Looking Ahead</p>
<p>Jigsaw objectives</p>	<p>I know how to identify some of my hopes and fears for this year. I know how to recognise when I feel worried and know who to ask for help. I understand the rights and responsibilities for being a member of my class and school. I recognise when I feel worried and know who to ask for help. I listen to other people and contribute my own ideas about rewards and consequences. I help make my class a safe and fair place. I know how to listen to other people and contribute my own ideas</p>	<p>I am starting to know and understand that sometimes people make assumptions about boys and girls (stereotypes) I know some ways in which boys and girls are similar and feel good about this. I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) I know some ways in which boys and girls are different and accept that this is OK. I know that bullying is sometimes about difference. I can tell you how someone who is bullied feels. I can be kind to children who are bullied. I can recognise what is right and wrong and know how to look after myself. I know when and how to stand up for myself and others.</p>	<p>I know how to choose a realistic goal and think about how to achieve it. I know how to tell you things I have achieved and say how that makes me feel. I carry on trying (persevering) even when I find tasks difficult. I know how to tell you some of my strengths as a learner. I know how to recognise who I work well with and who it is more difficult for me to work with. I know how to tell you how working with other people helps me learn. I know how to work well in a group to create an end product. I know how to work with other people in a group to solve problems. I know how to explain some of the ways I worked well in my</p>	<p>I know what I need to keep my body healthy. I am motivated to make healthy lifestyle choices. I know how to show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. I know how to tell you when a feeling is weak and when a feeling is strong. I understand how medicines work in my body and how important it is to use them safely. I feel positive about caring for my body and keeping it healthy. I know how to sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I have a healthy relationship with food and know which foods I enjoy the most.</p>	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I accept that everyone’s family is different and understand that most people value their family. 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 know which types of physical contact I like and don’t like and can talk about this. I can identify some of the things that cause conflict with my friends. I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</p>	<p>I can recognise cycles of life in nature. I understand there are some changes that are outside my control and can recognise how I feel about this. I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me. I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I feel proud about becoming more independent. I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private.</p>


	<p>about rewards and consequences. I know how to help make my class a safe and fair place. I understand how following the Learning Charter will help me and others learn. I work cooperatively. I recognise the choices I make and understand the consequences.</p>	<p>I know how to get help if I am being bullied. I know that it is OK to be different from other people and to be friends with them. I know that we shouldn't judge people if they are different. I know how it feels to be a friend and have a friend.</p>	<p>group to create the end product. I know how to express how I felt to be working as part of this group. I know how to share success with other people. I know how contributing to the success of a group feels and I am able to store those feelings in my internal treasure chest (proud).</p>	<p>I know how to make some healthy snacks and explain why they are good for my body. I know how to express how it feels to share healthy food with my friends. I understand which foods to eat to give my body energy. I have a healthy relationship with food and I know which foods are most nutritious for my body.</p>	<p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this. I recognise and appreciate people who can help me in my family, my school and my community. I understand how it feels to trust someone. I can express my appreciation for the people in my special relationships. I am comfortable accepting appreciation from others.</p>	<p>I can tell you what I like/don't like about being a boy/girl. I understand there are different types of touch and can tell you which ones I like and don't like. I can identify what I am looking forward to when I move to my next class . I can start to think about changes I will make when I am in my next class and know how to go about this.</p>
<p>Safeguarding in the Curriculum <i>(School specific – contextual)</i></p>	<ul style="list-style-type: none"> • Circle Time • Assemblies • Class Celebration of Achievements • Mufty Day • Helping Hands • Colour Monsters • Daily check in • Theme books with a focus • Visitors • School values • House team award • Curriculum aims • Play leaders/Eco warriors • School council rep • Youth parliament • Reading monitors • Energy sparks 	<ul style="list-style-type: none"> • Sport events • Assemblies • Class Celebration of Achievements • Science Lessons • Colour Monsters • Theme days • Circle times • Daily check ins • Theme books with a focus • Visitor assemblies • School values • House team award • Curriculum aims • Play leaders/Eco warriors • School council rep • Youth parliament • Reading monitors • Energy sparks 	<ul style="list-style-type: none"> • Circle Time • Science Lessons • Colour Monsters • Theme days • Circle times • Daily check ins • Theme books with a focus • Visitor assemblies • Assemblies • Sports events • School values • House team award • Curriculum aims • Play leaders/Eco warriors • School council rep • Youth parliament • Reading monitors 			

		<ul style="list-style-type: none">• STEM week	<ul style="list-style-type: none">• Energy sparks
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BY. [British Values] **HRR** [Healthy Respectful Relationships] **OS.** [Online Safety] **DEI** [Diversity, Equity, Inclusion]

KEY STAGE TWO


Year 3

Year 3 	Autumn 1 Being in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<p>Jigsaw Outline Content</p>	<p>HRR Getting to know each other HRR Positivity in Challenges (Nightmare School) BV Rules, rights and Responsibilities (Our Dream School) HRR Rewards and consequences HRR Responsible choices BV HRR Our Learning Charter (Seeing things from others' Perspectives)</p>	<p>HRR Families and their differences HRR Family conflict and how to manage it (child-centred) DEI HRR Witness and feelings (bullying) HRR Witness and solutions (bullying) DEI HRR Words can harm HRR Celebrating difference: compliments</p>	<p>DEI Dreams and goals (facing challenges) DEI Dreams and ambitions HRR New challenges HRR Motivation and enthusiasm HRR Overcoming obstacles HRR Celebrating and evaluating learning processes</p>	<p>HRR Being fit and healthy (exercise) HRR Being fit and healthy (healthy food choices) HRR Attitudes towards drugs OS HRR Being safe (online and offline scenarios) HRR Feelings of safe or unsafe HRR My amazing body (Healthy and safe Choices)</p>	<p>HRR Family roles and responsibilities HRR Friendship (conflict and solution) OS Keeping safe online DEI Being a global citizen HRR Being aware of my needs and rights DEI Celebrating my web of relationships</p>	<p>HRR How babies grow HRR Babies (needs) HRR Outside body changes HRR Inside body changes DEI Family stereotypes HRR Looking ahead (Preparing for Transition)</p>
<p>Jigsaw Learning Objectives</p>	<p>I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I know how to use my Jigsaw Journal I value myself and know how to make someone else feel welcome and valued I can face new challenges positively, make responsible choices and ask for help when I need it</p>	<p>I understand that everybody's family is different and important to them I appreciate my family/the people who care for me I understand that differences and conflicts sometimes happen among family members I know how to calm myself down and can use the 'Solve it together' technique</p>	<p>I can tell you about a person who has faced difficult challenges and achieved success I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g., through disability) I can identify a dream/ambition that is important to me</p>	<p>I understand how exercise affects my body and know why my heart and lungs are such important organs I can set myself a fitness challenge I know that the amount of calories, fat and sugar I put into my body will affect my health I know what it feels like to make a healthy choice I can tell you my knowledge and attitude towards drugs</p>	<p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females I can describe how taking some responsibility in my family makes me feel I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener</p>	<p>I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby I can express how I feel when I see babies or baby animals I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow</p>

	<p>I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions</p> <p>I understand why rules are needed and how they relate to rights and responsibilities</p> <p>I know how to make others feel valued</p> <p>I understand that my actions affect myself and others and I care about other people's feelings</p> <p>I understand that my behaviour brings rewards/consequences</p> <p>I can make responsible choices and take action</p> <p>I can work cooperatively in a group</p> <p>I understand my actions affect others and try to see things from their points of view</p> <p>I am choosing to follow the Learning Charter</p>	<p>I know what it means to be a witness to bullying</p> <p>I know some ways of helping to make someone who is bullied feel better</p> <p>I know that witnesses can make the situation better or worse by what they do</p> <p>I can problem-solve a bullying situation with others</p> <p>I recognise that some words are used in hurtful ways</p> <p>I try hard not to use hurtful words (e.g. gay, fat)</p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>I can give and receive compliments and know how this feels</p>	<p>I can imagine how I will feel when I achieve my dream/ambition</p> <p>I enjoy facing new learning challenges and working out the best ways for me to achieve them</p> <p>I can break down a goal into a number of steps and know how others could help me to achieve it</p> <p>I can be motivated and enthusiastic about achieving our new challenge</p> <p>I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge</p> <p>I can recognise obstacles which might hinder my achievement and take steps to overcome them</p> <p>I know how to manage the feelings of frustration that may arise when obstacles occur</p>	<p>I can identify how I feel towards drugs</p> <p>I can identify things, people and places that I need to keep safe from</p> <p>I know some strategies for keeping myself safe, who to go to for help and how to call emergency services</p> <p>I can express how being anxious or scared feels</p> <p>I can identify when something feels safe or unsafe</p> <p>I can take responsibility for keeping myself and others safe</p> <p>I understand how complex my body is and how important it is to take care of it</p> <p>I respect my body and appreciate what it does for me</p>	<p>I know how to negotiate in conflict situations to try to find a win-win solution</p> <p>I know and can use some strategies for keeping myself safe online</p> <p>I know who to ask for help if I am worried or concerned about anything online</p> <p>I can explain how some of the actions and work of people around the world help and influence my life</p> <p>I can show an awareness of how this could affect my choices</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>I can empathise with children whose lives are different to mine and appreciate what I may learn from them</p> <p>I know how to express my appreciation to my friends and family</p> <p>I enjoy being part of a family and friendship groups</p>	<p>I can express how I might feel if I had a new baby in my family</p> <p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>I recognise how I feel about these changes happening to me and know how to cope with those feelings</p> <p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these fee I can start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes lings</p> <p>I can identify what I am looking forward to when I move to my next class</p> <p>I can start to think about changes I will make next year and know how to go about this</p>
<p>Safeguarding in the Curriculum <i>(School</i></p>	<p>School to add information here</p>		<p>School to add information here</p>		<p>School to add information here</p>	


<i>specific – contextual)</i>			
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Year 4

Year 4 	Autumn 1 Being in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Outline Content	<p>BV HRR Becoming a Class Team</p> <p>HRR Being a School Citizen</p> <p>BV Rights, Responsibilities and Democracy</p> <p>BV Rewards and Consequences</p> <p>BV Owing Our Learning Charter</p>	<p>DEI Judging by Appearance</p> <p>HRR Understanding Influences</p> <p>HRR Understanding Bullying</p> <p>HRR Problem-Solving</p> <p>DEI Special Me</p> <p>DEI Celebrating Difference: How We look</p>	<p>HRR Hopes and Dreams</p> <p>HRR Broken Dreams</p> <p>HRR Overcoming Disappointment</p> <p>HRR Creating New Dreams</p> <p>HRR Achieving Goals</p> <p>HRR We Did It!</p>	<p>HRR My Friends and Me</p> <p>HRR BV Group Dynamics</p> <p>HRR Smoking</p> <p>HRR Alcohol</p> <p>HRR Healthy Friendships</p> <p>HRR Celebrating My Inner Strength and Assertiveness</p>	<p>HRR Jealousy</p> <p>HRR Love and Loss</p> <p>HRR Memories of Loved Ones</p> <p>HRR BV Getting on and Falling Out</p> <p>HRR DEI Girlfriends and boyfriends</p> <p>HRR Celebrating My Relationships with People and Animals</p>	<p>HRR Unique Me</p> <p>HRR Having a Baby</p> <p>HRR Puberty and Menstruation</p> <p>HRR Circles of Change</p> <p>HRR Accepting Change</p> <p>HRR Looking Ahead</p>
Jigsaw objectives	<p>I know my attitudes and actions make a difference to the class team.</p> <p>I know how good it feels to be included in a group and understand how it feels to be excluded.</p> <p>I try to make people feel welcome and valued.</p> <p>I understand who is in my school community, the roles they play and how I fit in.</p> <p>I can take on a role in a group and contribute to the overall outcome.</p> <p>I understand how democracy works through the School Council.</p> <p>I can recognise my contribution to making a</p>	<p>I understand that, sometimes, we make assumptions based on what people look like.</p> <p>I try to accept people for who they are.</p> <p>I understand what influences me to make assumptions based on how people look.</p> <p>I can question why I think what I do about other people.</p> <p>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.</p> <p>I know how it might feel to be a witness to and a target of bullying.</p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.</p> <p>I can problem-solve a bullying situation with others.</p>	<p>I can tell you about some of my hopes and dreams.</p> <p>I know how it feels to have hopes and dreams.</p> <p>I understand that sometimes hopes and dreams do not come true and that this can hurt.</p> <p>I know how disappointment feels and can identify when I have felt that way.</p> <p>I know that reflecting on positive and happy experiences can help me to counteract disappointment.</p> <p>I know how to cope with disappointment and how to help others cope with theirs.</p> <p>I know how to make a new plan and set new goals even if I have been disappointed.</p>	<p>I recognise how different friendship groups are formed, how I fit into them and the friends I value the most.</p> <p>I can identify the feelings I have about my friends and my different friendship groups.</p> <p>I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations.</p> <p>I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with.</p> <p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.</p> <p>I can recognise negative feelings in</p>	<p>I can recognise situations which can cause jealousy in relationships.</p> <p>I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.</p> <p>I can identify someone I love and can express why they are special to me.</p> <p>I know how most people feel when they lose someone or something they love.</p> <p>I can tell you about someone I know that I no longer see.</p> <p>I understand that we can remember people even if we no longer see them.</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p>	<p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</p> <p>I appreciate that I am a truly unique human being.</p> <p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.</p> <p>I understand what responsibilities there are in parenthood and the joy it can bring</p> <p>I can consider what has influenced my life and what</p>

	<p>Learning Charter for the whole school.</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p> <p>I understand how rewards and consequences motivate people's behaviour.</p> <p>I understand how groups come together to make decision.</p> <p>I can take on a role in a group and contribute to the overall outcome.</p> <p>I understand how democracy and having a voice benefits the school community.</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it.</p>	<p>I can identify what is special about me and value the ways in which I am unique. I like and respect the unique features of my physical appearance.</p> <p>I can tell you a time when my first impression of someone changed when I got to know them.</p> <p>I can explain why it is good to accept people for who they are.</p>	<p>I know what it means to be resilient and to have a positive attitude.</p> <p>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.</p> <p>I can enjoy being part of a group challenge.</p> <p>I can identify the contributions made by myself and others to the group's achievement.</p> <p>I know how to share in the success of a group and how to store this success experience in my internal treasure chest.</p>	<p>peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.</p> <p>I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong.</p> <p>I can tap into my inner strength and know how to be assertive.</p>	<p>I know how to stand up for myself and how to negotiate and compromise.</p> <p>I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older.</p> <p>I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend.</p> <p>I know how to show love and appreciation to the people and animals who are special to me.</p> <p>I can love and be loved.</p>	<p>might influence the lives of other people.</p> <p>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.</p> <p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</p> <p>I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life.</p> <p>I am confident enough to try to make changes when I think they will benefit me.</p> <p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>I can identify what I am looking forward to when I move to a new class.</p> <p>I can reflect on the changes I would like to make next year and can describe how to go about these.</p>
<p>Safeguarding in the Curriculum <i>(School specific – contextual)</i></p>	<p>School to add information here</p>		<p>School to add information here</p>		<p>School to add information here</p>	

Year 5

Year 5 	Autumn 1 Being in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Outline Content	<p>HRR Planning the forthcoming year</p> <p>BV HRR Being a citizen</p> <p>BV Rights and responsibilities</p> <p>HRR Rewards and consequences</p> <p>BV HRR How behaviour affects groups</p> <p>BV HRR Democracy, having a voice</p>	<p>DEI BV Cultural differences and how they can cause conflict</p> <p>BV DEI Racism</p> <p>BV HRR Rumours and name-calling</p> <p>BV HRR Types of bullying</p> <p>BV HRR Material wealth and happiness</p> <p>BV DEI Enjoying and Respecting other cultures</p>	<p>HRR Future dreams</p> <p>HRR The importance of money</p> <p>HRR Jobs and careers</p> <p>HRR BV Dream job and how to get there</p> <p>DEI BV Goals in different cultures</p> <p>DEI BV Supporting others (charity)</p> <p>DEI Motivation</p>	<p>HRR Smoking, including vaping</p> <p>HRR Alcohol</p> <p>HRR BV Alcohol and antisocial behaviour</p> <p>HRR Emergency aid</p> <p>HRR Body image</p> <p>HRR Relationships with food</p> <p>HRR Healthy choices</p> <p>HRR Motivation and behaviour</p>	<p>HRR Self-recognition and self-worth</p> <p>HRR Building self-esteem</p> <p>OS Safer online communities</p> <p>OS Rights and responsibilities online</p> <p>OS Online gaming and gambling</p> <p>OS Dangers of online grooming</p> <p>OS SMART internet safety rules</p>	<p>HRR Self- and body image</p> <p>OS HRR Influence of online and media on body image</p> <p>HRR Puberty for girls</p> <p>HRR Puberty for boys</p> <p>HRR Conception (including IVF)</p> <p>HRR Growing responsibility</p> <p>HRR Coping with change</p> <p>HRR Preparing for transition</p>
Jigsaw Objectives	<p>I can face new challenges positively and know how to set personal goals</p> <p>I know how to use my Jigsaw Journal</p> <p>I know what I value most about my school and can identify my hopes for this school year</p> <p>I understand my rights and responsibilities as a citizen of my country</p> <p>I can empathise with people in this country whose lives are different to my own</p>	<p>I understand that cultural differences sometimes cause conflict</p> <p>I am aware of my own culture</p> <p>I understand what racism is</p> <p>I am aware of my attitude towards people from different races, cultures and ethnicities</p> <p>I understand how rumour-spreading and name-calling can be bullying behaviours</p> <p>I can tell you a range of strategies</p>	<p>I understand that I will need money to help me achieve some of my dreams</p> <p>I can identify what I would like my life to be like when I am grown up</p> <p>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</p> <p>I appreciate the contributions made by people in different jobs</p> <p>I can identify a job I would like to do when I grow up and</p>	<p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</p> <p>I can make an informed decision about whether or not I choose to smoke and know how to resist pressure</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>I can make an informed decision about whether or</p>	<p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>I know how to keep building my own self-esteem</p> <p>I understand that belonging to an online community can have positive and negative consequences</p> <p>I can recognise when an online community feels unsafe or uncomfortable</p> <p>I understand there are rights and responsibilities in an</p>	<p>I am aware of my own self-image and how my body image fits into that</p> <p>I know how to develop my own self esteem</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I understand that puberty is a natural process that happens to everybody and that it will be ok for me</p>

	<p>I understand my rights and responsibilities as a citizen of my country and as a member of my school</p> <p>I can empathise with people in this country whose lives are different to my own</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>I understand that my actions affect me and others</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I can contribute to the group and understand how we can function as a whole</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it</p>	<p>for managing my feelings in bullying situations and for problem-solving when I'm part of one</p> <p>I can explain the difference between direct and indirect types of bullying</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p> <p>I can compare my life with people in the developing world</p> <p>I can appreciate the value of happiness regardless of material wealth</p> <p>I can understand a different culture from my own</p> <p>I respect my own and other people's cultures</p>	<p>understand what motivates me and what I need to do to achieve it</p> <p>I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</p> <p>I can describe the dreams and goals of young people in a culture different to mine</p> <p>I can reflect on how these relate to my own</p> <p>I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</p> <p>I appreciate the similarities and differences in aspirations between myself and young people in a different culture</p> <p>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</p> <p>I understand why I am motivated to make a positive contribution to supporting others</p>	<p>not I choose to drink alcohol and know how to resist pressure</p> <p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p> <p>I know how to keep myself calm in emergencies</p> <p>I understand how the media, social media and celebrity culture promotes certain body types</p> <p>I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I respect and value my body</p> <p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p> <p>I am motivated to keep myself healthy and happy</p>	<p>online community or social network</p> <p>I can recognise when an online community is helpful or unhelpful to me</p> <p>I know there are rights and responsibilities when playing a game online</p> <p>I can recognise when an online game is becoming unhelpful or unsafe</p> <p>can recognise when I am spending too much time using devices (screen time)</p> <p>I can identify things I can do to reduce screen time, so my health isn't affected</p> <p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</p>	<p>I can describe how boys' and girls' bodies change during puberty</p> <p>I can express how I feel about the changes that will happen to me during puberty</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>I also understand that sometimes people need IVF to help them have a baby</p> <p>I appreciate how amazing it is that human bodies can reproduce in these ways</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>I am confident that I can cope with the changes that growing up will bring</p> <p>I can identify what I am looking forward to when I move to my next class.</p> <p>I can start to think about changes I will make next year and know how to go about this.</p>
<p>Safeguarding in the Curriculum <i>(School specific – contextual)</i></p>	<p>School to add information here</p>		<p>School to add information here</p>		<p>School to add information here</p>	
<p>Parental links and</p>	<p>OS NSPCC Online Safety Parent Guides: online safety, social media; internet connected devices, live-streaming and online video apps, parental controls</p> <p>OS UK Safer Internet Centre Guides: phones, laptops, games consoles, social media</p>					

signposting
opportunities

OS Think U Know website for information about CEOP (Child Exploitation Online Protection) reporting
HRR Advice for parents on talking about puberty – brook.org.uk

Year 6						
Year 6	Autumn 1 Being in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Outline Content	<p>HRR My Year Ahead (goals)</p> <p>BV HRR Being a Global Citizen (universal rights for children)</p> <p>BV HRR Being a Global Citizen (my actions)</p> <p>BV HRR The Learning Charter (choices, rewards and consequences)</p>	<p>DEI Am I normal? (perceptions of normal)</p> <p>DEI Understanding difference (right to be who they are)</p> <p>HRR Power struggles (harassment and bullying)</p> <p>HRR Why bully? (Reasons and strategies)</p> <p>DEI HRR Celebrating difference - disabilities</p> <p>DEI HRR Celebrating differences as a cause of conflict</p>	<p>HRR Personal learning goals</p> <p>HRR Steps to success to reach goals</p> <p>HRR My dream for the world (identifying problems)</p> <p>HRR Helping to make a difference by working with others</p> <p>DEI HRR Empathising with people who are suffering</p> <p>HRR Recognising our achievements</p>	<p>BV HRR Taking personal responsibility</p> <p>HRR How substances affect the body</p> <p>HRR Exploitation, including 'county lines' and gang culture</p> <p>HRR Emotional and mental health</p> <p>HRR Managing stress</p>	<p>HRR What is mental health?</p> <p>HRR My mental health/ taking care of myself</p> <p>HRR Love and loss (stages of grief)</p> <p>HRR Power and control (gaining power/ bullying)</p> <p>HRR OS Being online (real or fake, safe or unsafe)</p> <p>HRR OS Using technology responsibly</p>	<p>HRR My Self-image (body image)</p> <p>HRR Puberty and feelings</p> <p>HRR Babies: Conception to birth</p> <p>HRR OS Boyfriends and girlfriends (physical)</p> <p>HRR Adolescent friendships (assertiveness)</p> <p>HRR Self-esteem/ negative body-talk</p> <p>Transition</p>
Jigsaw objectives	<p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them.</p> <p>I feel welcome and valued and know how to make others feel the same.</p> <p>I know that there are universal rights for all children but for many children these rights are not met.</p> <p>I understand my own wants and needs and can compare these with children in different communities.</p>	<p>I understand there are different perceptions about what normal means.</p> <p>I can empathise with people who are different.</p> <p>I understand that everyone has a right to be who they are.</p> <p>I am aware of my attitude towards people who are different to me.</p> <p>I can explain some of the ways in which one person or a group can have power over another.</p> <p>I know how it can feel to be excluded or treated badly by being different in some way.</p>	<p>I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal).</p> <p>I understand why it is important to stretch the boundaries of my current learning.</p> <p>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.</p> <p>I can set success criteria so that I will know whether I have reached my goal.</p>	<p>I can take responsibility for my health and make choices that benefit my health and well-being.</p> <p>I am motivated to care for my physical and emotional health.</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</p> <p>I am motivated to find ways to be happy and cope with life's situations without using drugs.</p> <p>I understand that some people can be exploited and</p>	<p>I know that it is important to take care of my mental health.</p> <p>I understand that people can get problems with their mental health and that it is nothing to be ashamed of.</p> <p>I know how to take care of my mental health.</p> <p>I can help myself and others when worried about a mental health problem.</p> <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</p>	<p>I am aware of my own self-image and how my body image fits into that.</p> <p>I know how to develop my own self esteem.</p> <p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>I can express how I feel about the changes that will happen to me during puberty.</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p>

	<p>I understand that my actions affect other people locally and globally.</p> <p>I understand my own wants and needs and can compare these with children in different communities.</p> <p>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.</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p> <p>I understand how an individual's behaviour can impact on a group.</p> <p>I can contribute to the group and understand how we can function best as a whole.</p> <p>I understand how democracy and having a voice benefits the school community.</p> <p>I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.</p>	<p>I know some of the reasons why people use bullying behaviours.</p> <p>I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.</p> <p>I can give examples of people with disabilities who lead amazing lives.</p> <p>I appreciate people for who they are.</p> <p>I can explain ways in which difference can be a source of conflict and a cause for celebration.</p> <p>I can show empathy with people in either situation.</p>	<p>I can identify problems in the world that concern me and talk to other people about them.</p> <p>I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations.</p> <p>I can work with other people to help make the world a better place.</p> <p>I can empathise with people who are suffering or who are living in difficult situations.</p> <p>I can describe some ways in which I can work with other people to help make the world a better place.</p> <p>I can identify why I am motivated to do this.</p> <p>I know what some people in my class like or admire about me and can accept their praise.</p> <p>I can give praise and compliments to other people when I recognise their contributions and achievements.</p>	<p>made to do things that are against the law.</p> <p>I can suggest ways that someone who is being exploited can help themselves.</p> <p>I know why some people join gangs and the risks this involves.</p> <p>I can suggest strategies someone could use to avoid being pressurised.</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.</p> <p>I know how to help myself feel emotionally healthy and can recognise when I need help with this.</p> <p>I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</p> <p>I can use different strategies to manage stress and pressure.</p>	<p>I can recognise when I am feeling those emotions and have strategies to manage them.</p> <p>I can recognise when people are trying to gain power or control.</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p> <p>I can judge whether something online is safe and helpful for me.</p> <p>I can resist pressure to do something online that might hurt myself or others.</p> <p>I can use technology positively and safely to communicate with my friends and family.</p> <p>I can take responsibility for my own safety and well-being.</p>	<p>I can recognise how I feel when I reflect on the development and birth of a baby.</p> <p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend.</p> <p>I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.</p> <p>I know myself well enough to maintain positive relationships with others whilst still keeping my own identity.</p> <p>I can be assertive when appropriate.</p> <p>I am aware of the importance of a positive self-esteem and what I can do to develop it.</p> <p>I can express how I feel about my self-image and know how to challenge negative 'body-talk'.</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p> <p>I know know how to prepare myself emotionally for the changes next year.</p>
Safeguarding in the Curriculum <i>(School</i>	School to add information here		School to add information here		School to add information here	

<i>specific – contextual)</i>			
Parental links and signposting opportunities	<p>OS NSPCC Online Safety Parent Guides: online safety, social media; internet connected devices, live-streaming and online video apps, parental controls</p> <p>OS UK Safer Internet Centre Guides: phones, laptops, games consoles, social media</p> <p>OS Think U Know website for information about CEOP (Child Exploitation Online Protection) reporting</p> <p>HRR Advice for parents on talking about puberty – brook.org.uk</p> <p>HRR NHS Every Mind Matters Website – to support parents with their children’s mental health</p>		

Year 7						
Year 7	Autumn 1 Being in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Jigsaw Outline Content	<p>DEI, HRR & OS, BV</p> <p>DEI, 'Who am I and how do I fit?'</p> <p>DEI, Self-Identity, Consent, OSHRRBVRadicalization, Peer Pressure, Equality, OS HRR Social Media and Culture</p>	<p>DEI, HRR, BV</p> <p>DEI BV Respect for similarity and difference.</p> <p>HRR Anti-bullying and being unique</p> <p>DEI BV Celebrating Individuality, Bullying, Social Injustice, Discrimination, LGBT+, Hate Crimes, Sexism and Stereotyping</p>	<p>HRR, BV</p> <p>HRRBV Aspirations, how to achieve goals and understanding the emotions that go with this.</p> <p>HRR Aspiration, Ambition, Overcoming Challenges, Qualifications & Careers, Finances, and Long-Term Goals</p>	<p>HRR, BV, OS</p> <p>OS BV Being and keeping safe and healthy</p> <p>HRR Maintaining Mental Health, Healthy Lifestyle & Managing Risk First Aid, Stress and Anxiety.</p>	<p>HRR, DEI, BV</p> <p>HRR Building positive, healthy relationships</p> <p>HRRDEI, Relationship with Self, Understanding & Managing Relationships,</p> <p>BV DEI Consent, Gender Identity and Sexuality.</p>	<p>HRR, OS, BV</p> <p>HRR Coping positively with change</p> <p>HRR, OS, Coping Positively with Change, including Puberty, Self-Image,</p> <p>BV HRR Risk Relationships and Resilience</p>
Links with Jigsaw objectives	<p>I can recognise that identity is affected by a range of factors</p> <p>I can understand that identity is affected by a range of factors</p> <p>I understand how peer pressure operates within groups</p> <p>I can recognise how I present myself online</p>	<p>I understand that everybody’s family is different and important to them</p> <p>I understand that differences and conflicts sometimes happen among family members</p> <p>I know what it means to be a witness to bullying</p>	<p>I can tell you about a person who has faced difficult challenges and achieved success</p> <p>I can identify a dream/ambition that is important to me</p> <p>I enjoy facing new learning challenges and working out the best ways for me to achieve them</p>	<p>I understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>I know that the amount of calories, fat and sugar I put into my body will affect my health</p> <p>I can tell you my knowledge and attitude towards drugs</p>	<p>I can explain ways to help myself when I feel stressed</p> <p>I understand how health can be affected by emotions and know a range of ways to keep myself well and happy</p> <p>I recognise when I feel stressed and the triggers associated with this</p> <p>I understand how physical activity can help combat stress</p>	<p>I can identify characteristics and benefits of positive, strong, supportive, relationships</p> <p>I understand what expectations might be of having a romantic/ attraction relationship</p> <p>I understand what is meant by consent</p> <p>I can identify the supportive relationships in my life</p>

<p>I understand what can influence my behaviour online</p> <p>I can maintain positive on and offline relationships</p> <p>Social and Emotional Skills Learning Intentions</p> <p>I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.)</p> <p>I can identify what influences my life</p> <p>I can achieve an appropriate level of independence from others while maintaining positive relationships with them</p> <p>I understand how my online identity can affect what others think and feel about me</p> <p>I understand that what I say and do online can have consequences for myself and others</p> <p>I understand that what I say and do online can have consequences for myself and others.</p>	<p>I know that witnesses can make the situation better or worse by what they do</p> <p>I recognise that some words are used in hurtful ways</p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p> <p>I appreciate my family/the people who care for me</p> <p>I know how to calm myself down and can use the 'Solve it together' technique</p> <p>I know some ways of helping to make someone who is bullied feel better</p> <p>I can problem-solve a bullying situation with others</p> <p>I try hard not to use hurtful words (e.g. gay, fat)</p> <p>I can give and receive compliments and know how this feels</p>	<p>I can be motivated and enthusiastic about achieving our new challenge</p> <p>I can recognise obstacles which might hinder my achievement and take steps to overcome them</p> <p>I can evaluate my own learning process and identify how it can be better next time</p> <p>I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g., through disability)</p> <p>I can imagine how I will feel when I achieve my dream/ambition</p> <p>I can break down a goal into a number of steps and know how others could help me to achieve it</p> <p>I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge</p> <p>I know how to manage the feelings of frustration that may arise when obstacles occur</p> <p>I can be confident in sharing my success with others and can store my feelings in my internal treasure chest</p>	<p>I can identify things, people and places that I need to keep safe from</p> <p>I know some strategies for keeping myself safe, who to go to for help and how to call emergency services</p> <p>I can identify when something feels safe or unsafe</p> <p>I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them</p> <p>I know how to bring about change in myself and others</p> <p>I can anticipate and plan to work around or overcome potential obstacles</p> <p>I can identify barriers to achieving a goal and identify how I am going to overcome them</p> <p>I understand that an irresponsible or unsafe choice could affect my dreams and goals</p> <p>I understand that an irresponsible or unsafe choice could affect my dreams and goals</p> <p>I can take responsibility for my life, believe that I can influence what happens to me and make wise choices</p>	<p>I know about different substances and the effects they have on the body and why some people use them</p> <p>I understand the positive impact of healthy lifestyle choices such as good nutrition, exercise and sleep on my body and mind</p> <p>I understand the role of vaccinations and can explain differing views on this</p> <p>I can summarise some key things I can do to sustain my wellbeing</p> <p>I can describe techniques I use to manage my emotions</p> <p>I understand that how I express my feelings can have a significant impact both on other people and on what happens to me</p> <p>I know what makes me feel good and know how to enjoy myself (e.g. to feel calm, elated, energised, focused, engaged, have fun, etc.) - in ways that are not damaging to myself and others</p> <p>I can explain why everyone needs to take responsibility for their health</p> <p>I can recognise that decisions about my health depend on having access to accurate information</p> <p>I can express my emotions and empathise with others</p>	<p>I know that relationships change and suggest how to manage this</p> <p>I can identify why people sometimes fall out</p> <p>I can suggest ways to manage conflict within my friendship group</p> <p>I can understand that discernment is an important skill when being a consumer of media</p> <p>I can recognise when to use assertiveness in some of my relationships</p> <p>I can understand the personal and legal consequences of sexting</p> <p>I can understand what it meant by consent</p> <p>I can summarise behaviours and attitudes that could make a relationship healthy or unhealthy and can explain what discernment is</p> <p>I can express how I feel about the changes that happen during puberty, and that people develop at different rates, and what to do if I am concerned</p> <p>I can express the different feelings and choices that people may have and make about conception, pregnancy and having a baby</p> <p>I can appreciate that a baby comes with responsibilities</p> <p>I can understand that stable intimate relationships can be linked to happiness</p> <p>I understand how self-image is linked to self- esteem</p>
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Safeguarding in the curriculum (school specific - contextual)	Identifying ourselves as School Ambassadors, and understanding our school values. Relating this identity Online Safety Pledges in relation to our one to one devices, and linking this to our values Culture Day Diversity Assemblies	Anti Bullying Week competitions and celebrations as part of the national anti-bullying week initiative Visits from Police to give talks on online safety and responsibilities Milton Keynes Knife Angel Project workshops	Crew Time Careers activities for this half term, looking at both vocational and academic routes into Further Education. Careers networking event Careers networking event for SEND learners – Inspire project	Healthy Eating plate in science and food technology Crew time mental health and wellbeing activities and assemblies Walk to school/ Bikability project	Walk to school/ Bikability project.	<p>Pride Month UK– Crew Time activities to celebrate</p> <p>Groups to be taught in single sex groups.</p> <p>Culture Day</p> <p>Enrichment Week – DEI focus</p>

Year 8						
Year 8	Autumn 1 Being in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Jigsaw Outline Content	<p>DEI, HRR & OS, BV</p> <p>DEI, BV Who am I?</p> <p>DEI, HRR BV My 'family'</p> <p>DEI, BV HRR 'Family Factors'</p> <p>HRR, BV, OS The power of first impressions</p> <p>DEI, BV, OS Faith and beliefs</p>	<p>DEI, HRR & OS, BV</p> <p>DEI, HRR BV Prejudice and Discrimination</p> <p>DEI, HRR BV Inequality</p> <p>HRR, BV When things go right</p> <p>HRR, BV, OS Bullying</p> <p>DEI, HRR, BV, OS How I can make a difference</p>	<p>DEI, HRR & OS, BV</p> <p>BV Your goals - long-term</p> <p>HRR, BV What money can't buy</p> <p>BV, OS Online Safety</p> <p>BV Money and Earnings</p> <p>HRR, BV The price of life</p>	<p>DEI, HRR & OS, BV</p> <p>HRR, OS Me and My Health</p> <p>HRR, OS Healthy choices on... managing stress</p> <p>BV, OS Healthy choices on... substances</p> <p>OS, BV Substance misuse and exploitation</p> <p>BV Healthy choices on... medicines and immunisation</p>	<p>DEI, HRR & OS, BV</p> <p>DEI, HRR, BV, OS Being in control of... myself</p> <p>HRR, BV, OS Being in control of... my relationships</p> <p>HRR Being in control of... personal space</p> <p>HRR, BV, OS Managing Control and Coercion in Relationships</p> <p>HRR, BV, OS Being in control of... social media</p>	<p>DEI, HRR & OS, BV</p> <p>DEI, HRR, BV, OS Different types of relationship</p> <p>DEI, HRR, BV, OS What's in a relationship?</p> <p>HRR Looks and smiles</p> <p>HRR, BV, OS Does watching pornography help people to understand relationships?</p> <p>BV, HRR Alcohol and Risk</p>

<p>Links with Jigsaw objectives</p>	<p>I can appreciate that identities are complex and can change over time</p> <p>I can appreciate the similarities, differences and diversity of people's identities</p> <p>I can understand about collective and individual identities and cultural diversity</p> <p>I understand the influence family has on self- identity</p> <p>I can define what stereotypes are</p> <p>I understand that first impressions can lead to judgements that may be misinformed</p> <p>I understand that there are a range of beliefs within any community and I can recognise the beliefs I hold as important to me</p> <p>I can appreciate that people's faiths and beliefs can affect their personal identity</p> <p>I understand how to identify influences and differences and use these positively in my relationships</p>	<p>I can appreciate that identities are complex and can change over time</p> <p>I can appreciate the similarities, differences and diversity of people's identities</p> <p>I can understand about collective and individual identities and cultural diversity</p> <p>I understand the influence family has on self- identity</p> <p>I can define what stereotypes are</p> <p>I understand that first impressions can lead to judgements that may be misinformed</p> <p>I understand that there are a range of beliefs within any community and I can recognise the beliefs I hold as important to me</p> <p>I can appreciate that people's faiths and beliefs can affect their personal identity</p> <p>I understand how to identify influences and differences and use these positively in my relationships</p> <p>I understand that faith, families, communities and cultures influence identity and can start to identify the influences in my life</p>	<p>I can recognise the challenges faced by individuals when trying to make positive change</p> <p>I can give examples of individuals who have made a positive contribution despite prejudice and discrimination</p> <p>I can give examples of social injustice in the UK</p> <p>I can describe what inequality means in the UK</p> <p>I can give examples of social injustice</p> <p>I can define what is and what is not bullying</p> <p>I can give examples of LGBT bullying</p> <p>I can describe the steps that can be taken to challenge LGBT bullying</p> <p>I can make a positive contribution to my community</p> <p>I recognise that the choices I make will impact on my ability to develop my self-confidence and integrity</p>	<p>I know what some of my long-term goals are, how I can achieve them, and how my short- and medium-term goals might help me do that</p> <p>I can identify the careers that interest me and the skills I need to develop and how these can be linked to short-term and long-term goals</p> <p>I understand some of the positive and negative roles that money can play in society</p> <p>I can describe how my activity online can be both positive and negative</p> <p>I can explain why it is important to keep track of spending</p> <p>I understand the variations in income across the world</p> <p>I understand that choices I make now can affect my future</p> <p>I know that gambling can become addictive and tell you some of the warning signs</p> <p>I can identify areas where I may need to expand my skills and how I might do this</p> <p>I understand that people have different relationships with money</p>	<p>I can describe the actions that can be taken to support good physical health</p> <p>I can list some factors that help ensure good health in the longer term</p> <p>I can list the factors that can impact negatively on dental health</p> <p>I can describe the steps that can be taken to keep teeth and gums healthy</p> <p>I understand how health can be affected by emotions and know a range of ways to keep myself well and happy</p> <p>I can recognise when I feel stressed and the triggers associated with this</p> <p>I know about different substances and the effects they have on the body and why some people use them</p> <p>I understand what the law says about substance use and possession</p> <p>I can describe some of the links between substances and exploitation of young people</p> <p>I understand the role of medicines and can explain differing views on this</p>	<p>I know different types of close, intimate relationships that people can have</p> <p>I know what happens physically when individuals experience physical attraction</p> <p>I know how to discuss the positive aspects of a range of different types of personal relationships that adults may have and the possible impact on children</p> <p>I understand the positive aspects of having a girlfriend or boyfriend</p> <p>I can describe some of the behaviours you would expect to find in a healthy romantic relationship</p> <p>I understand the range of feelings associated with attraction</p> <p>I know where to get information to safely explore feelings about sexuality</p> <p>I know that pornographic images do not reflect reality</p> <p>I know how pornography can impact on expectations and self-image</p> <p>I can list some risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex</p>
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<p>I understand that faith, families, communities and cultures influence identity and can start to identify the influences in my life</p> <p>I can make sense of what has happened in my life and understand the influences from my own history and how they have shaped my self-identity, including those I've chosen to reject</p> <p>I can listen actively to other people</p> <p>I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations of, for example, my family</p> <p>I understand that I can make accurate and inaccurate assumptions about my own and others' identities</p> <p>I understand that I can make choices about the influences I accept as part of my personal identity</p> <p>I understand that I can make choices about the influences I accept as part of my personal identity</p> <p>I can see the world from other people's points of view and understand their beliefs</p> <p>I can see the world from other people's points of view and understand their beliefs</p>	<p>I can make sense of what has happened in my life and understand the influences from my own history and how they have shaped my self-identity, including those I've chosen to reject</p> <p>I can listen actively to other people</p> <p>I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations of, for example, my family</p> <p>I understand that I can make accurate and inaccurate assumptions about my own and others' identities</p> <p>I understand that I can make choices about the influences I accept as part of my personal identity</p> <p>I can see the world from other people's points of view and understand their beliefs</p> <p>I respect people's right to hold their own views and beliefs</p>	<p>I understand how respect and equality, or the lack of these, affects relationships</p> <p>I know I can make a difference (self-efficacy)</p> <p>I can describe the positive feelings that result from doing something positive</p> <p>I can give examples of the benefits of living in a multi-cultural society</p> <p>I can challenge prejudice and discrimination</p> <p>I understand and explain the emotional impact of LGBT bullying on both victim and perpetrator</p> <p>I can recognise the benefits of helping others</p> <p>I understand that taking positive action can support mental wellbeing</p> <p>I can take positive action to challenge bullying, prejudice and discrimination</p> <p>I believe that I can influence what happens to me and can make informed choices</p>	<p>I understand that money can be a divisive element in relationships and communities</p> <p>I am able to form my own opinions on moral issues around money</p> <p>I can identify the steps I can take to protect my online identity and avoid anything that can negatively impact my future aspirations</p> <p>I understand that money can be a divisive element in relationships and communities</p> <p>I can make reasoned judgements about spending</p> <p>I can reflect on the effect money can have on emotional and mental health, including my own</p> <p>I understand that money can be a divisive element in relationships and communities and can be a reason why people gamble</p>	<p>I can summarise some key things I can do to sustain my health and happiness in the face of stress</p> <p>I can show I understand how and when the influence of others could be harmful to my health and happiness</p> <p>I know some things I can do to manage the impact of how social media makes me feel about myself</p> <p>I understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised</p> <p>I understand etiquette and manners in relation to privacy both online and offline</p> <p>I know some steps that can be taken if my personal space, privacy or both are being threatened</p> <p>I know what a good relationship looks like and how to protect myself from an unhealthy relationship</p> <p>I understand some of the emotional risks associated with inappropriate use of social media</p>	<p>I know what the law says in relation to sex and alcohol</p> <p>I can discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol</p> <p>I can summarise behaviours and attitudes that could make a relationship healthy or unhealthy</p> <p>I can explain some risks associated with pornography or alcohol use in relation to relationships</p> <p>I know that intimate relationships do not have to involve sex</p> <p>I know some of the things that might happen emotionally when individuals experience physical attraction</p> <p>I know some of the positive behaviours people exhibit in healthy intimate relationships</p> <p>I can identify what you would seek in a boyfriend/girlfriend relationship</p> <p>I can compare and contrast the key features of healthy and unhealthy romantic relationships</p> <p>I recognise that attraction towards others takes many forms and can change over time to help manage them</p>
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	<p>I respect people's right to hold their own views and beliefs</p> <p>I know I have choices in how I respond to the expectations of others</p>	<p>I know I have choices in how I respond to the expectations of others</p>			<p>I know what to do if I'm worried about my online or offline safety</p> <p>I can empathise with people experiencing negative or difficult relationships</p>	<p>I recognise the role of pornography in society</p> <p>I understand the negative influence pornography can have on relationships</p> <p>I can describe the behaviour changes that can occur when people drink alcohol</p> <p>I can express my own opinions on relationship issues</p>
<p>Safeguarding in the curriculum (school specific - contextual)</p>	<p>DEI Pledge</p> <p>Culture Day</p> <p>Diversity assemblies</p>		<p>Crew time activities based on Barclay Card Life Skills – saving, and contributions focus</p>	<p>Police delivered talks on the law around substance abuse and the key issues in Milton Keynes, in particular County Lines, and understanding how social media/ online grooming a vehicle is used to exploit young people.</p> <p>Identification of how learners can keep themselves safe online and reference to the IFTL Online Pledge</p> <p>Apps for Good programme – using technology for good</p>		<p>Parent consultation prior to this to inform curriculum offer – right to withdraw from intercourse/ contraception lesson</p> <p>Groups to be taught in single sex groups</p>

SECTION E – TEACHING OF ON-LINE SAFETY

IFtL and all schools must fulfil the requirements outlined in the National Curriculum, [Teaching-online-safety-in-schools DfE Guidance January 2023](#) and [Education for a Connected World](#). Education for a Connected World – 2020 edition. As outlined in the Education for a connected world (UK council for internet safety), we will ensure we cover the eight strands:



Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.



Online relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.



Online reputation

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.



Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.



Managing online information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.



Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.



Privacy and security

This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.



Copyright and ownership

This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

The details of the 'I can' statements will be fulfilled throughout the school computing curriculums, aspects of the jigsaw PSHE curriculum offer and the wider safety curriculum including assemblies. [Education for a Connected World](#).

SECTION F – SAFEGUARDING THROUGH THE WIDER CURRICULUM

Safeguarding is of vital importance, and we seek to promote and teach it in all areas of the curriculum; safeguarding is embedded throughout all areas of our curriculum and wider curriculum. This ensures that our young people are actively taught at every opportunity about safeguarding so they are confident, knowledgeable and positive British Citizens who know how to keep themselves and others safe and know what to do if they are concerned.

Subject	Coverage
EYFS	Children learn and develop best in an enabling environment. Children are unique, learn constantly and can become resilient, capable, confident and self-assured. Children learn and develop best in different ways and at different rates. Children learn strength and independence from positive relationships.

	<p>A child's needs should be put first — always.</p> <p>It's important to help and support children as early as possible before issues escalate and become more damaging.</p> <p>Safeguarding is everybody's responsibility and everyone at a setting should act in a timely and coordinated manner to respond to any concerns about the welfare of a child.</p>
English	<p>Develop resilience and perseverance to keep trying and applying knowledge through practice, especially when transferring knowledge and skills across the curriculum.</p> <p>Increase own self-esteem and achieve a personal best by not comparing themselves to others.</p> <p>Understand that it is positive to make mistakes and learn from them.</p> <p>Support peers who are struggling, in a sensitive way.</p> <p>Know how to choose age-appropriate reading material when choosing books.</p> <p>Speaking with confidence and listen to others attentively – being confident to talk about safeguarding, personal development and to share concerns about themselves and/ or others.</p> <p>The English curriculum supports the teaching of PSHE through reading a range of texts that cover acceptance and similarities between cultures, crime and punishment, patriarchal society, race and racism and children's rights. The English curriculum also supports discussion around character traits and analysis of acceptable and unacceptable behaviours throughout history and how our acceptance has developed and evolved.</p>
Maths	<p>Develop resilience and perseverance to keep trying and apply their knowledge through practise.</p> <p>Increase their own self-esteem and achieve their personal best by not comparing themselves to others.</p> <p>Solve problems using the knowledge that they already have.</p> <p>Understand that it is positive to make mistakes and learn from them.</p> <p>Use equipment safely.</p> <p>Support peers who are struggling, in a sensitive way.</p> <p>At key stage 3 and beyond, In Maths, children learn about financial skills. This includes calculating discounts, comparing prices and about interest. Through this, children are prepared to make better and more informed choices about money. They are also taught about keeping themselves and their money safe, understanding the concepts of debt, wealth and poverty.</p>
Science	<p>Develop resilience and perseverance to keep trying and applying knowledge through practise.</p> <p>Increase own self-esteem and achieve a personal best by not comparing themselves to others.</p> <p>Solve problems through enquiry by working things through, based on knowledge known.</p> <p>Listen, respect and reflect on other people's views and findings.</p> <p>Make informed choices and decisions through using given information and observations.</p> <p>Understand that science should be undertaken in safe way.</p> <p>Develop confidence to express and voice own ideas.</p> <p>Value personal hygiene and recognise the importance of personal space.</p> <p>Work in diverse groups and partnerships, accepting children with specific needs.</p> <p>Know how to be healthy including a balanced diet and healthy lifestyle</p>

	<p>Understand sex education and reproduction (in line with SRE policy). See science risk assessment for more specific and detailed safeguarding information.</p> <p>Teaching younger and EYFS children about the importance of washing their hands thoroughly and often • Teaching our Year 1 pupils about wearing the right clothes for the weather and seasons, applying sun cream, wearing a sun hat and drinking plenty of water during hot weather as well as safely using everyday materials. • Teaching our Year 2 pupils about the basic needs of humans, the importance of exercise, eating the right amounts of different types of food and the importance of good hygiene as well as being safe when exploring outside environments. • Teaching our Year 3 pupils that animals including humans get their nutrition from what they eat and need the right types and amounts of nutrition. • Teaching our Year 3 pupils to recognise that light from the sun can be dangerous and that there are ways to protect our eyes. • Teaching our Year 4 pupils about electrical safety, good dental hygiene and being safe around materials that are being heated. • Teaching our Year 5 pupils to understand about changes to their body during adolescence and puberty as well as using materials safely as they explore their properties and changes that can occur. • Teaching our Year 6 pupils to recognise the impact of diet, drugs, exercise and lifestyle on the way our bodies function as well as consolidating their prior knowledge of electrical safety. During investigative work, we also teach children about safe use of equipment, using protective clothing such as goggles where appropriate and safe handling of objects and materials. For KS3 and KS4 in Biology we cover healthy living including diet and fitness, effects of drugs on the body and making positive choices. We also cover the reproductive system, STI's and the menstrual cycle during which we discuss effective contraception and making informed decisions. Through practical work in all three sciences, we discuss how to be safe and assess risks.</p>
<p>Geography</p>	<p>Develop resilience and perseverance to keep trying and applying knowledge through practise. Increase own self-esteem and achieve a personal best by not comparing themselves to others. Develop a sense of responsibility and understand the impact of humans on the environment, for example, climate change. Develop an awareness of the natural world and be observant and mindful in the outdoors. Recognise the risks associated with some aspects of the physical environment and respond to those risks. Tackle stereo types, listen to the views of others and recognise how different cultures interact with the world. Be able to plan a course safely using maps and compasses, knowing how to get to a destination safely. To know about other cultures and the different customs and ways in which people live so that learners can appreciate and understand how we are different, which can also support them in demonstrating respect towards others. To learn and know about the different physical features that can be found in the UK and worldwide which allows them to understand the potential hazards that could be found in the environment. Map skills and fieldwork are developed in the locality and beyond to give them a greater understanding and awareness of their surrounding area.</p>
<p>History</p>	<p>Develop resilience and perseverance to keep trying and applying knowledge through practise. Increase own self-esteem and achieve a personal best, by not comparing themselves to others. Understand the difference between fact and opinion. Appreciate the effect that actions can have on others (consequence) and learn from problems in the past.</p>

	<p>Understand that learning from the past is deepened by reflecting on the present and this can always change.</p> <p>Show empathy and respect for differences in other cultures and different generations.</p> <p>Show respect when working with artefacts and pose good questions to deepen understanding of other people's lives.</p> <p>Raise questions through an enquiry approach and create a hypothesis (reasoning), be prepared to change an opinion or belief.</p> <p>Remain objective and that it is not always possible to define what is right and wrong.</p> <p>Opportunities to learn about life in all its diversity, and to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare, and to see how that has evolved over time.</p> <p>To learn know and learn about other cultures and safe practises from British history and history from around the world. The knowledge they acquire should equip the children to ask perceptive questions, help them to think critically, weigh evidence and develop perspective and judgement about how people have lived and the choices they have made.</p> <p>To help our learners to know and to understand the complexity of peoples' lives, so they will make links about their own lives to the lives of others that they explore.</p>
<p>Religious Education</p>	<p>Develop resilience and perseverance to keep trying and apply knowledge through practise.</p> <p>Increase their own self-esteem and achieve a personal best by not comparing themselves to others.</p> <p>Develop knowledge of all religions that promotes understanding and tolerance.</p> <p>Recognise difference and diversity.</p> <p>Develop racial awareness and how to talk about it using acceptable language.</p> <p>Use discussion and debate to develop tolerance and wider thinking.</p> <p>Challenge own beliefs about what happens in the world.</p> <p>Understand traditions, rituals and routines.</p> <p>Resist extremism and prevent radicalisation.</p> <p>Develop objectivity when considering texts and stories.</p> <p>Reflect on ethics/morals, what is acceptable and not acceptable.</p> <p>Think about what can be seen as right and wrong from different points of view.</p> <p>Nurturing, respecting and caring for children are part of the teachings and values of all major faiths.</p> <p>Our young people to know that they have the right to feel safe all the time.</p> <p>Know and understand how to be respectful, tolerant, curious, empathetic yet challenging.</p> <ul style="list-style-type: none"> • In Early Years we encourage all children to celebrate different beliefs practically in an environment where they feel safe and excited to explore. We look at 'Which times are special and why?' and celebrate through, music, cooking and dance. • In KS1 we welcome respectful conversation regarding all backgrounds, faiths, cultures and religious beliefs. We are sensitive when addressing questions such 'How and why are religious celebrations important to people?' and 'What does it mean to belong?'. We ensure we take all learners' backgrounds into consideration when discussing such questions. • In KS2 we encourage our young people to be challenging yet empathetic as they tackle tough deeper, more complex questions and make comparisons across religions such as 'What influences the ways people behave?' and 'How and why religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment. We encourage children to seek out an adult they feel safe talking to

	<p>if they want to raise anything discussed in the lesson in private. • We highlight our values including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. • Staff are fully trained in safeguarding and PREVENT and take responsibility to protect children from harm. This includes radicalisation and/or being exposed to extreme views.</p> <p>The contextual understanding of how Britain developed, including the monarchy, parliament, laws, and development into modern day Britain and British values. Societal issues are addressed, including knife crime, violence, and theft, with a slant on how different religions identify the difference between right and wrong. Additionally, the ideas of wealth, poverty, debt and charity are addressed, understating the concept of positive relationships with one another.</p>
<p>Art</p>	<p>Teaching safeguarding is a core aspect of Art and Design where the focus is on pupils developing their artistic skills and techniques, enjoyment of art, and knowledge of safety whilst doing so. This gives pupils a sense of ownership of their learning and work. During Art and Design lessons, we teach and model how to use equipment and resources safely and with respect. It is key that our young people understand how to use equipment, resources and our facilities respectfully, so that the wider school community can also use them. Children’s learning starts in nursery and EYFS, where children are taught how to recognise their own and others’ art, handle equipment safely and share resources with their peers. In KS1 and KS2, teaching staff model the safe use of equipment and resources, so as pupils learn new technical skills, their safety in which they use them also increases. From our youngest to our year 11 learners, we also recognise the role Art and Design plays in pupils’ mental health. Artistic expression is used throughout the school as a method to help pupils relax, express their feelings and anxieties and as a venue for them to talk to their peers and staff openly. To support this, pupils are taught from nursery, EYFS to Year 11 that Art and Design lessons are a place for acceptance, whether that be of each other’s, or artists’ work, as well as pieces of art from other cultures. Children are taught about ‘safe and unsafe choices’ and this is also encouraged and considered in our Art and Design lessons. Complementing this, each school’s attributes are also modelled and taught throughout our Art and Design lessons. By linking Art and Design to all other areas of the curriculum, we ensure that pupils are confident, proud and ambitious artists and designers, who make responsible choices, keep themselves and their peers safe and show respect to all other artists, whether they are their peers, historical figures, or people from other cultures</p> <p>Develop resilience and perseverance to keep trying and applying knowledge through practise.</p> <p>Increase own self-esteem and achieve a personal best by not comparing themselves to others.</p> <p>Understand that all art should be respected and valued.</p> <p>Understand that everyone can be an artist, and that everyone has a different opinion of what is ‘good art’.</p> <p>Accept that an outcome might not be as expected and to maintain a positive mindset.</p> <p>Celebrate success with positive praise for self and others and give constructive feedback when giving an opinion.</p> <p>Reflect on making choices and changes to artwork after accepting reflections from others.</p> <p>Accept and recognise the differences of the human form and viewing life drawings with respect.</p> <p>At key stage 3 and beyond, in creative art, we endeavour to pick diverse artists and designers that lend itself to discussion on societal issues and relate them to British Values. We explore artists from different cultural backgrounds to celebrate diversity. Art lessons bring together students of all backgrounds to find ways to express themselves and gain greater understanding of who they are and where they belong in the world.</p>

Design and Technology

Across our schools, Design Technology curriculum is a practical and hands which allows children to take safe risks. Allowing our learners to use their creativity and imagination, we place high value on the importance of teaching our young people strategies to keep themselves physically and emotionally safe and to take safe risks. Our learners design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Within DT our learners:

- Develop resilience and perseverance to keep trying and applying knowledge through practise.
- Increase own self-esteem and achieve a personal best by not comparing themselves to others.
- Accept when something goes wrong or doesn't turn out as expected.
- Celebrate success with positive praise for self and others and give constructive feedback when giving an opinion.
- Choose materials safely and ensure that they are carried and used following adult modelling.
- Use tools and resources that are appropriate for a task safely.
- Work inclusively with others and respect different needs.
- Work safely when managing own and others' food intolerances.

See DT risk assessment for more specific and detailed safeguarding information.

We teach:

- Our nursery and EYFS children through to year 6 about the importance of washing hands thoroughly before any food, nutrition or cooking learning
- Teaching our children about the hazards of different tools from rounded ended knives in cooking to using hacksaws, low melt glue guns, sharp knives, snip and utility scissors
- Not only teaching the children about the hazards but how to use the tools correctly to take safe risks during design technology learning
- When the children develop their skills and understanding linked to food, the children focus on eating the right amounts of different types of food, the importance of good hygiene and experiencing a variety of foods. In KS2 learning about different electrical systems and why electrical systems are needed, including using the equipment safely.
- In Year 1 pupils are taught how low melt glue guns can be used to join materials together
- In Year 2 pupils are taught how to use needles safely when sewing, how to prepare fruit and vegetables safely with graters, peelers and knives as well as how to join use a low melt glue gun more independently
- In Year 3 pupils are taught how to join materials and how to safely prepare and cook bread-based products
- In Year 4 pupils develop their use of the hacksaws and low melt glue guns to cut and join materials with greater precision as well as learning how to use needles safely with a variety of stitches
- In Year 5 pupils display their confidence with how to use the hacksaws and low melt glue guns to cut and join materials with care and precision as well as showing their respect for cultural cuisine alongside safely planning, preparing and cooking two courses of a meal.
- In Year 6 pupils consolidate their knowledge of safely using needles and pins when working with textiles and learn how to safely integrate and connect electrical components and systems into a product safely.

Our young people are taught to work independently and collaboratively on design ideas learning to work as a team, sharing and discussing ideas and turn taking. During all our design technology work we teach our learners about the safe use of equipment, using protective clothing such as goggles or aprons where appropriate. Safe handling of objects and materials when designing and making.

	<p>In KS3 and beyond, we teach our students about the importance of safety in a working kitchen, responsibly and ethically sourced foods, fair trade, and healthy eating. There is a progression into using more complex equipment, keeping safe, fire safety and food hygiene. This then explores the food industry in its entirety, looking at trade and commerce, and legislation surrounding it.</p>
Computing	<p>The importance of safe use of social media and what to do if they are concerned. Develop resilience and perseverance to keep trying and applying knowledge through practise. Increase own self-esteem and achieve a personal best by not comparing themselves to others. Model expectations and responses to information that has been presented online. Know how to keep safe online and in the real world. Know when not to share personal information. Predict risks and take appropriate action to keep safe online. Know who to talk to when uncomfortable with online information. Take responsibility for what you say and do and how this affects others on social media platforms. Respect other people's experiences, thoughts and be prepared to reflect and challenge appropriately. Develop a healthy digital attitude, recognising the impact of excessive use on mental and physical wellbeing. Follow a set of instructions and reflect on the effectiveness of those choices. Appreciate the effect that actions can have on others (consequences) e.g., social media. In Computer Science we cover online safety, making sure learners are aware of the dangers of communicating with strangers, being responsible for how much information is shared, how too much time online can affect mental health and other threats. Legislation around data storage and GDPR is studied laws can help keep us safe.</p>
Modern Foreign Languages	<p>Develop resilience and perseverance to keep trying and applying knowledge through practise. Increase own self-esteem and achieve a personal best by not comparing themselves to others. Experience a positive and supportive environment to practise a foreign language. Develop respect in recognising that not everybody speaks English. Develop inter-cultural understanding and acceptance. Develop a tolerance of differences. Recognise and focus on similarities not just differences. Develop communication skills so that you can make yourself understood. Read body language and facial expressions to develop empathy.</p>
Music	<p>Develop resilience and perseverance to keep trying and applying knowledge through practise. Increase own self-esteem and achieve a personal best by not comparing themselves to others. Develop a cultural awareness. Recognise that music can generate emotions in self and others. Understand that some people are more sensitive to sound than others. Accept and respect different preferences in music. Be a respectful audience.</p>

	<p>Give and receive constructive criticism.</p> <p>Share instruments and take turns.</p> <p>Ensuring that all peripatetic music teachers and external visitors are appropriately checked, e.g. DBS.</p> <p>Ensuring that all equipment such as instruments are maintained properly and hygienically and are regularly checked.</p> <p>Using response to music to help recognise, label and articulate feelings.</p> <p>Through performance and feedback, raising self-esteem and confidence.</p> <p>Using the act of creating music as a way of allowing children to express their feelings and emotions in a non-verbal manner.</p> <p>Using the collaborative nature of music to promote positive peer interactions.</p> <p>Ensuring that music used in school, e.g. assemblies/dances etc. is age-appropriate.</p> <p>Engaging appropriately should our young people raise adult themes from music that they have listened to outside of school.</p> <p>Recognise the role music plays in pupils' mental health. Expression through music is used throughout the school as a method to help our young people to relax, express their feelings and anxieties and as a venue for them to talk to their peers and staff openly.</p>
Physical Education	<p>There are lots of opportunities to approach the teaching of safeguarding within PE. We place high value on the importance of teaching our young people strategies to keep themselves physically and emotionally safe and to take safe risks. They are taught:</p> <p>Understand that it is important to keep healthy and that this supports our physical and mental wellbeing.</p> <p>Show respect to others in all aspects of PE and Sport; this includes referees, coaches and staff.</p> <p>Recognise that everyone is different and the importance of developing a positive body image.</p> <p>Move safely and apply skills in a physical space with an awareness of others.</p> <p>Select team members fairly and be inclusive to.</p> <p>Set personal goals and support and encourage others to achieve theirs.</p> <p>work in teams and encourage others to play a positive role in games physical challenges.</p> <p>Develop positive self-care and organisational skills.</p> <p>Manage emotions including anger and disappointment when not being able to win.</p> <p>Encouraging young people to promote their mental wellbeing, children are taught about the links between physical and mental health.</p> <p>Children's learning starts in nursery and EYFS, where children are taught how to move objects safely and with control. Our young people are encouraged to use the correct terminology for body parts to be able to tell an adult of an injury. At the start of a PE lesson, our learners are taught how to warm up and, towards the end of the lesson, to cool down to prevent injury, empowering them to gain an understanding of their bodies and to test their limits. • When introducing new skills, teaching the importance of using the right technique encourages the learner to practise safely, for example during gymnastics in Year 2, pupils are taught how to carry out forward rolls by tucking in their head in to prevent injury. In KS1 and 2, techniques for the safe moving and carrying of equipment is shown and taught. • Throughout KS2 and into KS3 and KS4, learners are shown how and when to use equipment safely. • Learners are taught safe rescue techniques in their swimming lessons. When changing for swimming, our young people are taught about the importance of privacy. Through PSHE learners are taught about 'safe and unsafe choices' and this is also encouraged and considered in PE lessons when playing a range of sports. Young people learn how they can safely use different parts of their bodies in a range of</p>

	<p>games and sports. By inter-linking different areas of the curriculum, we ensure that our young people are ambitious sportspeople, who can responsibly make decisions and choices, to keep themselves and others safe in PE lessons.</p> <p>Physical Education at KS3 and beyond offers extended PSHE opportunities including learning about:</p> <p>Health related fitness - understanding healthy lifestyles, how to keep fit and healthy, understanding about the body and the systems.</p> <p>Social intelligence including teamwork and leadership roles, communication skills, healthy relationships within team games.</p> <p>Mental wellbeing and health and the benefits of exercise for this.</p> <p>Personal hygiene.</p> <p>Fairness and sportsmanship.</p> <p>Inclusion - accessibility for all.</p> <p>Discipline and boundaries.</p>
PSHE	The document is based upon the PSHE programme 'Jigsaw'.

SECTION G – SMSC AND ASSEMBLY OVERVIEW

Example schedule for schools to personalise and adapt to meet the needs of their school community

School Values – all assemblies and Crews	Caring – Cooperation – Patience – Perseverance – Respect – Responsibility <i>All assemblies link to values</i> <i>All registrations to start with a check in – link to Colour Monsters</i>					
British Values – Tuesday Crew	Mutual Respect, Tolerance, Rule of Law, Individual Liberty, Democracy					
Protected Characteristics – Termly	Age; Disability; Gender reassignment; Marriage and civil partnership; Pregnancy and maternity; Race; Religion or belief; Sex; Sexual orientation					
SAFETY CURRICULUM	Refer to the IFtL progressive and sequential document: British Values Healthy and Respectful Relationships Diversity, Equity and Inclusion Online Safety					
Date	Monday – Ashbrook Value	Tuesday	Wednesday – Reading for Pleasure/ DEI/ Singing	Thursday	Friday – Celebration <i>Celebration of school values observed during the week; Star readers, Star of the week</i>	Additional Visiting Speakers / SMSC opportunities
Autumn 1: Protected characteristic – Race						
Week 1: W/C 4 th September 23	Welcome back assembly		School expectations – school values, lunchtime		Celebration Assembly introduction of rewards and successes	
Week 2: W/C 11 th September 23	Value - responsibility		Jigsaw song – Together and one		Celebration Assembly	
Week 3: W/C 18 th September 23	Value – cooperation		Jigsaw song – Together and one		Celebration Assembly	

Week 4: W/C 25th September National Teaching Assistant Day 29th September 2023	Value - perseverance		Jigsaw song – Together and one		Celebration Assembly – including Reception classes Reading stars	
Week 5: W/C 2nd October Black History Month October National Teachers Day 5th October 2023	Value - respect		Harvest festival		Celebration Assembly	
Week 6: W/C 9th October 23 POPIES PROJECT	Value - caring		World Mental Health Day		Celebration Assembly	
Week 7: W/C 16th October 23	Value - patience				Celebration Assembly Reading stars	
Autumn 2: Protected Characteristics – Disability						
Week 8: W/C 30th October 23	INSET		Story ‘Puzzle launch’ Song Jigsaw ‘Celebrating differences’		Celebration Assembly	
Week 9: W/C 6th November 23	Value - cooperation		Diwali celebration (sharing artefacts and pictures from		Celebration Assembly	Musician of the month – Ethel Smyth

			celebration with music)		Remembrance service & assembly (Saturday 11th Nov)	
Week 10: W/C 13th November 23 ANTI-BULLYING WEEK	Value - perseverance		Song Jigsaw 'Celebrating differences' Anti-bullying assembly – link to protected characteristics/ celebration of kindness		Celebration Assembly Odd socks day Reading stars Children in Need	Musician of the month – Ethel Smyth
Week 11: W/C 20th November 23	Value - respect				Celebration Assembly	Musician of the month – Ethel Smyth
Week 12: W/C 27th November 23	Value - caring		Advent		Celebration Assembly 03.12.222 – International Day for people with disabilities (SM post)	Musician of the month – Ethel Smyth
Week 13: W/C 4th December 23	Value - patience			Christmas Jumper Day	Celebration assembly Reading stars	Musician of the month – Elton John
Week 14: W/C 11th December 23	Value - responsibility		Christmas – traditions from our school cultures		Celebration assembly	Musician of the month – Elton John

Week 15: W/C 18th December 23	Value - cooperation		Christmas		End of term celebration and surprise event for pupils	Musician of the month – Elton John
Spring 1: Protected Characteristics – Disability						
Week 1: W/C 8th January 2024	BANK HOLIDAY				Celebration assembly	
Week 2: W/C 15th January 2024					Celebration assembly	
Week 3: W/C 22nd January 2024			Protected characteristic – disability Dyslexia		Celebration assembly Reading stars	
Week 4: W/C 29th January 2024			Protected characteristic – disability ADHD		Celebration assembly	
Week 5: W/C 5th February 2024 Children’s Mental Health Week	Mental Health week	Safer Internet Day: 6th Feb Online Safety	Chinese New Year (Sunday 10 th February 2024)		Celebration assembly	
Week 6: W/C 12th February 2024			Protected characteristics – disability		Celebration assembly Reading stars	

Kindness Week 17 th Feb Kindness Day			Hearing & visual impairment			
Spring 2: Protected Characteristic – Sexual Orientation / Sex						
Week 7: W/C 26th February 2023			Pride History Month (Whole February 24) KS1 – Different types of family		Celebration assembly	
Week 8: W/C 4th March 2023			International Women’s Day – <i>Counting on Katherine (8th March 24)</i>		Celebration assembly	
Week 9: W/ C 11th March 2023			Ramadan starts 11 th March		Celebration assembly Reading stars	
Week 10: W/C 18th March 2023					Celebration assembly Red Nose Day (Comic Relief)	
Week 11: W/C 25th March 2023 Neurodiversity Celebration Week			Easter		Celebration assembly Reading stars	
Summer 1: Protected Characteristic – Religion or belief						
Week 1: W/C 15th April 2024			Passover		Celebration assembly	

Week 2: W/C 22 nd April 2024					Celebration assembly	
Week 3: W/C 29 th April 2024					Celebration assembly Reading stars	
Week 4: W/C 6 th May 2024					Celebration assembly	
Week 5: W/C 13 th May 2024					Celebration assembly	
Week 6: W/C 20 th May 2024					Celebration assembly Reading stars	
Summer 2 – Protected Characteristic – Age – Mini Exhibitions						
Week 7: W/C 3 rd June 2024					Celebration assembly	
Week 8: W/C 10 th June 2024					Celebration assembly Wear it yellow – Cystic Fibrosis Day	
Week 9: W/C 17 th June 2024					Celebration assembly Reading stars	
Week 10: W/C 24 th June 2024					Celebration assembly	
Week 11: W/C 1 st July 2024					Celebration assembly	
Week 12: W/C 8 th July 2024			Hajj		Celebration assembly Reading stars	

Week 13: W/C 15th July 2024 W/C 22nd July					Celebration assembly Winning house reveal	End of term assembly (Monday 22 nd July) Training Day Tuesday 23 rd July 24
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SECTION H – STAFF BRIEFINGS OVERVIEW

STAFF BRIEFINGS		
School Values	Caring – Cooperation – Patience – Perseverance – Respect – Responsibility	
British Values	Respect & Tolerance, Rule of Law, Individual Liberty, Democracy	
9 Protected Characteristic	Age; gender reassignment; marriage and civil partnership; race; disability; sex & sexual orientation; religion or belief; pregnancy and maternity,	
SAFETY CURRICULUM	Refer to the IFTL progressive and sequential document British Values Healthy and Respectful Relationships Diversity, Equity and Inclusion Online Safety	
	<u>AUTUMN TERM 1:</u>	<u>AUTUMN TERM 2:</u>
	FOCUS	FOCUS
	KCSIE 2023	Child on child abuse
	Attendance	Harmful Sexual Behaviours
	Filtering & Monitoring	Self-Harm
	Racism	Online-safety
	Mental health	Child sexual exploitation
	Anti-bullying	Child labour
		Human trafficking
	<u>SPRING TERM 1:</u>	<u>SPRING TERM 2:</u>
	FOCUS	FOCUS
	Neglect	Knife crime
	Physical abuse	County lines
	Emotional abuse	PREVENT
	Sexual abuse	ACE's
	Low level concerns	Forced Marriage
	Managing allegations	FGM
		HBV
	<u>SUMMER TERM 1:</u>	<u>SUMMER TERM 2:</u>
	FOCUS	FOCUS
	Contextual safeguarding	SEND & Safeguarding
	Extra familial harm	LGBTQIA+
	Domestic abuse	Missing children
	Financial abuse	Revisit Child on Child & HSB
	Perplexing presentations (FII)	RPI
	Early Help	Child on Child abuse
		Disguised compliance