

Pupil safeguarding and the promotion of fundamental British values are a core business of our work at Grange Park Primary. Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding. Our broad curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equips every child with the knowledge and skills required for personal safeguarding. Our PSHE curriculum covers all areas of Safeguarding through each of the strands to a different degree, however some go into more detail. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age-appropriate level, or at a small group or 1:1 level, where a more urgent need arises.

We plan to constantly challenge children to think deeply about safeguarding matters and their own personal physical and mental wellbeing. We value pupils' questions and give them space for their own thoughts, ideas and concerns. We give them 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 and prevent radicalisation and extremism.

There are many opportunities throughout our Learning in school to explore safeguarding issues.

**Practical safeguarding opportunities are planned into the curriculum. For example:**

- Road and rail safety (including out of school visits, Bikeability, work with police officers in the community)
- Poolside and water safety through swimming lessons
- Fire awareness through outdoor learning
- Safety in the home through Jigsaw and Science lessons
- Visitors from charities such as NSPCC
- Work from local voluntary sector services through Crucial Crew particularly around safe transition to Secondary school
- Plays and shows, such as Snaptrap, Speak Out, Stay Safe
- Crucial Crew which incorporates "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 and our online presence
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We have developed an open and safe learning environment in which pupils express their views, seek help and help others, they make use of our Worry Boxes and Check-ins to share concerns with staff. The promotion of equality of opportunity and diversity, for pupils and staff, helps prevent any form of direct or indirect discriminatory behaviour. Our children learn to not tolerate any prejudiced behaviour. Our behaviour policy promotes making good choices and exhibiting good learning behaviours.

Class times are time for sharing ideas, addressing concerns and promoting important values.



Assembly times are used to promote personal safeguarding matters and explore themes. For example, we talk about anti-bullying including cyber bullying and British values including how these values are promoted in our multi-faith society, how to share a concern in school, kindness and positive relationships, prejudice and racism etc.

Staff and children are quick to challenge stereotypes and the use of derogatory language in lessons and around school. Our school reflects 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, disability 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 school values, expectations and rules for living and learning at Grange Park Primary. This good 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.

Parents in every phase of school are invited to an online safety (including use of mobile phone) information meeting.

Please see our overview of safeguarding opportunities in our curriculum below.

## PSHE Jigsaw and Safeguarding Curriculum

### Whole School Long Term Plan

EYFS						
EYFS	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<b>Outline Content</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Assessment Outcomes</b>	Children will be assessed using the Development Matters Curriculum at each assessment phase. Aspects of PSHE will be found in PSED, C&L, PD and UW.					
<b>Online Safety</b>	Stranger Danger in PSHE to prepare for Spring term Online safety		Lee and Kim's adventure...Animal Magic		<ul style="list-style-type: none"> <li>- CEOP ThinkuKnow resources</li> <li>- Lee and Kim's adventure...Animal Magic</li> </ul>	
<b>Safeguarding Focus in other subjects</b>	<ul style="list-style-type: none"> <li>- Halloween - being safe, stranger danger</li> <li>- Bonfire night - fire work and fire safety</li> <li>- Staying safe in school - stranger danger, not opening doors, telling an adult if you see something strange</li> <li>- Managing feelings and behaviour</li> <li>- Road safety - how to cross the road and use pavements</li> <li>- Learning to use scissors</li> <li>- Safe indoor behaviour - not running, not throwing</li> <li>- NSPCC Speak Out, Stay Safe Online</li> <li>- CONSENT throughout the curriculum - It's my body, I don't like that</li> </ul>		<ul style="list-style-type: none"> <li>- Healthy relationships</li> <li>- Healthy Me - through PSHE</li> <li>- NSPCC PANTS Rule</li> <li>- Learning to use scissors</li> <li>- Safe indoor behaviour - not running, not throwing</li> <li>- CONSENT throughout the curriculum - It's my body, I don't like that</li> </ul>		<ul style="list-style-type: none"> <li>- People who help us</li> <li>- Keeping our bodies healthy - personal hygiene - healthy eating, brushing teeth, exercise</li> <li>- Sun Safe - using sunscreen/ sun hats</li> <li>- Tolerance and understanding - taught through RE Units</li> <li>- Learning to use scissors</li> <li>- Safe indoor behaviour - not running, not throwing</li> <li>- CONSENT throughout the curriculum - It's my body, I don't like that</li> </ul>	

<b>Mental Health</b>	<ul style="list-style-type: none"> <li>- Daily Check-ins</li> <li>- Self-identity through PSHE</li> <li>- Understanding feelings through PSHE</li> <li>- Identifying talents through PSHE</li> <li>- Being special through PSHE</li> <li>- Families through PSHE</li> <li>- Making friends through PSHE</li> <li>- Standing up for yourself through PSHE</li> <li>- Online safety through computing</li> </ul>		<ul style="list-style-type: none"> <li>- Daily Check-ins</li> <li>- Challenges through PSHE</li> <li>- Perseverance through PSHE</li> <li>- Overcoming obstacles through PSHE</li> <li>- Seeking help through PSHE</li> <li>- Achieving goals through PSHE</li> <li>- Exercising bodies through PSHE</li> <li>- Physical activity through PSHE</li> <li>- Healthy food through PSHE</li> <li>- Sleep through PSHE</li> <li>- Safety through PSHE</li> <li>- Online safety through computing</li> </ul>		<ul style="list-style-type: none"> <li>- Daily Check-ins</li> <li>- Family life through PSHE</li> <li>- Friendships through PSHE</li> <li>- Breaking friendships through PSHE</li> <li>- Falling out through PSHE</li> <li>- Dealing with bullying through PSHE</li> <li>- Being a good friend through PSHE</li> <li>- Bodies through PSHE</li> <li>- Respecting my body through PSHE</li> <li>- Growing up through PSHE</li> <li>- Growth and change through PSHE</li> <li>- Fun and fears through PSHE</li> <li>- Online safety through computing</li> </ul>	
<b>Special Events</b>	Hello Yellow Mental Health Day	Children in Need Anti-Bullying Week Road Safety Week	Safer Internet Day Sports Relief	NSPCC Speak Out Stay Safe		

Year 1						
Year 1	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<b>Outline Content</b>	Feeling special and safe. Being part of a class. Rights and responsibilities. Rewards and feeling proud. Consequences. Owning the Learning Charter.	Similarities and differences. Understanding bullying and knowing how to deal with it. Making new friends. Celebrating the differences in everyone.	Setting goals. Identifying successes and achievements. Learning styles. Working well and celebrating achievement with a partner. Tackling new challenges Identifying and overcoming obstacles. Feelings of success.	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles - animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Assessment Outcomes</b>	No assessment	I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.	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.	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy.	I can tell you why I appreciate someone who is special to me. I can express how I feel about them.	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. I respect my body and understand which parts are private.
<b>Online Safety</b>	Childnet - Smartie the Penguin Awareness of the CEOP report abuse button (when this should be used)		CEOP ThinkuKnow Jessie and Friends Tell an adult		Childnet - Digiduck	

<p><b>Safeguarding Focus in other subjects</b></p>	<ul style="list-style-type: none"> <li>- Real life superheroes - learning about their roles in our lives</li> <li>- Mental health awareness day</li> <li>- Walk to Town Centre - Road Safety</li> <li>- NSPCC Speak Out, Stay Safe Online</li> <li>- Bonfire night - safety - fire work safety</li> <li>- Halloween (being safe).</li> <li>- Staying safe in school - stranger danger, not opening doors, telling an adult if you see something strange</li> <li>- Managing feelings and behaviour</li> <li>- Respect for others and their beliefs - RE</li> <li>- CONSENT throughout the curriculum - It's my body, I don't like that</li> </ul>	<ul style="list-style-type: none"> <li>- Healthy relationships</li> <li>- NSPCC PANTS Rule</li> <li>- Respect for others and their beliefs - RE</li> <li>- CONSENT throughout the curriculum - It's my body, I don't like that</li> </ul>	<ul style="list-style-type: none"> <li>- Science and RSE - Girls and Boys bodies (identifying body parts).</li> <li>- Sun Safe - using sunscreen/ sun hats</li> <li>- Respect for others and their beliefs - RE</li> <li>- CONSENT throughout the curriculum - It's my body, I don't like that</li> </ul>			
<p><b>Mental Health</b></p>	<ul style="list-style-type: none"> <li>- Daily Check-ins</li> <li>- Feeling special and safe through PSHE</li> <li>- Rights and responsibilities through PSHE</li> <li>- Rewards and feeling proud through PSHE</li> <li>- Consequences through PSHE</li> <li>- Similarities and differences through PSHE</li> <li>- Understanding bullying and knowing how to deal with it through PSHE</li> <li>- Making new friends through PSHE</li> <li>- Celebrating the differences in everyone through PSHE</li> <li>- Online safety through computing</li> </ul>	<ul style="list-style-type: none"> <li>- Daily Check-ins</li> <li>- Setting goals through PSHE</li> <li>- Identifying successes and achievements through PSHE</li> <li>- Working well and celebrating achievement with a partner through PSHE</li> <li>- Tackling new challenges through PSHE</li> <li>- Identifying and overcoming obstacles through PSHE</li> <li>- Feelings of success through PSHE</li> <li>- Keeping myself healthy through PSHE</li> <li>- Healthier lifestyle choices through PSHE</li> <li>- Being safe through PSHE</li> <li>- Linking health and happiness through PSHE</li> <li>- Online safety through computing</li> </ul>	<ul style="list-style-type: none"> <li>- Daily Check-ins</li> <li>- Belonging to a family through PSHE</li> <li>- Making friends/being a good friend through PSHE</li> <li>- Physical contact preferences - Consent through PSHE</li> <li>- People who help us through PSHE</li> <li>- Qualities as a friend and person through PSHE</li> <li>- Self-acknowledgement through PSHE</li> <li>- Being a good friend to myself through PSHE</li> <li>- Celebrating special relationships through PSHE</li> <li>- Changes in me through PSHE</li> <li>- Differences between female and male bodies (correct terminology) through PSHE</li> <li>- Coping with change through PSHE</li> <li>- Transition through PSHE</li> <li>- Online safety through computing</li> </ul>			
<p><b>Special Events</b></p>	<p>Hello Yellow Mental Health Day</p>	<p>Children in Need Anti-Bullying Week Road Safety Week</p>	<p>Safer Internet Day Sports Relief</p>	<p>NSPCC Speak Out Stay Safe</p>		

Year 2						
Year 2	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<b>Outline Content</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and Sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and Sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Assessment Outcomes</b>	No assessment	I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/her	I can explain some of the ways I worked cooperatively in my group to create the end product I can express how it felt to be working as part of this group	I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends	I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/ girl
<b>Online safety</b>	Thinkuknow - Hector's World Awareness of the CEOP report abuse button (when this should be used)		CEOP Thinkuknow - Hector's World CEOP Thinkuknow Jessie and Friends		CEOP Thinkuknow Jessie and Friends	



<b>Safeguarding Focus</b>	<ul style="list-style-type: none"> <li>- Walk to Town Centre - Road Safety</li> <li>- NSPCC Speak Out, Stay Safe Online</li> <li>- Using tools safely - clay modelling.</li> <li>- Food hygiene and equipment safety</li> <li>- Trip safety - stranger danger</li> <li>- Respect for others and their beliefs - RE</li> <li>- CONSENT throughout the curriculum - It's my body, I don't like that</li> </ul>	<ul style="list-style-type: none"> <li>- Using tools safely - making mechanisms and structures</li> <li>- Using tools and equipment safely p making buildings</li> <li>- Trip safety - stranger danger</li> <li>- Respect for others and their beliefs -RE</li> <li>- CONSENT throughout the curriculum - It's my body, I don't like that</li> </ul>	<ul style="list-style-type: none"> <li>- RNLI visit - water and beach safety</li> <li>- Using tools and equipment safely - sewing. Making models.</li> <li>- Respect for others and their beliefs - RE</li> <li>- Sun Safe - using sunscreen/ sun hats</li> <li>- Trip safety - stranger danger</li> <li>- CONSENT throughout the curriculum - It's my body, I don't like that</li> </ul>			
<b>Mental Health</b>	<ul style="list-style-type: none"> <li>- Daily Check-ins</li> <li>- Hopes and fears for the year through PSHE</li> <li>- Rights and responsibilities through PSHE</li> <li>- Rewards and consequences through PSHE</li> <li>- Valuing contributions through PSHE</li> <li>- Choices through PSHE</li> <li>- Recognising feelings through PSHE</li> <li>- Assumptions and stereotypes about gender through PSHE</li> <li>- Understanding bullying through PSHE</li> <li>- Standing up for self and others through PSHE</li> <li>- Making new friends through PSHE</li> <li>- Gender diversity through PSHE</li> <li>- Celebrating difference and remaining friends through PSHE</li> <li>- Online safety through computing</li> </ul>	<ul style="list-style-type: none"> <li>- Daily Check-ins</li> <li>- Achieving realistic goals through PSHE</li> <li>- Perseverance through PSHE</li> <li>- Learning strengths through PSHE</li> <li>- Learning with others through PSHE</li> <li>- Group co-operation through PSHE</li> <li>- Contributing to and Sharing success through PSHE</li> <li>- Motivation through PSHE</li> <li>- Healthier choices through PSHE</li> <li>- Relaxation through PSHE</li> <li>- Healthy eating and nutrition through PSHE</li> <li>- Online safety through computing</li> </ul>	<ul style="list-style-type: none"> <li>- Daily Check-ins</li> <li>- Different types of family through PSHE</li> <li>- Physical contact boundaries - consent - through PSHE</li> <li>- Friendship and conflict through PSHE</li> <li>- Secrets through PSHE</li> <li>- Trust and appreciation through PSHE</li> <li>- Expressing appreciation for special relationships through PSHE</li> <li>- Increasing independence through PSHE</li> <li>- Differences in female and male bodies (correct terminology) through PSHE</li> <li>- Assertiveness through PSHE</li> <li>- Preparing for transition through PSHE</li> <li>- Online safety through computing</li> </ul>			
<b>Special Events</b>	Hello Yellow Mental Health Day	Children in Need Anti-Bullying Week Road Safety Week	Safer Internet Day Sports Relief	NSPCC Speak Out Stay Safe		



Year 3						
Year 3	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<b>Outline Content</b>	<p>Setting personal goals</p> <p>Self-identity and worth</p> <p>Positivity in challenges</p> <p>Rules, rights and responsibilities</p> <p>Rewards and consequences</p> <p>Responsible choices</p> <p>Seeing things from others' perspectives</p>	<p>Families and their differences</p> <p>Family conflict and how to manage it (child-centred)</p> <p>Witnessing bullying and how to solve it</p> <p>Recognising how words can be hurtful</p> <p>Giving and receiving compliments</p>	<p>Difficult challenges and achieving success</p> <p>Dreams and ambitions</p> <p>New challenges</p> <p>Motivation and enthusiasm</p> <p>Recognising and trying to overcome obstacles</p> <p>Evaluating learning processes</p> <p>Managing feelings</p> <p>Simple budgeting</p>	<p>Exercise</p> <p>Fitness challenges</p> <p>Food labelling and healthy swaps</p> <p>Attitudes towards drugs</p> <p>Keeping safe and why it's important online and offline scenarios</p> <p>Respect for myself and others</p> <p>Healthy and safe choices</p>	<p>Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen</p> <p>Being aware of how my choices affect others</p> <p>Awareness of how other children have different lives</p> <p>Expressing appreciation for family and friends.</p>	<p>How babies grow</p> <p>Understanding a baby's needs</p> <p>Outside body changes</p> <p>Inside body changes</p> <p>Family stereotypes</p> <p>Challenging my ideas</p> <p>Preparing for transition</p>
<b>Assessment Outcomes</b>	No assessment	<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 evaluate my own learning process and identify how it can be better next time.</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.</p> <p>I can express how being anxious or scared feels.</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices.</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 feelings.</p>

<b>Online Safety</b>	<ul style="list-style-type: none"> <li>- Childnet: The Adventures of Kara, Winston and the SMART Crew</li> <li>- Awareness of the CEOP report abuse button</li> </ul>		<ul style="list-style-type: none"> <li>- Childnet: The Adventures of Kara, Winston and the SMART Crew</li> </ul>		<ul style="list-style-type: none"> <li>- Childnet: The Adventures of Kara, Winston and the SMART Crew</li> </ul>	
<b>Safeguarding Focus</b>	<ul style="list-style-type: none"> <li>- Science - Light - Road safety/ visibility</li> <li>- Outdoor Learning - Fire Safety</li> <li>- Outdoor Learning - Safe use of equipment shelter building</li> <li>- Walk to Town Centre - Road Safety</li> <li>- NSPCC Speak Out, Stay Safe Online</li> <li>- CONSENT throughout the curriculum - It's my body, I don't like that</li> </ul>		<ul style="list-style-type: none"> <li>- Safety during experiments.</li> <li>- Respect for others and their beliefs - RE</li> <li>- Trip safety - stranger danger</li> <li>- CONSENT throughout the curriculum - It's my body, I don't like that</li> </ul>		<ul style="list-style-type: none"> <li>- Understanding my rights - Parliament Loan Box</li> <li>- Trip safety and water safety - Cardingmill Valley</li> <li>- Respect for others and their beliefs - RE</li> <li>- Sun Safe - using sunscreen/ sun hats</li> <li>- Trip safety - stranger danger</li> <li>- CONSENT throughout the curriculum - It's my body, I don't like that</li> </ul>	
<b>Mental Health</b>	<ul style="list-style-type: none"> <li>- Daily Check-ins/Worry Box</li> <li>- Online safety through computing</li> <li>- Setting personal goals through PSHE</li> <li>- Self-identity and worth through PSHE</li> <li>- Positivity in challenges through PSHE</li> <li>- Rules, rights and responsibilities through PSHE</li> <li>- Rewards and consequences through PSHE</li> <li>- Responsible choices through PSHE</li> <li>- Seeing things from others' perspectives through PSHE</li> <li>- Families and their differences through PSHE</li> <li>- Family conflict and how to manage it (child-centred) through PSHE</li> <li>- Witnessing bullying and how to solve it through PSHE</li> <li>- Recognising how words can be hurtful through PSHE</li> <li>- Giving and receiving compliments through PSHE</li> </ul>		<ul style="list-style-type: none"> <li>- Daily Check-ins/Worry Box</li> <li>- Online safety through computing</li> <li>- Difficult challenges and achieving success through PSHE</li> <li>- Dreams and ambitions through PSHE</li> <li>- New challenges through PSHE</li> <li>- Motivation and enthusiasm through PSHE</li> <li>- Recognising and trying to overcome obstacles through PSHE</li> <li>- Managing feelings through PSHE</li> <li>- Exercise through PSHE</li> <li>- Attitudes towards drugs through PSHE</li> <li>- Keeping safe and why it's important - online and offline scenarios through PSHE</li> <li>- Respect for myself and others through PSHE</li> <li>- Healthy and safe choices through PSHE</li> </ul>		<ul style="list-style-type: none"> <li>- Daily Check-ins/Worry Box</li> <li>- Online safety through computing</li> <li>- Family roles and responsibilities through PSHE</li> <li>- Friendship and negotiation through PSHE</li> <li>- Keeping safe online and who to go to for help through PSHE</li> <li>- Being a global citizen through PSHE</li> <li>- Being aware of how my choices affect others through PSHE</li> <li>- Awareness of how other children have different lives through PSHE</li> <li>- Expressing appreciation for family and friends. through PSHE</li> <li>- Inside body changes through PSHE</li> <li>- Family stereotypes through PSHE</li> <li>- Challenging my ideas through PSHE</li> <li>- Preparing for transition through PSHE</li> </ul>	
<b>Special Events</b>	Hello Yellow Mental Health Day	Children in Need Anti-Bullying Week Road Safety Week	Safer Internet Day Sports Relief	NSPCC Speak Out Stay Safe		

Year 4						
Year 4	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<b>Outline PSHE Content</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Assessment Outcomes</b>	No assessment	I can tell you a time when my first impression of someone changed as I got to know them I can explain why it is good to accept people for who they are	I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to I can identify feelings of anxiety and fear associated with peer pressure	I can explain different points of view on an animal rights issue and express my own opinion and feelings on this	I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this
<b>Online Safety</b>	Childnet SMART Videos: Awareness of the CEOP report abuse button		Childnet SMART Videos:		Childnet SMART Videos:	
<b>Safeguarding Focus in other subjects</b>	<ul style="list-style-type: none"> <li>- Respect for others and their beliefs - RE</li> <li>- Roles and responsibilities - being a good citizen, British values.</li> <li>- PE - rules and safety</li> <li>- Dental hygiene</li> <li>- Healthy eating and body health</li> </ul>		<ul style="list-style-type: none"> <li>- Safe behaviour during History Roman battle</li> <li>- PE - rules and safety</li> <li>- Electrical safety</li> <li>- Respect for others and their beliefs - RE</li> </ul>		<ul style="list-style-type: none"> <li>- Road safety - pedestrian training</li> <li>- Safe use of sewing equipment - making purses</li> <li>- Safe use of different substances - create a potion</li> <li>- PE - rules and safety</li> </ul>	

	<ul style="list-style-type: none"> <li>-Walk to Town Centre - Road Safety</li> <li>- NSPCC Speak Out, Stay Safe Online</li> <li>-CONSENT throughout the curriculum - It's my body, I don't like that</li> <li>-Outdoor learning safety - fire lighting.</li> </ul>		<ul style="list-style-type: none"> <li>-CONSENT throughout the curriculum - It's my body, I don't like that</li> <li>--Outdoor learning safety - using outdoor equipment such as knives.</li> </ul>		<ul style="list-style-type: none"> <li>- Respect for others and their beliefs - RE</li> <li>- Sun Safe - using sunscreen/ sun hats</li> <li>- Trip safety - stranger danger</li> <li>-CONSENT throughout the curriculum - It's my body, I don't like that</li> <li>Outdoor learning safety - Using gardening equipment safely.</li> </ul>	
<b>Mental Health</b>	<ul style="list-style-type: none"> <li>- Daily Check-ins/Worry Box</li> <li>- Online safety through computing</li> <li>- Being part of a class team through PSHE</li> <li>- Being a school citizen through PSHE</li> <li>- Rights, responsibilities and democracy (school council) through PSHE</li> <li>- Rewards and consequences through PSHE</li> <li>- Group decision-making through PSHE</li> <li>- Having a voice through PSHE</li> <li>- What motivates behaviour through PSHE</li> <li>- Challenging assumptions through PSHE</li> <li>- Judging by appearance through PSHE</li> <li>- Accepting self and others through PSHE</li> <li>- Understanding influences through PSHE</li> <li>- Understanding bullying problem-solving through PSHE</li> <li>- Identifying how special and unique everyone is through PSHE</li> <li>- First impressions through PSHE</li> </ul>		<ul style="list-style-type: none"> <li>- Daily Check-ins/Worry Box</li> <li>- Online safety through computing</li> <li>- Hopes and dreams through PSHE</li> <li>- Overcoming disappointment through PSHE</li> <li>- Creating new, realistic dreams through PSHE</li> <li>- Achieving goals through PSHE</li> <li>- Working in a group through PSHE</li> <li>- Celebrating contributions through PSHE</li> <li>- Resilience through PSHE</li> <li>- Positive attitudes through PSHE</li> <li>- Healthier friendships through PSHE</li> <li>- Group dynamics through PSHE</li> <li>- Smoking through PSHE</li> <li>- Alcohol through PSHE</li> <li>- Assertiveness through PSHE</li> <li>- Peer pressure through PSHE</li> <li>- Celebrating inner strength through PSHE</li> </ul>		<ul style="list-style-type: none"> <li>- Daily Check-ins/Worry Box</li> <li>- Online safety through computing</li> <li>- Jealousy through PSHE</li> <li>- Love and loss through PSHE</li> <li>- Memories of loved ones through PSHE</li> <li>- Getting on and Falling Out through PSHE</li> <li>- Girlfriends and boyfriends through PSHE</li> <li>- Showing appreciation to people and animals through PSHE</li> <li>- Being unique through PSHE</li> <li>- Girls and puberty through PSHE</li> <li>- Confidence in change through PSHE</li> <li>- Accepting change through PSHE</li> <li>- Preparing for transition through PSHE</li> </ul>	
<b>Special Events</b>	Hello Yellow Mental Health Day	Children in Need Anti-Bullying Week Road Safety Week	Safer Internet Day Sports Relief	NSPCC Speak Out Stay Safe		

Year 5						
Year 5	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<b>Outline Content</b>	<p>Planning the forthcoming year</p> <p>Being a citizen</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>How behaviour affects groups</p> <p>Democracy, having a voice, participating</p>	<p>Cultural differences and how they can cause conflict</p> <p>Racism</p> <p>Rumours and name-calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting other cultures</p>	<p>Future dreams</p> <p>The importance of money</p> <p>Jobs and careers</p> <p>Dream job and how to get there</p> <p>Goals in different cultures</p> <p>Supporting others (charity)</p> <p>Motivation</p>	<p>Smoking, including vaping</p> <p>Alcohol</p> <p>Alcohol and anti-social behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Motivation and behaviour</p>	<p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of online grooming</p> <p>SMART internet safety rules</p>	<p>Self- and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Conception (including IVF)</p> <p>Growing responsibility</p> <p>Coping with change</p> <p>Preparing for transition</p>
<b>Assessment Outcomes</b>	No assessment	<p>I can explain the differences 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 describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own</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 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 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>
<b>Online Safety</b>	CEOP Think U Know - Play like Share. Awareness of the CEOP report abuse button		CEOP Think U Know - Play like Share		CEOP Think U Know - Play like Share	

<b>Safeguarding Focus</b>	<ul style="list-style-type: none"> <li>- Water safety - swimming pool talk</li> <li>- Walk to Town Centre - Road Safety</li> <li>- NSPCC Speak Out, Stay Safe Online</li> <li>- Trip safety and Road safety - visit to Shrewsbury</li> <li>- CONSENT throughout the curriculum - It's my body, I don't like that</li> </ul>		<ul style="list-style-type: none"> <li>- Respect for others and their beliefs - RE</li> <li>- Trip safety - stranger danger</li> <li>- CONSENT throughout the curriculum - It's my body, I don't like that</li> </ul>		<ul style="list-style-type: none"> <li>- Loudmouth - Helping Hands</li> <li>- Respect for others and their beliefs - RE</li> <li>- Sun Safe - using sunscreen/ sun hats</li> <li>- Trip safety - stranger danger</li> <li>- CONSENT throughout the curriculum - It's my body, I don't like that</li> </ul>	
<b>Mental Health</b>	<ul style="list-style-type: none"> <li>- Daily Check-ins/Worry Box</li> <li>- Online safety through computing</li> <li>- Rights and responsibilities through PSHE</li> <li>- Rewards and consequences through PSHE</li> <li>- How behaviour affects groups through PSHE</li> <li>- Democracy, having a voice, participating through PSHE</li> <li>- Cultural differences and how they can cause conflict through PSHE</li> <li>- Racism through PSHE</li> <li>- Rumours and name-calling through PSHE</li> <li>- Types of bullying through PSHE</li> <li>- Material wealth and happiness through PSHE</li> <li>- Enjoying and respecting other cultures through PSHE</li> </ul>		<ul style="list-style-type: none"> <li>- Daily Check-ins/Worry Box</li> <li>- Online safety through computing</li> <li>- Future dreams through PSHE</li> <li>- The importance of money through PSHE</li> <li>- Dream job and how to get there through PSHE</li> <li>- Goals in different cultures through PSHE</li> <li>- Supporting others (charity) through PSHE</li> <li>- Motivation through PSHE</li> <li>- Smoking, including vaping through PSHE</li> <li>- Alcohol through PSHE</li> <li>- Alcohol and anti-social behaviour through PSHE</li> <li>- Emergency aid through PSHE</li> <li>- Body image through PSHE</li> <li>- Relationships with food through PSHE</li> <li>- Healthy choices through PSHE</li> <li>- Motivation and behaviour through PSHE</li> </ul>		<ul style="list-style-type: none"> <li>- Daily Check-ins/Worry Box</li> <li>- Online safety through computing</li> <li>- Self-recognition and self-worth through PSHE</li> <li>- Building self-esteem through PSHE</li> <li>- Safer online communities through PSHE</li> <li>- Rights and responsibilities online through PSHE</li> <li>- Online gaming and gambling through PSHE</li> <li>- Reducing screen time through PSHE</li> <li>- Dangers of online grooming through PSHE</li> <li>- SMART internet safety rules through PSHE</li> <li>- Self- and body image through PSHE</li> <li>- Influence of online and media on body image through PSHE</li> <li>- Puberty for girls through PSHE</li> <li>- Puberty for boys through PSHE</li> <li>- Growing responsibility through PSHE</li> <li>- Coping with change through PSHE</li> <li>- Preparing for transition through PSHE</li> </ul>	
<b>Special Events</b>	Hello Yellow Mental Health Day	Children in Need Anti-Bullying Week Road Safety Week	Safer Internet Day Sports Relief	NSPCC Speak Out Stay Safe	SnapTrap Theatre - non-consensual sharing of nude images	



Year 6						
Year 6	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<b>Outline Content</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image/Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting (consensual and non-consensual sharing of nudes and semi nudes images and or videos) Transition
<b>Assessment Outcomes</b>	No assessment	I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation	I can describe some ways in which I can work with other people to help make the world a better place I can identify why I am motivated to do this	I can evaluate when alcohol is being used responsibly, anti-socially or being misused I can tell you how I feel about using alcohol when I am older and my reasons for this	I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and I recognise how I feel when I reflect on the development and birth of a baby
<b>Online Safety</b>	Childnet - STAR - Online safety Awareness of the CEOP report abuse button		Childnet - STAR - Online safety		Childnet - STAR - Online safety #LiveSkills - Think U Know	



<b>Safeguarding Focus</b>	<ul style="list-style-type: none"> <li>- Walk to Town Centre - Road Safety</li> <li>- Understanding problems faced by children in the world and how we can help them (and ourselves). Children In Need.</li> <li>- NSPCC Speak Out, Stay Safe Online</li> <li>- Respect for others and their beliefs - RE</li> <li>- CONSENT throughout the curriculum - It's my body, I don't like that</li> </ul>	<ul style="list-style-type: none"> <li>- Keeping your mind healthy - SAT's preparation , keeping calm</li> <li>- Police visit - STAR project - drugs, alcohol, tobacco safety, peer pressure</li> <li>- Respect for others and their beliefs - RE</li> <li>- CONSENT throughout the curriculum - It's my body, I don't like that</li> </ul>	<ul style="list-style-type: none"> <li>- Rail safety - don't play or hang around on the railway</li> <li>- Emotional Resilience - emotional language, self-esteem and confidence building</li> <li>- Crucial Crew - What do you do in a fire? What to do in a flood? What are the consequences of breaking the law? Why should you exercise often? And how should you to be safe around, water, electricity, the roads</li> <li>- Respect for others and their beliefs - RE</li> <li>- Sun Safe - using sunscreen/ sun hats</li> <li>- Trip safety - stranger danger</li> <li>- CONSENT throughout the curriculum - It's my body, I don't like that</li> </ul>
<b>Mental Health</b>	<ul style="list-style-type: none"> <li>- Daily Check-ins/Worry Box</li> <li>- Online safety through computing</li> <li>- Identifying goals for the year through PSHE</li> <li>- Children's universal rights through PSHE</li> <li>- Feeling welcome and valued through PSHE</li> <li>- Choices, consequences and rewards through PSHE</li> <li>- Group dynamics through PSHE</li> <li>- Democracy, having a voice through PSHE</li> <li>- Anti-social behaviour through PSHE</li> <li>- Role-modelling through PSHE</li> <li>- Perceptions of normality through PSHE</li> <li>- Understanding disability through PSHE</li> <li>- Power struggles through PSHE</li> <li>- Understanding bullying through PSHE</li> <li>- Inclusion/exclusion through PSHE</li> <li>- Differences as conflict, difference as celebration through PSHE</li> <li>- Empathy through PSHE</li> </ul>	<ul style="list-style-type: none"> <li>- Daily Check-ins/Worry Box</li> <li>- Online safety through computing</li> <li>- Personal learning goals, in and out of school through PSHE</li> <li>- Success criteria through PSHE</li> <li>- Emotions in success through PSHE</li> <li>- Making a difference in the world through PSHE</li> <li>- Motivation through PSHE</li> <li>- Recognising achievements through PSHE</li> <li>- Compliments through PSHE</li> <li>- Taking personal responsibility through PSHE</li> <li>- How substances affect the body through PSHE</li> <li>- Exploitation, including 'county lines' and gang culture through PSHE</li> <li>- Emotional and mental health through PSHE</li> <li>- Managing stress through PSHE</li> </ul>	<ul style="list-style-type: none"> <li>- Daily Check-ins/Worry Box</li> <li>- Online safety through computing</li> <li>- Mental health through PSHE</li> <li>- Identifying mental health worries and sources of support through PSHE</li> <li>- Love and loss through PSHE</li> <li>- Managing feelings through PSHE</li> <li>- Power and control through PSHE</li> <li>- Assertiveness through PSHE</li> <li>- Technology safety through PSHE</li> <li>- Self-image through PSHE</li> <li>- Body image through PSHE</li> <li>- Puberty and feelings through PSHE</li> <li>- Reflections about change through PSHE</li> <li>- Physical attraction through PSHE</li> <li>- Respect and consent through PSHE</li> <li>- Boyfriends/girlfriends through PSHE</li> <li>- Sexting through PSHE (consensual and non-consensual sharing of nudes and semi nudes images and or videos)</li> <li>- Transition through PSHE</li> </ul>
<b>Special Events</b>	<p>Hello Yellow Mental Health Day Children in Need Anti-Bullying Week Road Safety Week</p>	<p>Safer Internet Day Sports Relief STAR project NSPCC Speak Out Stay Safe</p>	<p>SnapTrap Theatre - non-consensual sharing of nude images Crucial Crew</p>

How we address specific safeguarding issues at Grange Park			
Sex and relationships	Relationships Changing Me	Suicide and self-harm	ELSA Emotional wellbeing worker Trailblazer Mental Health practitioner 1:1 support Support from external agencies
Radicalisation and extremism	Prevent Agenda Assemblies Celebrating Difference Healthy Behaviours	Drugs, alcohol and tobacco County Lines	Crucial Crew STAR project Healthy Me Science Curriculum PE curriculum
Online safety	Taught throughout computing curriculum Assemblies Internet Safety Week Healthy Me Parent Information	Road and rail safety	Healthy Me Pedestrian Training Bikeability Network rail trespassing resources
Children Missing education	Signs of Belonging Bright Lights Big City Superheroes Living in Harmony Relationships	Emotional and physical abuse	NSPCC resources Healthy Me Changing Me Helping Hands – Loudmouth Theatre
Child sexual exploitation	Changing Me, Online safety, Relationships NSPCC Helping Hands – Loudmouth Theatre	Female genital mutilation	We focus on how to create healthy relationships, rights as a child, Safeguarding assemblies NSPCC pants
Bullying including cyber bullying	Anti-bullying School Council Internet safety week	Stranger danger	Relationships
Keeping physically healthy	PE Lessons Healthy Me Crucial Crew STAR project Science Curriculum	Fire and water safety	Healthy Me Outdoor Learning
Homophobic and transphobic abuse	Celebrating Differences Relationships Anti-bullying week	Forced marriage	Relationships – choices and rights
Domestic violence	Relationships	Mental Health Issues	Nurturing school ethos

	<p>Dreams and Goals Changing Me</p>		<p>ELSA</p>
<p>Sexual harassment and violence, upskirting</p>	<p>Relationships Changing Me Healthy Me Anti-bullying week Helping Hands – Loudmouth Theatre Online Safety</p>		<p>Emotional wellbeing worker Trailblazer mental health practitioner support Play therapy Healthy Me, Relationships, Dreams and Goals, Being Me in the World, Changing Me, Celebrating Difference Specific group and 1:1 activities responding to needs of individuals and cohort Mental Health Champion Outdoor learning Curriculum Nurture based learning – Base 1</p>