Keevil CofE Academy Safeguarding Curriculum 2022-23

THEME FROM KCSIE 2022		DELIVERED THROUGH	OUTCOMES			
			EYFS	KS1	Lower KS2	Upper KS2
Child-on-Child Abuse	Bullying including Cyberbullying	PSHE: Anti-bullying	• Children show sensitivity to others' needs and feelings, and form positive relationships with other children. • Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.	• to recognise what is fair and unfair, kind and unkind, what is right and wrong • to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say • that there are different types of teasing and bullying, that these are wrong and unacceptable • how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help	• Pupils should have the opportunity to recognise bullying and abuse in all its forms (both in person and online) • to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)	• to recognise and manage 'dares' • Pupils should have the opportunity to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text) • to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
		PSHE: Digital Safety	• Children recognise that a range of technology is used in places such as homes and schools. They select and use	• rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT)	• safety online(including social media, the responsible use of ICT and mobile phones) • the importance of protecting personal	• to recognise how images in the media do not always reflect reality and can affect how people feel about themselves

			technology for particular purposes. • Children recognise the impact of good choices and consequences of wrong ones. • Children understand that they must ask an adult whether they can use a game or app. • Children know that information can be retrieved from computers and can tell an adult if what they see makes them feel worried. • Children recognise who they can ask for help and know when they need help. • Children understand that they need to share equipment and take turns.		information, including passwords, addresses and the distribution of images of themselves and others • Pupils should have the opportunity to recognise bullying and abuse in all its forms (both in person and online)	• to explore and critique how the media present information • Pupils should have the opportunity to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text)
		Computing: E-safety	• To be able to understand the importance of asking for help from an adult when on the internet. • Explain the reasons for rules, know right from wrong and try to behave accordingly.	• Children are able to navigate age-appropriate websites • Children know what to do if they find something inappropriate online • Children understand that the internet can be used to communicate with other people • Children know that not everything on the internet is true • Children practise e-safety when communicating online	• Children understand how they can use the internet safely for research and by following lines of enquiry • Know how to guard against giving out personal information • Know what to do if they are affected by cyber bullying • Use digital etiquette when communicating on-line	• Know how to guard against giving out personal information • Know what to do if they are affected by cyber bullying • Use digital etiquette when communicating on-line •

	Physical Abuse	PSHE: Anti-Bullying	• Children show sensitivity to others' needs and feelings, and form positive relationships with other children. • Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.	• to recognise what is fair and unfair, kind and unkind, what is right and wrong • to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable	• Pupils should have the opportunity to recognise bullying and abuse in all its forms (both in person and online) • to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)	• Pupils should have the opportunity to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text) • to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
		PSHE: Relationships - Peers	• Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs	• to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) • to offer constructive support and feedback to others	• That their actions affect themselves and others. • To resolve differences by looking at alternatives, seeing and respecting others' points of views.	• to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
	Relationship Abuse	PSHE: Relationships – Peers	• Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs	• To recognise how their behaviour affects other people. • To share their opinions on things that matter to them.	• That their actions affect themselves and others. • To resolve differences by looking at alternatives, seeing and respecting others' points of views.	• to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
		PSHE: Relationships – Family	• Know that others don't always enjoy the same things and be sensitive to this.	• to identify their special people (family, friends, carers), what makes them special and how	• identify the qualities of positive friendships and family relationships.	• to understand the value of healthy relationships • to explore the diversity of family relationships

				special people should care for one another	• explain how friends and family show they value and care for each other. • describe what is most important in a friendship or family relationship. • recognise that friendships and family relationships may change for different reasons and how to manage this.	• to consider commitment within a relationship
		RSE: Growing Up	• They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.		• to be aware of different types of relationship, including those between acquaintances, friends, relatives and families	• that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment • to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so • Ask for and recognise consent
	Sexual Harassment and Violence	RSE: Growing Up	• They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.		• about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact	• about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that some actions constitute abuse,

						• and can be a crime and how to get support if they have fears for themselves or their peers. • Pupils should have the opportunity to learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation • Understand that only certain people have permission to see their privates parts
		PSHE: Digital Safety	• Children recognise who they can ask for help and know when they need help.	• rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT)	• Pupils should have the opportunity to recognise bullying and abuse in all its forms (both in person and online)	• Pupils should have the opportunity to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text)
		PSHE: Keeping Safe	• Children say when they do or don't need help.	• to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' • the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises	• strategies for keeping physically and emotionally safe	• to judge what kind of physical contact is acceptable or unacceptable and how to respond
		PSHE: Anti-Bullying		• to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how	• to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including	• Pupils should have the opportunity to recognise bullying and abuse in all its forms (including prejudice-based bullying

				• to respond (including who to tell and how to tell them) • that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)	cyber bullying, use of prejudice-based language, how to respond and ask for help)	both in person and online/via text)
		NSPCC – Speak Out, Stay Safe	• Assemblies and in-class sessions run by NSPCC educators and/or school staff using NSPCC materials	• Assemblies and in-class sessions run by NSPCC educators and/or school staff using NSPCC materials	• Assemblies and in-class sessions run by NSPCC educators and/or school staff using NSPCC materials	• Assemblies and in-class sessions run by NSPCC educators and/or school staff using NSPCC materials
Drug and Alcohol Misuse		PSHE: Keeping Safe	• They understanding that many substances can be dangerous • They know the safety rules that apply when taking medicines.	• that household products, including medicines, can be harmful if not used properly.		• that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media • to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
		PSHE: Keeping Healthy			• what positively and negatively affects their physical, mental and emotional health (including the media) • what is meant by the term 'habit' and why habits can be hard to change	• how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' • what is meant by the term 'habit' and why habits can be hard to change

					• which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others
	Science: Humans				• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
Criminality and Serious Violence	PSHE: Citizenship	• Children work as part of a group or class, and understand and follow the rules. • They understand what is right, what is wrong, and why, and consider the consequences of their words and actions for themselves and others, and try to behave accordingly.	• to help construct, and agree to follow, group and class rules and to understand how these rules help them	• why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules	• understand the democratic process in Britain, how Councils and Parliament are run, and the separate nature of the judiciary
	PSHE: Communities	• Children will learn how to work as part of a group and understand that there need to be agreed values and codes of behaviour for groups of people to work together.	• to identify and respect the differences and similarities between people	• to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view	
	British Values	• Through Worship, Whole School and Class activities	• Through Worship, Whole School and Class activities	• Through Worship, Whole School and Class activities	• Through Worship, Whole School and Class activities

				Key Text 'The Demon Headteacher' through which themes of control and coercion are addressed.	Key Text 'The Hunger Games' through which themes and issues of Government and violence are addressed.
	English				
Radicalisation	PSHE: Citizenship	• Children work as part of a group or class, and understand and follow the rules. • Children develop an awareness of their own needs, views and feelings and a sensitivity to the needs, views and feelings of others. • Children will learn how to work as part of a group and understand that there need to be agreed values and codes of behaviour for groups of people to work together. • They understand what is right, what is wrong, and why, and consider the consequences of their words and actions for themselves and others, and try to behave accordingly. • Children understand that people have different needs, views, cultures and beliefs which should be treated with respect.	• to help construct, and agree to follow, group and class rules and to understand how these rules help them • that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) • begin to understand the fundamentals of a democratic process	• why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules • to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child • that these universal rights are there to protect everyone and have primacy both over national law and family and community practices	• to know that there are some cultural practices which are against British law and universal human rights. • understand the democratic process in Britain, how Councils and Parliament are run, and the separate nature of the judiciary
	PSHE: Communities	• They know about similarities and differences between themselves and others, and among communities and traditions.	• to identify and respect the differences and similarities between people	• to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings	• that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age,

				and to try to see, respect and if necessary constructively challenge their points of view	sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
				• what being part of a community means, and about the varied institutions that support communities locally and nationally	• to recognise and challenge stereotypes
				• to think about the lives of people living in other places, and people with different values and customs	• to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
	British Values	• Through Worship, Whole School and Class activities	• Through Worship, Whole School and Class activities	• Through Worship, Whole School and Class activities	• Through Worship, Whole School and Class activities
Mental Health	PSHE: Emotions	• Children talk about how they and others show feelings. • They adjust their behaviour to different situations, and take changes of routine in their stride.	• To recognise what they like and dislike, how to make real informed choices that improve their emotional health, to recognise that choices have good and not so good consequences. • About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. • to communicate their feelings to others, to recognise how others show feelings and how to respond	• to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others	• to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others • to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them • to recognise and respond appropriately to a wider range of feelings in others
	PSHE: Changes/Moving On	• Show independence, resilience and	• To think about themselves, to learn from experiences, to	• to reflect on and celebrate their achievements, identify	• to reflect on and celebrate their achievements, identify

		perseverance in the face of challenge.	recognise and celebrate their strengths and set simple but challenging goals • About change and loss and the associated feelings (including moving home, losing toys, pets or friends)	their strengths, areas for improvement • about change, including transitions (between classes) loss, separation, divorce and bereavement	their strengths, areas for improvement, set high aspirations and goals • about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
	Wellbeing Sessions delivered by [Vibes and Minds]	• Twice termly sessions delivering yoga, mindfulness techniques and wellbeing understanding.	• Twice termly sessions delivering yoga, mindfulness techniques and wellbeing understanding.	• Twice termly sessions delivering yoga, mindfulness techniques and wellbeing understanding.	• Twice termly sessions delivering yoga, mindfulness techniques and wellbeing understanding.
	English				• Key Text 'The Hunger Games' through which themes and issues of pressure from media and body image are addressed.
	Worry Bee peer support			• Children trained to support their peers managing everyday anxieties.	• Children trained to support their peers managing everyday anxieties.
Online Safety	**PSHE: Digital Safety**	• Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. • Children recognise the impact of good choices and consequences of wrong ones. • Children understand that they must ask an adult whether they can use a game or app. • Children know that information can be	• rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT)	• safety online(including social media, the responsible use of ICT and mobile phones) • the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others • Pupils should have the opportunity to recognise bullying and abuse in all its forms (both in person and online)	• to recognise how images in the media do not always reflect reality and can affect how people feel about themselves • to explore and critique how the media present information • Pupils should have the opportunity to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text)

	Computing: E-safety	retrieved from computers and can tell an adult if what they see makes them feel worried. • Children recognise who they can ask for help and know when they need help. • Children understand that they need to share equipment and take turns. • To be able to understand the importance of asking for help from an adult when on the internet. • Explain the reasons for rules, know right from wrong and try to behave accordingly.	• Children are able to navigate age-appropriate websites • Children know what to do if they find something inappropriate online • Children understand that the internet can be used to communicate with other people • Children know that not everything on the internet is true • Children practise e-safety when communicating online • Children use the Internet to undertake independent purposeful research, gathering appropriate text and image and attempt to distinguish between fact and fiction	• Children understand how they can use the internet safely for research and by following lines of enquiry • Know how to guard against giving out personal information • Know what to do if they are affected by cyber bullying • Use digital etiquette when communicating on-line • Children understand that good online research involves processing the information (rather than copying) and interpreting it for others. • Children recognise issues of copyright and the importance of acknowledging sources	• Know how to guard against giving out personal information • Know what to do if they are affected by cyber bullying • Use digital etiquette when communicating on-line • Children can begin to use a range of online communication tools eg. Forums, polls and email to exchange and develop ideas with other learners and experts in a range of curriculum contexts
Physical Safety	**PSHE: Keeping Safe**	• They can exploring appropriate personal safety strategies • They begin to realise the importance of road safety	• rules for and ways of keeping physically and emotionally safe (the difference between secrets and surprises and understanding not	• to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage	• school rules about health and safety, basic emergency aid procedures, where and how to get help

			to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety))	them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience • to recognise their increasing independence brings increased responsibility to keep themselves and others safe • strategies for keeping physically and emotionally safe including road safety and safety in the environment (including rail , water and fire safety) • about people who are responsible for helping them stay healthy and safe and ways that they can help these people	• strategies for keeping physically and emotionally safe including road safety (including cycle safety-the Bikeability programme), safety in the environment (including rail , water and fire safety)
	Science: Electricity		• describe the dangers associated with mains electricity		
	Science: Light and Sound		• explain why it is dangerous to look at the Sun	• recognise that light from the sun can be dangerous and that there are ways to protect their eyes	
	Science: Materials		• state the dangers of hot water or naked flame		
	Geography: Physical Geography	• behave safely around a fire	• understand how to keep themselves safe around landscape features and in extreme weather.	• understand how to keep themselves safe around landscape features and in extreme weather.	• understand how to keep themselves safe around landscape features and in extreme weather.

Forest School		• Know the appropriate clothing to wear for different activities and weather • Understand the need to follow instructions when using simple tools • Know how to behave safely around a fire	• Know how to keep themselves safe when using simple tools • Know how to light and extinguish a fire safely	• Know how to keep themselves safe when using a range of equipment and tools • Know how to light, control & extinguish a fire safely
Wiltshire Road Safety Programme	• In-class sessions run by Wiltshire educators	• In-class sessions run by Wiltshire educators	• In-class sessions run by Wiltshire educators	• In-class sessions run by Wiltshire educators • Bikeability Course offered to Y6 pupils
Dorset and Wiltshire Fire and Rescue Service – fire safety sessions	• In-class sessions run by Fire and Rescue Service educators	• In-class sessions run by Fire and Rescue Service educators	• In-class sessions run by Fire and Rescue Service educators	• In-class sessions run by Fire and Rescue Service educators
Network Rail – rail safety sessions	• In-class sessions run by Network Rail educators	• In-class sessions run by Network Rail educators	• In-class sessions run by Network Rail educators	• In-class sessions run by Network Rail educators
First Aid delivered by Wiltshire Air Ambulance	• In-class sessions run by Air Ambulance educators	• In-class sessions run by Air Ambulance educators	• In-class sessions run by Air Ambulance educators	• In-class sessions run by Air Ambulance educators
End of Day Routines	• Expectations and routines in school to ensure that children are collected by a trusted adult, or travel on the school bus or walk home unaccompanied safely.	• Expectations and routines in school to ensure that children are collected by a trusted adult, or travel on the school bus or walk home unaccompanied safely.	• Expectations and routines in school to ensure that children are collected by a trusted adult, or travel on the school bus or walk home unaccompanied safely.	• Expectations and routines in school to ensure that children are collected by a trusted adult, or travel on the school bus or walk home unaccompanied safely.

Resilience   Diligence   Teamwork   Communication   Learning   Problem solving