

Safeguarding in the Curriculum – UKS2

		Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
UKS2	Whole school assemblies & values	Our school assemblies are centred around our core values: Aspiration, Compassion and Enthusiasm (ACE). Through assemblies, we explore the lives of significant historical and contemporary figures whose actions and achievements exemplify these values. These include individuals such as Rosa Parks, Nelson Mandela, Malala Yousafzai, and many others whose stories inspire children to aspire, show compassion, and approach life with enthusiasm. Our values provide children with an ethical vocabulary that helps them reflect on their choices, actions and relationships with others. Developing this understanding supports the growth of ethical intelligence, which helps children to regulate their behaviour and make positive decisions. We also reflect on the British Values: democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. These principles help pupils develop respect for others and prepare them to be responsible and active members of society.					
	Assembly links – key dates	Keeping safe in school – worry box/NSPCC reminders	World Mental Health Day Anti-bullying week	Safer Internet day - Feb		NSPCC assembly Year 1 - 6	Water safety assembly School Health Nurse Assembly
	RHE - Jigsaw w	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
		Y5 - Setting personal goals Facing new challenges with positivity Rights and responsibilities as a citizen of a country and of a school member Empathy	Y5 - Cultural differences- conflict Racism- attitudes Rumour-spreading/name-calling bullying- strategies for managing feeling Direct and indirect bullying Why do people bully?	Y5 - Imagining life in the future- what will I need? Eg money Think about the range of jobs people have and what they earn- appreciation Identify a job- reflect on opportunities that will help achieve this goal	Y5 - Risks of smoking- making informed decisions Risks of alcohol- making informed decisions Basic first aid- keeping safe Reflect on body image (media, social media, celebrity culture)- self-	Y5 - Build accurate picture of who you are- self-esteem, characteristics/personality Online community (rights /responsibilities)- positive/negative consequences Online gaming- unsafe/unhelpful Reducing screen time	Y5 - Self and body image- developing self-esteem Puberty for boys and girls- natural process How bodies change during puberty- worries/concerns Sexual intercourse can lead to conception and having a child- amazing

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	Make own choices about behaviour- rewards and consequence How my actions affect other people Understand how behaviour can impact a group Understand democracy and having a voice and how to participate in this Y 6 - How to feel valued and to make others feel the same To identify worries and fears about the year ahead and how we can manage those feelings Setting personal goals and approaching them with positivity Global citizen- universal rights for children and how some of these rights are not met Empathy	Showing kindness towards those who are bullied Compare life with a developing world- money doesn't equal happiness Respect different cultures Y6 - Different perceptions- what is normal? Empathise with people who are different Understand how being different might affect them- attitude Group power struggles- being excluded Reasons for bullying Problem-solving strategies Appreciation- disabled etc Differences- conflict/celebration	Understand how different cultures might have different goals and dreams Understand we can learn from people with different cultures Making a positive contribution to young people abroad with their aspirations Y6 - Knowing learning strengths and setting realistic goals Understanding of stretching learning boundaries Work out learning steps- success criteria Identify problems in the world- recognise the emotions of people who might be suffering Work together to make the world a better place Showing motivation to make the world better Give praise/compliments to others Recognise achievements of contributions	love, acceptance, self-respect Healthy relationship with food- eating disorders Healthy lifestyle- making good choices Y6 - Take responsibility for health and well-being Care for physical and mental health Drugs and their effects Exploitation- ways to help Gangs- why people join, strategies to help avoid Emotional and mental health- recognise when help is needed Managing stress and pressure- triggers	Safe technology usage- resist pressure Y6 - Understanding and taking care of mental health Help ourselves and others when worried about their mental health Different stages of grief- different types of loss Recognise when people are trying to take control- stand up for yourself, be assertive Judge to see whether online is safe or harmful Take responsibilities for own well-being Use technology safely to communicate with family and friends	how human bodies can reproduce- IVF Build confidence to manage changes when growing up Becoming a teenager- growing responsibilities (age of consent) Moving into new class Y6 - Self-image- developing self-esteem Changes during puberty Importance of looking after yourself emotionally and physically Pregnancy- conception through to 9 months Reflect on their own development Physical attraction- respect/consent Importance of positive self-esteem and how to develop it Challenge 'body talk' Identify worries/concerns about moving to secondary school Prepare emotionally for the changes
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			Compare wants and needs within different communities How actions affect locally and globally Make choices about behaviour- rights, responsibilities, rewards and consequences How individual behaviour impacts a group Contribute to group work Understand democracy and having a voice and how to participate and model this					
Science		Cycle A		Living things including their habitats Describe the life processes of reproduction in some plants and animals.		Properties and Changes of Materials Children to use equipment safely when looking at materials and experimenting with changes in materials.		Forces Children are aware of the risks when using equipment. Children are taught to keep themselves safe when setting up and conducting experiments.
		Cycle B	Light Recognise that light from the sun can be dangerous and that	Evolution & inheritance How humans evolved and inheritance - DNA		Electricity Safety reminders when working with circuits and electricity.	Animals including humans Describe the changes as humans develop to old age - Explain the journey from foetus to mature adult.	

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			eyes can be protected.					Recognise the impact of diet, exercise drugs and lifestyle on the way bodies function. Explain the positive and negative effects of diet, exercise, alcohol and drugs.
	DT	Cycle A	Cooking and nutrition Children taught correct and safe techniques when handling knives. Children are taught the importance of hygiene when preparing food. Children are taught the importance of a healthy balanced diet.			Textiles – making a wallet Children are aware of the risks when using equipment.		Shell structures Children are aware of the risks when using equipment.
		Cycle B		Mechanical systems Children are aware of the risks when using equipment.		Cooking and nutrition Children taught correct and safe techniques when handling knives. Children are taught the importance of hygiene when preparing food. Children are taught the importance of a healthy balanced diet.		Electrical systems Children are aware of the risks when using equipment.

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	RE	Cycle A Why do religions and non-religious groups celebrate important moments in life? (Rites of Passage) - Christianity, Hinduism, Islam, humanists Children are taught to respect the views and beliefs of others. This quality education aims to prevent bullying because of religious beliefs or views.	How did the religions and other world views begin? (Founders and Prophets / Roots). - Christianity, Islam, Hinduism and Humanism Children are taught to respect the views and beliefs of others. This quality education aims to prevent bullying because of religious beliefs or views.	Why is pilgrimage important to some religious communities? (Pilgrimage). - Christian, Muslim, Hindu and Humanist beliefs Children are taught to respect the views and beliefs of others. This quality education aims to prevent bullying because of religious beliefs or views.
		Cycle B Why don't all members of a religious or non-religious community believe and live in the same ways? (Diversity).- Christianity, Islam, Hinduism and Humanism Children are taught to respect the views and beliefs of others. This quality education aims to prevent bullying because of religious beliefs or views.	What do the religions and other worldviews suggest about how people should live their lives? (Ethics). - Christianity, Islam, Hinduism and Humanism Children are taught to respect the views and beliefs of others. This quality education aims to prevent bullying because of religious beliefs or views.	How do our beliefs influence the way we treat the world? (Creation and environment). - Christian, Muslim, Hindu and Humanist beliefs Children are taught to respect the views and beliefs of others. This quality education aims to prevent bullying because of religious beliefs or views.
PE		Children will – • understand and conduct verbal and visual risk assessments when handling and moving equipment. • understand the benefits of keeping a healthy, active lifestyle. • learn the importance of warming up and cooling down safely to reduce the risk of injury. • recognise when physical activity feels unsafe or uncomfortable and know how to seek help from a trusted adult. • develop an awareness of personal space and safe physical contact during games and sports. • learn the importance of following rules and instructions to keep themselves and others safe. • understand the importance of hydration, appropriate clothing and sun safety when participating in physical activity outdoors. • learn how to use PE equipment safely and report damaged or unsafe equipment to an adult. • develop resilience and confidence while recognising their own physical limits and making safe choices. • learn how teamwork, communication and respect contribute to keeping everyone safe during physical activities. • understand how regular exercise supports both physical health and mental wellbeing. • learn basic strategies for managing emotions during competitive activities, including winning and losing respectfully.		

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		• develop road and travel safety awareness when participating in sporting events, walks or off-site activities. • understand the importance of personal hygiene following physical activity, including handwashing and changing clothes where appropriate. • Children know who they can talk to if they are worried about something that happens during PE, sport or extracurricular activities. In Upper Key Stage 2 children will - • Independently identify risks and suggest ways to reduce them. • Understand the links between physical activity, mental health and wellbeing. • Demonstrate safe decision-making during games, sports and outdoor activities. • Understand safe and respectful behaviour in team and competitive situations.				
Trips and visitors	Year 6 residential - PGL Children are aware of dangers while getting on and off of transport and walking through car parks as well as around the grounds. Children join in with discussions about assessing risk before they go on the trip and throughout the day. Including members of public and use of public toilets. Risk assessment shared with children around	Cycle A –Geography - local area study Children are aware of dangers while getting on and off of transport and walking through car parks as well as around the grounds. Children join in with discussions about assessing risk before they go on the trip and throughout the day. Including members of public and use of public toilets.		Year 6 – Junior Citizens – Oxford Children work alongside the police, fire service and ambulance staff to learn about risk and dangers and what we can do. Covers aspects of safety near rail lines, water, internet safety, stranger danger,		

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		how to be in the rooms safely and safety around the site. Children learn to take own risks.					
Computing		National Curriculum Statement(s) relating to Computing: Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.					
		From Purple Mash – 2BeSafe Breakdown	Year 5			Year 6	
		Copyright and Ownership and	Children begin to assess when it is acceptable to use someone else’s work and when it is not. They also learn how to find content that is allowed to be reused, such as resources labelled for sharing.			Children practise using search tools to find content that can be reused by others. They also learn how to give credit by referencing and acknowledging the sources they have used from the internet.	
		Health, Wellbeing and Lifestyle	Children develop a deeper understanding of how tech can affect health and wellbeing, both positively (such as through fitness or mindfulness apps) and negatively. They learn practical tips for healthy technology use, explore benefits and risks of online health information, and understand the importance of checking things with trusted adults or professionals. They also learn about in app purchases, loot boxes, and why they should always ask permission before spending money online.			Children learn about systems that regulate age-related content (such as PEGI ratings for games or BBFC ratings for films) and why these are important. They explore how technology can create pressures, including persuasive designs that keep people online for longer. They also learn strategies to protect their health, such as taking breaks, using night-shift mode, sitting correctly, and balancing screen time with sleep, diet, and exercise.	
		Managing Online Information	Children explore the benefits and limitations of different search technologies, such as voice search. They begin to understand what it means to be sceptical and how to decide whether content is trustworthy. They learn about adverts, targeted content, and sponsorship, and how stereotypes can be spread online. They also explore how			Children learn in more depth how search engines work and how results are ranked. They practise evaluating information for reliability and learn how opinions may sometimes be presented as facts. They discuss persuasion, manipulation, and targeted advertising, and how persuasive design can influence people’s choices. They also explore the difference	

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			hoaxes and fake news can influence people's feelings and behaviour, and why it's important to think carefully before sharing.	between misinformation and disinformation, why repeated information may still be untrue,
		Online Bullying	Children deepen their understanding by exploring how online bullying can be different from bullying in real life. They think about how joking or "banter" can sometimes be experienced as hurtful or bullying. They learn strategies for getting help, including how to report bullying, block abusive users, and access helplines such as Childline or The Mix.	children learn practical strategies to deal with online bullying, such as how to capture evidence (screenshots, URLs, profiles) and share it with trusted adults. They also explore how to report bullying in different online contexts.
		Online Relationships	Children explore more forms of online communication, such as emojis, memes, and GIFs. They learn that while online communities can be positive, there are also people who may want to cause harm, and this is never the child's fault. They consider how to collaborate positively online, how to support others, and when it is important to seek help from a trusted adult.	Children think critically about the impact of sharing online, both positive and negative. They learn the importance of respecting boundaries when sharing about others and understand that even private sharing (such as screenshots) can have unintended consequences. They also discuss the risks of taking or sharing inappropriate or embarrassing images and learn how to get help if they or someone else feels worried.
		Online Reputation	Children develop the skills to search for information about individuals online and summarise what they find. They also learn that online information can be used by others to form judgements about a person - and why those judgements may not always be fair or correct.	Children explore how to build and protect a positive online reputation. They discuss strategies for safeguarding their digital identity, including the use of privacy settings and understanding different levels of anonymity.
		Privacy and Security	Children learn what makes a strong password and how to create one. They begin to understand that many free apps and services can collect and share private information, such as contacts, photos, or location. They are also introduced to app permissions and what they mean.	Children learn strategies for managing and protecting passwords, including what to do if one is lost or stolen. They explore why keeping software up to date is important and how privacy settings can increase protection online. They also learn about online scams and phishing, with strategies to recognise and avoid them, and they begin to understand that all online services have terms and conditions that govern their use.

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		Self-Image and Identity	Children learn that online identities can be copied, changed, or altered. They start to think about the choices they make when creating their own online identity and how to do this responsibly, depending on the situation.	Children look more critically at online content and discuss how some representations - for example about gender, race, religion, or disability can be harmful or unfair. They learn why it is important to challenge stereotypes and reject inappropriate content. They also revisit how to get help if something online makes them feel upset or unsafe, and why it's important to keep asking until they get the support they need.
	RISK ASSESSMENT	• To know how to verbally identify and describe risks across different curriculum subjects • To know how to discuss ideas of how to keep themselves safe and minimise the risk • To know how to assess for risk and danger while on a trip and how to act accordingly • NSPCC assembly & follow up workshop delivered by the NSPCC. Resources sent to parents		