

Safeguarding in the Curriculum – LKS2

		Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
LKS2	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	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
	W	Y3 - Positive self-image Setting personal goals Facing new challenges with positivity Make responsible choices Ask for help when needed Understand the need for rules- rights and responsibility	Y3 - Understand that everyone in my family is different Show appreciation for family Differences sometimes lead to conflict- knowing how to manage this Witnessing bullying Empathy Problem-solve bullying Words can be hurtful	Y3 - Respect and admire people who have overcome obstacles to achieve their dreams and goals eg disabilities Having a dream that is important Break down the challenges into steps and problem-solve how they could be managed and associated feelings	Y3 - Exercise affects the body and organs Amounts of fat, sugar, calories- how does this affect the body Knowledge and attitude towards drugs Identify things, people, places to keep safe from Know strategies to keep safe and who to ask for help	Y3 - Roles and responsibilities for family members and expectations on males/females Practice skills of friendship Negotiate conflict Strategies for online safety Actions and work of people around the world influence life	Y3 - How babies grow- feelings around this What does a baby need to survive Babies develop in the female's uterus Feelings around a new baby How boy's and girl's bodies change- inside and outside

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	Understand that our actions affect other people Other people's feelings Seeing things from a different viewpoint Y4 - Attitudes/actions- class team Inclusivity Feeling values and making others feel values Understand who is in my school community and their roles Democracy- school council How my actions affect others Empathy Group work and making decisions Having a voice benefits the school community	Understand that words can hurt feelings Give and receive compliments Y4 - Assumption made on looks Acceptance Influences based on assumptions What to do about bullying- witness or target Problem-solve bullying Identify what is special/valued about me- like and respect physical features First impressions and how they change	Being responsible for own learning Motivation/enthusiasm towards a goal Evaluate learning process- what went well, what needs improving Y4 - Tell about hopes and dreams- feelings around this Sometimes hopes don't come true- feelings of disappointment Reflect on happy/positive experiences Managing disappointment Making new goals Resilience Break down steps in order to overcome challenges Working in a team Contributing to team work and celebrating success	Express emotions such as anxiety and fright – using strategies in scenarios Safe/unsafe- responsibility to keep myself and others safe Complex body and how to take care of it Y4 - Different friendships- feelings I have about friends Roles of leaders/followers in a group setting How different people have an impact on a group Smoking- effects on health Alcohol- effects on health Addressing negative peer pressure Knowledge of right and wrong- inner strength/being assertive	Awareness of how choice impact others Rights and needs are shared by children around the world- compare Learn from these new experiences Express appreciation for friends and family Y4 - Jealousy and associated feelings Identify why someone is special to me Recognise and manage feelings of loss Talk about someone/something you no longer see Friendship changes- compromise, negotiation, assertiveness Boyfriends/girlfriends- special relationships Show love and appreciation for people or animals who are special	Know how to cope with the feelings associated with change Why are the changes necessary Stereotypical ideas around parenting and family roles Challenge other people's ideas on this Moving class Y 4 - Personal characteristics- from mum and dad (sperm meets egg) Name internal/external body parts Having a baby is a personal choice- express feelings around having a child in the future Girls bodies change in order to have a baby- menstruation Cope with emotional and physical changes during puberty Accept changes outside my control- express fears and concerns and manage positively Moving into new class
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	Science	Cycle A			Animals including humans Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions – keeping them healthy		Forces Including magnets 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 eyes can be protected. Investigate ways to protect our eyes from the sun				Electricity Know common appliances that run on electricity. Identify the parts of a simple electrical circuit. Know that some parts of a simple circuit are integral to it working – complete loop, battery Safety reminders when working with circuits and electricity.	
	DT	Cycle A	Food technology - 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.	

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		Cycle B How and why do people worship? (worship) Christianity, Islam, Hinduism • To understand how Christians worship – why do they do this? • Understand how Muslims worship? Why do they do this? • Understand how Hindus worship – why do they do this? • To understand why beliefs and attitudes are important. • To consider how worship expresses different beliefs about God, humans and the world. • To understand what believers, gain from worshipping on their own (privately) and with other people (in the home or place of worship) • To identify how worship influences their lives	What holds communities together? (Religion in the Community) Christianity, Islam, Hinduism • To understand how belonging to a religion can influence the lives of the faith communities. • To understand how Christians, Muslims and Hindus live out their beliefs and actions in the wider world • Explore and recognise similarities and differences between the beliefs of these different religions. • To understand what it means to be a Christian, a Hindu or a Muslim • To consider why religion is important in the community. Why/why not? • To understand how being part of a community influences people’s actions, choices and behaviour • To describe how different people and groups live together in communities (local, national, global)	Are places of worship really needed? (Religious buildings) Christianity, Islam, Hinduism • To understand what different kinds of buildings are there in the local communities and what are they for. • To understand how the features of these buildings help them to fulfil their purpose. • To explain what the places of worship in Christianity, Islam and Hinduism are called and how are they used. • To recognise what features are found in the different places of worship and what are they used for. • To understand the role places of worship play in the lives of the individuals and faith communities. • To understand how these places help believers feel closer to God and understand life better. • To know what the differences are between private and collective worship and how might believers benefit from each. To consider if they need to have a public place of worship. • To understand why is it important for people to have public buildings in the community and not just have homes for worship • To understand how important is it for people to have somewhere to go to be on their own and why
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	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. • 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 Lower 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		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	Cycle A/B - Parliament Trip Children are aware of dangers while getting on and off of transport and walking through car parks as well as around the		Cycle B – Year 3 & 4 residential 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	Cycle A – Geography - River study – risks of being near water. How to keep safe. Raise awareness of danger. Children are aware of dangers while getting on and off of transport and walking through

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			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.	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. Discussions with children around the role of the police and keeping safe in the capital city		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 how to be in the rooms safely and safety around the site.	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.
		National Curriculum Statement 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 3		Year 4		
	Computing	Copyright and Ownership and	Children explore why copying someone else’s work from the internet without permission is unfair and can cause problems.		Children learn to think carefully about who owns content they find online, such as music, images, or videos, and whether they have the right to use it. They are introduced to simple examples of things they must not reuse without permission.		
		Health, Wellbeing and Lifestyle	Children explore the idea that spending too much time using technology can sometimes affect health, mood, sleep, or relationships. They learn to recognise both positive and negative online activities that can take up lots of time. They also discuss why some online content has age restrictions and why it is important to follow them, including what to do if they feel pressured to access something inappropriate.		Children begin to recognise how technology can sometimes distract them from other activities. They talk about situations where it may be helpful to limit screen time and discuss simple strategies to manage this.		

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	Managing Online Information	Children practise using key phrases in search engines and learn about features like autocomplete. They discover how the internet can be used to buy and sell things, and they begin to understand the difference between beliefs, opinions, and facts. They also talk about how to get help if they see something upsetting online.	Children learn to judge whether online information is accurate and why it's important to make their own decisions. They explore different online spaces such as social media, video sites, or image platforms, and think about how advertising and popups encourage people to buy things. They also learn about fake news, how technology can imitate people (like bots), and why lots of people sharing the same opinion doesn't necessarily make it true.
	Online Bullying	Children discuss why it is important to behave appropriately towards others online. They look at different ways bullying behaviour may appear online and identify how someone can seek support if it happens.	Children begin to recognise when others are upset, hurt, or angry online. They learn that bullying can happen through different types of media such as images, videos, texts, or chats. They also explore how what they post can affect others' feelings and how it might impact their own reputation.
	Online Relationships	Children explore how people with similar interests can meet online and think about the difference between "knowing" someone online and knowing them in real life. They learn that trusting someone online is not the same as liking them, and that it is okay to change their mind if they feel unsure. They also discuss the importance of permission when sharing things online, just as they would when sharing offline.	Children learn strategies for enjoying online social environments safely, such as gaming or livestreaming. They practise recognising respectful and unhealthy behaviour, and they reflect on how content that seems unimportant to one person may hold real meaning or feelings for others
	Online Reputation	Children learn how to search for information about people online and think about what is safe or not safe to share about themselves. They understand the importance of being careful with personal details and know to ask for guidance if they are unsure.	Children continue to explore how information about people can be found online. They learn that information may have been created, copied, or shared by others, and not always by the person themselves.
	Privacy and Security	Children practise simple strategies for creating and keeping passwords secure. They discuss why information should only be shared with people they know and trust, and that if they feel unsure or pressured, they should	Children explore different strategies for keeping personal information private in a range of situations. They learn that internet use is never fully private and may be monitored. They also begin to understand how

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			always tell an adult. They also begin to understand how connected devices can collect and share personal information.	online services may ask for consent to collect or store information, what the “digital age of consent” means, and when to ask an adult for help.
		Self-Image and Identity	Children are introduced to the idea of identity. They explore how people can show themselves in different ways online, such as through gaming characters, avatars, or social media profiles, and think about why someone might do this.	Children reflect on how their online identity might be different from their offline identity. They learn about positive online interactions and how being kind and respectful shapes how others see them. They also begin to understand that people online can pretend to be someone else - even a friend - and discuss possible reasons why.
	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 – staying safe. Resources shared with parents.		