

Safeguarding in the Curriculum – KS1

		Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
KS1	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
		To feel special and safe inside the classroom To be inclusive and include everyone Being part of a class- sense of belonging Rights and responsibilities as a class member Rewards and feeling proud of achievements	Similarities and differences within the class Bullying and the feeling associated with it Showing kindness Knowing who to talk to if someone is being unkind Making new friends Understand that our differences make us special and unique	Setting simple goals Work out how to achieve a goal Working well with a partner Celebrating achievements Tackling new challenges and the feelings associated with this Identify obstacles and how to manage them Feelings around success	Differences between healthy and unhealthy Healthy lifestyles choices Keeping clean- germs Harmful household products Knowing ways to help when feeling poorly Road safety- who to ask for help Being healthy=happiness- my body is amazing	Different family types Sense of belonging and importance of family Identify what makes a good friend- implement Appropriate physical contact Know who can help in our school community Recognise good qualities in ourselves and praise yourself	Life cycle of humans and other animals What has changed about you/ what has stayed the same- how do you feel about that Growing up is natural and everyone grows at a different rate Naming parts of the body with correct terminology- boys and girls

Safeguarding in the Curriculum – KS1

		Consequences and the feelings that are associated Hopes and dreams for the year and the feelings associated with this Rights and responsibility as a class and school member Know how to ask for help when feeling eg worried Rewards and consequences- how to make the classroom a safe and fair place Working as part of a team/cooperatively Recognising the choices they make and understanding consequences	Starting to understand some assumptions made about boys and girls Understand their differences/ similarities and understand that it is okay Understand what bullying is Showing kindness Right and wrong- how to stand up for themselves/ look after themselves It is okay to be different/ shouldn't judge people based on differences Explain some ways we are all different Understand that our differences make us special and unique	Setting realistic goals and thinking about how to achieve them Preserving- strengths Who do you work well/ not well with, why? Working with others can help learning Problem-solving in a group- feelings around working in a group Knowing how it feels to be successful	Motivation to have a healthy lifestyle Understanding on what is a healthy life Feeling relaxed and stressed How medicines work and the importance of using them safely Healthy relationship with food Sorting foods into the correct categories Knowing which foods are needed in which quantities to be healthy Healthy snacks Food nutrition Food as energy	Appreciate someone special Identify the different relationships within a family- sharing and cooperation Physical contact- acceptable/unacceptable Conflicts within friendships- problem-solve Secrets- good or not Appreciate the people that can help me- trust Accepting appreciation from others	What parts are private Learning= changing Cope with changes Identify some changes that have happened so far Life cycles in nature Natural process of growing Respecting those who are older than me How your body has changed- feeling proud/more independent Using correct vocab for body parts Difference between boys and girls Need for privacy Different types of touch-like/dislike Moving into next year
	Science	Cycle A	Living things including their habitats Identify that most living thing live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats.				

Safeguarding in the Curriculum – KS1

		Cycle B	Animals including humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Know that animals, including humans, have offspring which grow into adults. know the differences between living things, dead things and things that have never been alive and compare by these characteristics. Know the basic needs of animals, including humans, for survival (water, food and air). Know the importance of exercise, eating the right amounts of a range of foods and hygiene, for humans.							
			DT	Cycle A	Shell structures Children are aware of the risks when using equipment.		Mechanical systems Children are aware of the risks when using equipment.		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.	
					Cycle B		Textiles Children are aware of the risks when using equipment.		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.	Mechanical systems Children are aware of the risks when using equipment.

Safeguarding in the Curriculum – KS1

RE	Cycle A	What does it mean to be me? (Who I am) Christian, Jewish, Sikhism - Explore family and wider community and understand why children are important to them. - Understand what Christians would say about themselves – share the story of Adam and Eve <i>What do Christians say people are like and should be like?</i> - Understand what a Jewish person might say about themselves. <i>What do Jews say people are like and should be like?</i> - Identify similarities and differences between Christian people and Jewish people. - Know that there are other views, other religious views (E.g., Sikhism) and non-religious views - Use their knowledge of different views to consider whether the perfect person can exist and what	Why do we celebrate important occasions? (special occasions) Christian, Jewish, Sikhism - To share what the celebrate and explain how and why they do this. - Understand and describe the key features of Hannukah as a Jewish festival - Understand and describe the key features of Christmas as understood by Christians as a Christian festival - Understand that Jewish people do not celebrate Christmas. - To describe the differences and similarities between the two festivals - To understand that the New Year is celebrated in the UK and around the world and is not a religious festival. Explain how and why it is celebrated in different cultures, religions (Sikhism) and non-religious.	How important are the groups people belong to? (belonging) Christian, Jewish, Sikhism To share groups that they belong to and how do they make me feel - Understand what belonging to a group means to the group members; why is belonging to the group important to them? What do they gain from this? - Understand what belonging to a religion means to religious people; why is belonging to the religion important to them? What do they gain from this? To be able to explain how people show they belong to a religion in relation to Christianity and Judaism? - To consider how the groups we belong to make a difference to who we are.	What makes some people important? Important people) Christian, Jewish, Sikhism - To understand who is most important to me and why - To understand who are the really important people in the religions and what makes them so important - To understand who are the important people in Christian communities and what do they do - To understand who are the important people in Jewish communities and what do they do - To explain how can other people influence us - To understand how important people influence the way we behave	Why are some places important? (Important places) Christian, Jewish, Sikhism - To understand special places to them and what makes those places special - To understand how they feel in a special place - To know which buildings in our local area are important and what makes them important - To know what buildings are important in Christianity and explain why and what happens there - To describe the main features of these places of worship	Why are some places so important? (Important places) Christian, Jewish, Sikhism - To understand what buildings are important in Judaism, why and what happens there. - To describe the main features of these places of worship - To wonder, what do people gain from being together in a shared important place.
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Safeguarding in the Curriculum – KS1

			the impact of the perfect person existing would be. <i>What do you think the perfect person would be like? Is it possible to have the perfect person?</i>				
	Cycle B	What makes some things sacred to some groups of people? (Special things) Judaism and Christianity. - Children to think about a special object to them - what makes it special and it how does it make them feel? - Explore important and sacred objects in Christianity and what makes them special. - Explore important and sacred objects in Judaism and what makes them special. - To understand how religious people treat and use sacred objects - To understand what beliefs are expressed in special objects To understand why people show respect and care for important items.	What makes some stories so important to different people? (Sacred books). Christianity, Judaism - To understand which stories are special to them and why - Find out where Christian and Jewish stories come from/ are recorded. - Know some stories that are important to Christians and why they are important. - Know some stories that are important to Jewish people and why they are important. - To understand the messages and teachings behind the stories - Consider whether or not these stories are true and explore why they think that. - To think about what we can learn from stories and how they can influence our behaviour.	Why is it important to look after our world? (The natural world). Christianity, Judasim - To consider what they find ‘wonder-full’ in the natural world and think about Why? - To understand why it’s important to protect it for your children and their children? How can we do this? - To know and understand the Christian creation story and what this teaches about looking after the world - To know and understand the Jewish creation story and what this teaches about looking after the world - Know and understand ways religions celebrate and show thanks for the world - Consider other explanations for how the world began - Think about how we should live together to look after each other and animals			
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.					

Safeguarding in the Curriculum – KS1

		• 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 1 children will - • Recognise risks when using equipment and moving around spaces. • Understand the importance of exercise, rest and healthy eating. • Follow rules to keep themselves and others safe.					
	Trips and visitors					Cycle A – Trip to the seaside – part of Geography/History 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. Risks around water and keeping safe.	Year 1/2 residential – Hill End 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 how to be in the rooms safely and safety around the site.

Safeguarding in the Curriculum – KS1

							Children learn to take own risks.
Computing	National Curriculum Statement relating to Computing: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.						
	From Purple Mash – 2BeSafe Breakdown	Year 1			Year 2		
	Copyright and Ownership and	Children begin to explain why their creations belong to them, for example “I designed it” or “I filmed it.” They learn how to save their work with a clear name so it is recognised as theirs. They also understand that work created by other people does not belong to them, even if they save a copy.			Children learn that content found online often belongs to other people. They begin to explain why it is important to respect that ownership.		
	Health, Wellbeing and Lifestyle	Children begin to explain the rules that help them stay safe when using technology, both at home and in other places.			Children learn that technology is used in many different environments, such as at home or in public places. They discuss simple guidance to keep themselves and others safe when using devices in these settings.		
	Managing Online Information	Children are introduced to simple ways of finding information using digital tools like search engines or voice assistants. They learn that the internet contains all kinds of content — things they like, things they don’t like, and things that may be real or make-believe. They also practise asking a trusted adult for help if they see something that upsets or worries them.			Children begin using simple keywords in search engines and practise navigating web pages using links, tabs, and buttons. They learn that voice assistants (like Alexa or Siri) are not real people. They also discuss the difference between “real” and “made up” information and learn that not everything they find online is true		
	Online Bullying	Children learn how to behave online in positive ways that do not upset others. They practise giving examples of kind and respectful behaviour.			Children are introduced to the concept of bullying. They learn what bullying is, how it can happen online, and how it can affect people’s feelings. Importantly, they are taught that anyone being bullied is not to blame and that help is always available		
	Online Relationships	Children learn that they should ask permission before doing things online and understand why this is important. They			Children start to understand that people may use technology to communicate with strangers, and why this can be risky. They learn about		

Safeguarding in the Curriculum – KS1

			practise communicating with people they know, with adult support, and begin to explore why it matters to be kind, considerate, and respectful to others online - even if people don't always find the same things funny or upsetting.	asking permission before sharing information, how to say "no" or "I'm not sure," and why it's important to respect other people's choices. They are encouraged to always ask a trusted adult before agreeing to anything online and to seek help if something happens without their consent.
		Online Reputation	Children start to understand that information shared online can stay there and be copied by others. They learn that some information should not be shared without checking with a trusted adult first.	Children find out that once information is online, it can last a long time and be seen by others. They are encouraged to ask for help if something is shared without consent or if the information is wrong.
		Privacy and Security	Children are introduced to the idea of passwords and how they help protect information, accounts, and devices. They learn to recognise more detailed personal information, such as where they live or go to school, and are taught that they should always ask a trusted adult before sharing any of this online.	Children develop their understanding of passwords and learn rules for keeping personal information private. They talk about what it means for something to be "private," practise creating and protecting passwords, and learn that many devices in the home are connected to the internet, such as toys, TVs, or even fridges.
		Self-Image and Identity	Children start to recognise that, just like in real life, there may be people online who could upset or embarrass them. They learn when and how to tell a trusted adult if something worries them and understand that adults can help keep them safe.	Children begin to notice that people may look or behave differently online than they do in person. They talk about situations online that might feel worrying or upsetting and learn clear steps they can take to ask for help.
	Forest school	• Risks shared with children around the pond and fire • Children are aware of how to behave around the fire eg walking around the fire circle • Children use equipment such as whittling knives – risk around this shared • Children aware of dangers around climbing • Children supported to manage risks		
	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. Resources sent to parents		