

Safeguarding in the Curriculum – EYFS

		Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
EYFS	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
		Self-identity Similarities and differences between people Understanding feelings and emotion and how to manage them Working with others in school Being kind and gentle	Identifying something they are good at Knowing everyone is good at something different Understanding what makes them special Similarities and differences Explain why home is special to them Understand how to be a kind friend	Tackle challenges- perseverance/motivation Resilience- never giving up Setting a goal Positive attitude to handle obstacles- kind words to support others Links between learning now and the future Achieving a goal- feelings eg proud	Exercising keeps the body healthy Moving and resting are good for the body Foods- healthy/unhealthy Healthy food choices Benefits of good sleep Washing hands- keeping clean Stranger danger- what to do	Identify family roles Sense of belonging Make friends- avoid loneliness Problem-solving to stay friends Falling out/bullying- unkind words Manage feelings How to be a good friend	Name parts of the body Explain how to stay healthy- activity and food Grow from babies to adults Moving into Year 1- worries/ excitement Recall the memories from Reception year

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		Starting to think about rights- they have the right to learn and play Being to think about responsibility	Knowing how to stand up for themselves when someone does something unkind				
	Science	Living things including their habitats Nursery To look closely at similarities, differences, patterns and change. Show care and concern for living things and the environment. (30-50 Months) UtW Talk about some of the things they have observed, such as plants, animals, natural and found objects. (30-50 Months) UtW Develop an understanding of growth, decay and changes over time. (30-50 Months) UtW Reception Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.					
		Animals including humans Nursery To observe the effects of physical activity on their bodies. Physical Development – Health and Self Care (30-50 months) To eat a healthy range of foodstuffs and understand a need for variety in food. Physical Development – Health and Self Care (40-60 months) Reception To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.					
	Expressive arts and design	Junk modelling and crafts 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.					

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	Knowledge & understanding of the world Know what is special to them and their families Name and explain the purpose of a church Children are taught to respect the views and beliefs of others. This quality education aims to prevent bullying because of religious beliefs or views. Diwali Hanukkah Christmas Story Children are taught to respect the views and beliefs of others. This quality education aims to prevent bullying because of religious beliefs or views. Chinese New Year Children are taught to respect the views and beliefs of others. This quality education aims to prevent bullying because of religious beliefs or views. Easter Story Children are taught to respect the views and beliefs of others. This quality education aims to prevent bullying because of religious beliefs or views. Eid 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. • 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 EYFS children will - • Identify simple hazards and follow safety instructions.	

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		- Understand that exercise helps keep their bodies healthy. - Ask for help if they feel unsafe or worried.					
	Trips and visitors			Walk around local area – visit to church and walks around the village 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.			Visit to a farm 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.
	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	Reception				
		Copyright and Ownership and	I know that work I create belongs to me.				
		Health, Wellbeing and Lifestyle	I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules.				

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		Managing Online Information	I can talk about how to use the internet as a way of finding information online.
		Online Bullying	I can describe ways that some people can be unkind online
		Online Relationships	I can recognise some ways in which the internet can be used to communicate. .
		Online Reputation	I can identify ways that I can put information on the internet
		Privacy and Security	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).
		Self-Image and Identity	I can recognise, online or offline, that anyone can say, ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’, to somebody who makes them feel sad, uncomfortable, embarrassed or upset.
	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	