

## Safeguarding in the Curriculum 2023-24 – KS1

		<b>Autumn One</b>	<b>Autumn Two</b>	<b>Spring One</b>	<b>Spring Two</b>	<b>Summer One</b>	<b>Summer Two</b>
<b>KS1</b>	<b>Whole school assemblies &amp; values</b>	<b>Responsibility</b> What does it mean? How do we show responsibility?	<b>Respect</b> Respecting differences – key individuals such as Nelson Mandela  <b>Anti-bullying week</b>	<b>Aspiration</b> What are our hopes the future? How to achieve our aspirations? Visitors such as wheel power – disabilities <b>Safer Internet day - Feb</b>	<b>Love</b> Caring for each other. What is love?  <b>NSPCC assembly</b>	<b>Resilience</b> How we feel when we have challenges. How to overcome challenges and never give up.	<b>Courage</b> Standing up for what we believe in focus on key individuals such as Malala Yousafzai
	<b>RHE - Jigsaw</b>	<b>Being Me in My World</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
		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 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	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  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	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  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	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  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	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 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	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 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

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		<p>make the classroom a safe and fair place Working as part of a team/cooperatively Recognising the choices they make and understanding consequences</p>	<p>Explain some ways we are all different Understand that our differences make us special and unique</p>		<p>Knowing which foods are needed in which quantities to be healthy Healthy snacks Food nutrition Food as energy</p>	<p>Accepting appreciation from others</p>	<p>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</p>
	<b>Computing</b>	<p><b>Digital literacy</b></p> <p><b>Online safety unit</b></p> <ul style="list-style-type: none"> <li>• To know what technology is.</li> <li>• To know what uses old or new technology.</li> <li>• To understand the importance of keeping information safe.</li>   <li>• To know what a search engine is.</li> <li>• To know the consequences of not searching online in a safe way.</li> <li>• To know how to report online.</li> <li>• To understand that skills built in programs can be used in adult life.</li> <li>• To share effective searching knowledge.</li> </ul> <p><b>Safer Internet day - Feb</b></p>					
		<b>Science</b>	<b>Cycle A</b>	<p><b>Living things including their habitats</b></p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p>			

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		<p><b>Animals including humans</b> 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.</p> <p>know the differences between living things, dead things and things that have never been alive and compare by these characteristics.</p> <p>Know the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Know the importance of exercise, eating the right amounts of a range of foods and hygiene, for humans.</p>					
<b>DT</b>	<b>Cycle A</b>		<p><b>Shell structures</b> Children are aware of the risks when using equipment.</p>		<p><b>Mechanical systems</b> Children are aware of the risks when using equipment.</p>		<p><b>Cooking and nutrition</b> 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.</p>
	<b>Cycle B</b>	<p><b>Mechanical systems</b> Children are aware of the risks when using equipment.</p>		<p><b>Cooking and nutrition</b> 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.</p>		<p><b>Textiles</b> Children are aware of the risks when using equipment.</p>	
<b>RE</b>	<b>Cycle A</b>	<p><b>Christianity - God/ Belonging</b> Children are taught to respect the views and beliefs of others. This</p>	<p><b>Christianity, Judaism – Harvest/ Sukkot/ Christmas/ Celebration</b> Children are taught to respect the views and</p>	<p><b>Christianity, Judaism - Creation</b> Children are taught to respect the views and beliefs of others. This quality education</p>	<p><b>Christianity – Jesus/Easter/ Leaders/ Rabbi/ Vicars</b> Children are taught to respect the views and</p>	<p><b>Christianity, Judaism – Old Testament/ Moral stories</b> Children are taught to respect the views and</p>	<p><b>Judaism – Synagogue/ Community/ Symbols</b> Children are taught to respect the views and beliefs of others. This</p>

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	<b>Cycle B</b>	<b>Christianity, Judaism – Moses, Old Testament</b> Children are taught to respect the views and beliefs of others. This quality education aims to prevent bullying because of religious beliefs or views.	<b>Christianity, Judaism – Symbols/ Christmas</b> Children are taught to respect the views and beliefs of others. This quality education aims to prevent bullying because of religious beliefs or views.	<b>Christianity, Judasim - New Year/ Rosh Hashanah</b> Children are taught to respect the views and beliefs of others. This quality education aims to prevent bullying because of religious beliefs or views.	<b>Christianity – Easter/ Holy week</b> Children are taught to respect the views and beliefs of others. This quality education aims to prevent bullying because of religious beliefs or views.	<b>Christianity, Judaism – Old Testament stories</b> Children are taught to respect the views and beliefs of others. This quality education aims to prevent bullying because of religious beliefs or views.	<b>Judaism - Shabbat</b> Children are taught to respect the views and beliefs of others. This quality education aims to prevent bullying because of religious beliefs or views.
	<b>PE</b>	<b>Children to understand and conduct verbal and visual risk assessments when handling and moving equipment</b>  Benefits of keeping a healthy, active lifestyle	<b>Children to understand and conduct verbal and visual risk assessments when handling and moving equipment</b>  Benefits of keeping a healthy, active lifestyle	<b>Children to understand and conduct verbal and visual risk assessments when handling and moving equipment</b>  Benefits of keeping a healthy, active lifestyle	<b>Children to understand and conduct verbal and visual risk assessments when handling and moving equipment</b>  Benefits of keeping a healthy, active lifestyle	<b>Children to understand and conduct verbal and visual risk assessments when handling and moving equipment</b>  Benefits of keeping a healthy, active lifestyle	<b>Children to understand and conduct verbal and visual risk assessments when handling and moving equipment</b>  Benefits of keeping a healthy, active lifestyle
	<b>Trips and visitors</b>						<b>Year 1/2 residential – Hill End</b> 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

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							<p>of public and use of public toilets.  <b>Risk assessment shared with children around how to be in the rooms safely and safety around the site.</b>  <b>Children learn to take own risks.</b></p>
<b>Forest school</b>	<ul style="list-style-type: none"> <li>• Risks shared with children around the pond and fire</li> <li>• Children are aware of how to behave around the fire eg walking around the fire circle</li> <li>• Children use equipment such as whittling knives – risk around this shared</li> <li>• Children aware of dangers around climbing</li> <li>• Children supported to manage risks</li> </ul>						
<b>RISK ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• To know how to verbally identify and describe risks across different curriculum subjects</li> <li>• To know how to discuss ideas of how to keep themselves safe and minimise the risk</li> <li>• To know how to assess for risk and danger while on a trip and how to act accordingly</li> <li>• NSPCC assembly. Resources sent to parents</li> </ul>						