

## Safeguarding in the Curriculum 2023-24 – LKS2

		<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>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 Nelsen 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>LKS2</b>	<b>RHE - Jigsaw</b>	<b>Being Me in My World</b>  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 Understand that our actions affect other people Other people’s feelings Seeing things from a different viewpoint  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	<b>Celebrating Differences</b>  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 Understand that words can hurt feelings Give and receive compliments  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	<b>Dreams and Goals</b>  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 Being responsible for own learning Motivation/enthusiasm towards a goal Evaluate learning process- what went well, what needs improving  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	<b>Healthy Me</b>  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 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  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	<b>Relationships</b>  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 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  Jealousy and associated feelings Identify why someone is special to me Recognise and manage feelings of loss	<b>Changing Me</b>  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 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  Personal characteristics- from mum and dad (sperm meets egg) Name internal/external body parts Having a baby is a personal choice- express feelings

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		Group work and making decisions Having a voice benefits the school community		Resilience Break down steps in order to overcome challenges Working in a team Contributing to team work and celebrating success	Addressing negative peer pressure Knowledge of right and wrong- inner strength/being assertive	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	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
Computing	<b>Digital literacy</b> <b>Online safety unit</b> To know what a secure, strong password is. To explain the importance of having a secure password. To know not to share passwords with others. To explain the negative consequences of not keeping passwords safe. To understand the importance of keeping safe online. To know how to report online.  To have a good understanding of online safety rules. To know what online technologies are. To know what online services are. To know about the right to privacy on and offline. To know immediate strategies to keep safe online.  <p style="text-align: center;"><b>Safer Internet day - Feb</b></p>		<b>Information Technology</b> <b>Emails unit – using the internet safely</b> <b>Writing for different audiences – emailing safely</b>  To understand how to carry out searches. To know that searches require the internet and a search engine. To know how to use different software for different tasks. To know how to create and attach content to emails.				
	Science Cycle A	<b>Animals including humans</b> 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.	<b>Electricity</b> Know common appliances that run on electricity. Identify the parts of a simple electrical circuit.	<b>Forces</b> Including magnets Children are aware of the risks when using equipment. Children are			

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DT	Cycle B	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		Know that some parts of a simple circuit are integral to it working – complete loop, battery Safety reminders when working with circuits and electricity.	taught to keep themselves safe when setting up and conducting experiments.		
				<b>Light</b> Recognise that light from the sun can be dangerous and that eyes can be protected. Investigate ways to protect our eyes from the sun			
	Cycle A	<b>Textiles – making a wallet</b> Children are aware of the risks when using equipment.		<b>Shell structures</b> Children are aware of the risks when using equipment.		<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.	
	Cycle B		<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.		<b>Electrical systems</b> Children are aware of the risks when using equipment.		<b>Mechanical systems</b> Children are aware of the risks when using equipment.

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RE	Cycle A	<p><b>Christianity – Worship/ Communion</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.</p>	<p><b>Hindu, Christianity, Judaism – Advent/ Divali/ Chanukah</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.</p>	<p><b>Judaism, Hindu – Belief/ Commandments</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.</p>	<p><b>Judaism, Christianity - Freedom</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.</p>	<p><b>Christinaity - Authority</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.</p>	<p><b>Christinaity – Truth/ Story</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.</p>
	Cycle B	<p><b>Hindu – Art/ Symbol/ God</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.</p>	<p><b>Christianity – Mary/ Worship</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.</p>	<p><b>Hindu, Christinaity – Pilgrimage</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.</p>	<p><b>Christinaity - Lent</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.</p>	<p><b>Christianity - Miracles</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.</p>	<p><b>Christianity, Hindu - Prayer</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.</p>
PE including swimming	<p><b>Children to understand and conduct verbal and visual risk assessments when handling and moving equipment</b>  Benefits of keeping a healthy, active lifestyle</p>	<p><b>Children to understand and conduct verbal and visual risk assessments when handling and moving equipment</b>  <b>Year 4 - Pool safety every lesson</b>  Benefits of keeping a healthy, active lifestyle</p>	<p><b>Children to understand and conduct verbal and visual risk assessments when handling and moving equipment</b>  Benefits of keeping a healthy, active lifestyle</p>	<p><b>Children to understand and conduct verbal and visual risk assessments when handling and moving equipment</b>  Benefits of keeping a healthy, active lifestyle</p>	<p><b>Children to understand and conduct verbal and visual risk assessments when handling and moving equipment</b>  <b>Year 4 - Pool safety every lesson</b>  Benefits of keeping a healthy, active lifestyle</p>	<p><b>Children to understand and conduct verbal and visual risk assessments when handling and moving equipment</b>  Benefits of keeping a healthy, active lifestyle</p>	
Trips and visitors		<p><b>Cycle A –Geography - local area study</b> Children are aware of dangers while getting on</p>	<p><b>Cycle A/B - Parliament Trip</b> Children are aware of dangers while getting on and off of transport and walking through</p>		<p><b>Cycle B – Year 3 &amp; 4 residential</b> Children are aware of dangers while getting on</p>	<p><b>Cycle A – Geography - River study – risks of being near water. How</b></p>	

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			<p>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.</p>	<p>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.</p> <p>Discussions with children around the role of the police and keeping safe in the capital city</p>		<p>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.</p> <p><b>Risk assessment shared with children around how to be in the rooms safely and safety around the site.</b></p>	<p>to keep safe. Raise awareness of danger. 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.</p>
	<p>RISK ASSESSMENT</p>	<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 – staying safe. Resources shared with parents.</li> </ul>					