

Safeguarding in the Curriculum 2023-24 – UKS2

		Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
UKS2	Whole school assemblies & values	Responsibility What does it mean? How do we show responsibility?	Respect Respecting differences – key individuals such as Nelson Mandela Anti-bullying week	Aspiration What are our hopes the future? How to achieve our aspirations? Visitors such as wheel power – disabilities Safer Internet day - Feb	Love Caring for each other. What is love? NSPCC assembly & y5/6 workshop	Resilience How we feel when we have challenges. How to overcome challenges and never give up.	Courage Standing up for what we believe in focus on key individuals such as Malala Yousafzai
	RHE - Jigsaw	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
		Setting personal goals Facing new challenges with positivity Rights and responsibilities as a citizen of a country and of a school member Empathy Make own choices about behaviour- rewards and consequence How my actions affect other people Understand how behaviour can impact a group Understand democracy and having a voice and how to participate in this How to feel valued and to make others feel the same To identify worries and fears about the year ahead and how we can manage those feelings	Cultural differences- conflict Racism- attitudes Rumour-spreading/name-calling bullying- strategies for managing feeling Direct and indirect bullying Why do people bully? Showing kindness towards those who are bullied Compare life with a developing world- money doesn't equal happiness Respect different cultures Different perceptions- what is normal? Empathise with people who are different Understand how being different might affect them- attitude Group power struggles- being excluded Reasons for bullying Problem-solving strategies Appreciation- disabled etc	Imagining life in the future- what will I need? Eg money Think about the range of jobs people have and what they earn- appreciation Identify a job- reflect on opportunities that will help achieve this goal Understand how different cultures might have different goals and dreams Understand we can learn from people with different cultures Making a positive contribution to young people abroad with their aspirations Knowing learning strengths and setting realistic goals Understanding of stretching learning boundaries Work out learning steps- success criteria Identify problems in the world- recognise the	Risks of smoking- making informed decisions Risks of alcohol- making informed decisions Basic first aid- keeping safe Reflect on body image (media, social media, celebrity culture)- self-love, acceptance, self-respect Healthy relationship with food- eating disorders Healthy lifestyle- making good choices Take responsibility for health and well-being Care for physical and mental health Drugs and their effects Exploitation- ways to help Gangs- why people join, strategies to help avoid Emotional and mental health- recognise when help is needed - PREVENT	Build accurate picture of who you are- self-esteem, characteristics/personality Online community (rights /responsibilities)- positive/negative consequences Online gaming- unsafe/unhelpful Reducing screen time Safe technology usage- resist pressure Understanding and taking care of mental health Help ourselves and others when worried about their mental health Different stages of grief- different types of loss Recognise when people are trying to take control- stand up for yourself, be assertive Judge to see whether online is safe or harmful	Self and body image- developing self-esteem Puberty for boys and girls- natural process How bodies change during puberty- worries/concerns Sexual intercourse can lead to conception and having a child- amazing how human bodies can reproduce- IVF Build confidence to manage changes when growing up Becoming a teenager- growing responsibilities (age of consent) Moving into new class Self-image- developing self-esteem Changes during puberty Importance of looking after yourself emotionally and physically

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	<p>Setting personal goals and approaching them with positivity</p> <p>Global citizen- universal rights for children and how some of these rights are not met</p> <p>Empathy</p> <p>Compare wants and needs within different communities</p> <p>How actions affect locally and globally</p> <p>Make choices about behaviour- rights, responsibilities, rewards and consequences</p> <p>How individual behaviour impacts a group</p> <p>Contribute to group work</p> <p>Understand democracy and having a voice and how to participate and model this</p>	<p>Differences- conflict/celebration</p>	<p>emotions of people who might be suffering</p> <p>Work together to make the world a better place</p> <p>Showing motivation to make the world better</p> <p>Give praise/compliments to others</p> <p>Recognise achievements of contributions</p>	<p>Managing stress and pressure- triggers</p>	<p>Take responsibilities for own well-being</p> <p>Use technology safely to communicate with family and friends</p>	<p>Pregnancy- conception through to 9 months</p> <p>Reflect on their own development</p> <p>Physical attraction- respect/consent</p> <p>Importance of positive self-esteem and how to develop it</p> <p>Challenge ‘body talk’</p> <p>Identify worries/concerns about moving to secondary school</p> <p>Prepare emotionally for the changes</p>
Computing	Digital literacy		Information Technology			
	<p>Online safety unit</p> <p>To have secure knowledge of online safety rules.</p> <p>To know how to not let personal wellbeing or others’ be affected by the use of online technologies and services.</p> <p>Can demonstrate the safe and respectful use of different online technologies and online services.</p> <p>Can relate appropriate online behaviour to the right to have personal privacy.</p>		<p>Emails unit – using the internet safely</p> <p>To explain in detail how accurate, safe and reliable the content of a webpage is.</p> <p>To know what type of improvements to use on digital work.</p> <p>To understand what makes a digital salutation successful.</p> <p>To know what makes a webpage</p> <p>To know what search filters are and how to use them.</p> <p>To explain in detail how accurate and reliable a webpage and its content is.</p>			

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		To use critical thinking to help stay safe online. To know the value of protecting own and others' privacy and online.	To consider the intended audience when making digital content. To use critical thinking skills in everyday use of online communication. Safer Internet day - Feb			
Science	Cycle A	Living things including their habitats Describe the life processes of reproduction in some plants and animals.			Forces Children are aware of the risks when using equipment. Children are taught to keep themselves safe when setting up and conducting experiments.	
	Cycle B	Animals including humans Describe the changes as humans develop to old age - Explain the journey from foetus to mature adult. Recognise the impact of diet, exercise drugs and lifestyle on the way bodies function. Explain the positive and negative effects of diet, exercise, alcohol and drugs.	Light Recognise that light from the sun can be dangerous and that eyes can be protected.	Evolution & inheritance How humans evolved and inheritance - DNA	Electricity Safety reminders when working with circuits and electricity.	
DT	Cycle A	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.
	Cycle B		Mechanical systems Children are aware of the risks when using equipment.	Cooking and nutrition Children taught correct and safe techniques when handling knives.		Electrical systems Children are aware of the risks when using equipment.

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Trips and visitors		<p>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 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>Year 6 – Junior Citizens – Oxford Children work alongside the police, fire service and ambulance staff to learn about risk and dangers and what we can do. Covers aspects of safety near rail lines, water, internet safety, stranger danger,</p>		<p>Year 6 residential - PGL 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. Children learn to take own risks.</p>
RISK ASSESSMENT	<ul style="list-style-type: none"> • 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 & follow up workshop delivered by the NSPCC. Resources sent to parents 					