SECTION A – VISION AND ETHOS

Safeguarding is at the heart of our IFtL organisation and all our schools. Safeguarding is everybody's business. IFtL MAT is committed to ensuring that all our children and young people are safe and feel safe. The right to be safe for any member of the IFtL community is non-negotiable and paramount. Safeguarding and child protection is crucial and we are fully committed to ensuring the welfare and safety of all our children and staff. IFtL and all the schools within the Trust must fully adhere to all safeguarding and child protection legislation, policy and procedures always and under any circumstances.

Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding; we believe that high quality of education about safeguarding and how to help all our learners know how to and stay safe is fundamental. We know that the curriculum extends beyond the academic and must provide for pupils' broader development so that all our young people grow into confident, resilient, safe and independent positive citizens ready for life in modern Britain. Our IFtL progressive and sequential curriculum, ranging from our two- to sixteen-year-olds, provides our learners with opportunities to experience life in all its diversity, to acquire knowledge, understanding, and skills that significantly impact personal development, behaviour, and welfare. We must equip every child with the confidence and ability to be able to ensure their own personal safeguarding and others. We constantly challenge children to think deeply about safeguarding matters and their own personal physical and mental wellbeing. Across all our IFtL schools, we value pupils' questions and give them space for their own thoughts, ideas, and concerns. We give pupils' opportunities across the curriculum to explore values, personal rights, responsibilities, and equal opportunities that develop moral concepts that impact positively on safeguarding; promote British values; diversity, equity and inclusion; prevent radicalisation and extremism; child-on-child abuse including harmful sexual behaviour and online safety. There are many opportunities throughout our learning in our schools to explore safeguarding issues.

Practical safeguarding opportunities are planned into the curriculum. These include:

• Road and rail safety (including out of school visits, bike-ability, work with police officers in the community)

• Poolside and water safety through swimming lessons

• Fire awareness (including visits from the local fire service)

• Visits to school from medical staff

• Visitors from charities such as NSPCC to deliver for example, the pants rule

• Online safety quizzes and training

• Our visits and experiences incorporate "Stranger Danger", being safe in the outdoors, what to do if?

• What to do if you are separated from your group (in relation to school visits)

• Safe use of technology including password security and privacy settings

- School leadership opportunities promoting democracy and rule of law including radicalisation, harmful sexual behaviours, Female Genital Mutilation etc
- Visits and trips to varied places of cultural and religious significance
- Range of opportunities to promote DEI and family identities

Across our schools, we have developed an open and safe learning environment in which all learners can express their views, seek help, and help others. The promotion of equality of opportunity and diversity, for young people and staff, helps prevent any form of direct or indirect discriminatory behaviour. All our young people learn to not tolerate any prejudiced behaviour. Our school behaviour policies promote making good choices and exhibiting good learning behaviours. We believe in ensuring all our learners have dedicated time for sharing ideas, addressing concerns, reflecting on our attributes and promoting important values. Assembly time, PSHE lessons and 'crew' sessions are used to promote personal safeguarding matters and explore themes. For example, discussion about anti-bullying including cyber bullying and British values including how these values are promoted in our multi–faith society. We educate our staff and young people to be quick to challenge stereotypes and the use of derogatory language in lessons and around all our schools and beyond.

Keeping Children Safe in Education 2023 (KCSIE) and must fulfil all legislative requirements. All staff must understand their legally required responsibilities to understand and apply the KCSIE framework and the Trust and school's Designated safeguarding teams must ensure that all staff are kept informed, up-to-date and refreshed. This framework is the foundation of and informs the progressive and sequential curriculum detailed within this document with explicit teaching of safeguarding. It is the responsibility of all stakeholders and external agencies to work together to promote and ensure the safety of all in line with Working Together to Safeguard Children.

We fulfil all requirements within the Equality Act 2010 and ensure that we explicitly teach all our learners about the protected characteristics. All our schools reflect the diversity of pupils' experiences and provides pupils with a comprehensive understanding of people and communities beyond their immediate experience including the role of women in society and different family groups including same-sex couples. Throughout the curriculum, there are planned opportunities to promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those with no faith), races, genders, ages, disabilities, and sexual orientations, through their words, actions and in their influence. Opportunities are created in a variety of subjects to address areas of safeguarding, for example, themes are highlighted through novels in English lessons. Time is taken at the beginning of every new school year to reaffirm the Trust and school values, expectations, and rules for being part of our IFtL Family. This positive start to the year, with everyone clear about their roles and responsibilities, sets the tone for the rest of the year and leads to excellent safeguarding outcomes.

All schools will deliver their RSHE curriculum in accordance with the Department for Education's (DfE) statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (the guidance). The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in all schools including independent schools. As a trust of schools, we must all therefore provide relationships education to all pupils as per section 34 of the Children and Social Work Act

2017. In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Online safety is taught through the PSHE and computing curriculums, which is underpinned by the requirements of the National Curriculum and the key themes included in [Education for a Connected World](#).

This document is underpinned by KCSIE, Working Together to Safeguard Children, RSHE guidance, Education for a Connected World and the Equality Act. This document is to support all Trust and school leaders to promote the education of safeguarding for all maximising opportunities to achieve this through whole trust and school events, our IFtL progressive and sequential safeguarding curriculum, SMSC and assemblies, safeguarding within the wider curriculum and our staff briefings.

ST MARY AND ST GILES CHURCH OF ENGLAND SCHOOL – VISION AND ETHOS

Our vision statement at St Mary and St Giles (SMSG):

"Our aim is for all to belong to a safe and happy community which celebrates our diversity and differences. Our children will be well prepared for the next step of their journey as responsible citizens. We aspire for all to flourish."

Our school provides our children with an environment where their well-being and safety is a priority. We recognise that children who feel safe, have high self-esteem, show respect and tolerance and have the ability to critically reflect are in the best possible position for all types of learning. These are also traits that are essential to be a successful member of any community both in our school or a community that the children will join in the future.

Our curriculum gives children the opportunity to:

- learn how to keep themselves safe and know how they can get help and support if needed
- develop self-esteem and confidence in their abilities
- learn in a peaceful and supportive environment
- learn how to respect themselves and others
- reflect and think mindfully
- recognise that people are good at different things
- build respectful friendships

Our Christian values of Love, Responsibility, Kindness, Wisdom and Thankfulness are core to everything we do at SMSG and ensure that we all thrive in a safe and happy community which celebrates difference and diversity. We value the well-being and mental health of all in our school community and as such everyone respects these values.

Whole School Events – 2023/ 2024

World First Aid Day –Saturday 9th September (celebrate Friday 8th September)

Macmillan Coffee Morning – Friday 29th September

Harvest Festival- w/c Monday 2rd October

Black History Month – October

World Mental Health Day– Tuesday 10th October

Bonfire Night/ Fire Safety
School Fireworks – 5th November (school specific celebrations)

Diwali – Sunday 12th November (celebrate Friday 10th November)

Remembrance Day – Saturday 11th November (celebrate Friday 10th November)

Anti-bullying Week – Monday 13th – Friday 17th November (starting with **Odd Socks Day** on Monday 13th)

Children In Need Friday 18th November

Road Safety Week - Monday 19th November – Friday 25th November.

World Religion Day Sunday 21st January (celebrate Monday 22nd January)

Children's Mental Health Week Monday 5th - 11th February

Chinese New Year – Saturday 10th February(celebrate week commencing Monday 5th February)

Safer Internet Day – Tuesday 6th February

International Day of Women and Girls in Science – Sunday 11th February (celebrate Friday 9th February)

Science/STEM Week – 8th – 17th March

Red Nose Day – Friday 17th March

Eid-Al-Fitr – Wednesday 20th April (TBC)

UK Pride Month - July

Walk to School Week – Monday 20th – Friday 25th May

World Meditation Day – Tuesday 21st May

Child Safety Week – Monday 3rd June - Friday 7th June

World Ocean's Day – 8th June

Cultures Week (food festival) w/c Monday 12th June

World Music Day – Friday 21st June

Sports Days – school specific

SECTION C – SAFEGUARDING IN PSHE AND ENRICHMENT CURRICULUM

Golden threads: Embedded throughout our IFtL progressive and sequential curriculum is the golden threads of British Values, Healthy and Respectful Relationships, Online safety and Diversity, Equality and Inclusion. These are highlighted throughout the document using the codes as stated below.

Golden Threads		
British Values	British Values helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, our British Values education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. All our schools want to ensure we prepare all our learners for life in modern Britain effectively, so they know and understand the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.	Includes: ▪ Democracy ▪ Rule of law ▪ Individual liberty ▪ Mutual respect ▪ Tolerance
Healthy and Respectful Relationship	Learners who are emotionally healthy do better at school. Healthy and respectful relationships education help children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. This education also helps our learners to develop skills and aptitudes - like teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world. It also helps them to recognise the risks and issues children and young people experience today. The focus of sex and relationships education is to equip children and young people to make safe choices, navigate the online world with a critical eye and help them to understand where to go for support.	Includes: ▪ Mental Health (including body confidence and self-esteem) ▪ Substance misuse ▪ Child Exploitation ▪ Domestic violence ▪ Honour Based Abuse including FGM ▪ Identifying and Managing Risks

Online safety	Today's children and young people are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. All our schools equip all their learners with the knowledge needed to make the best use of the internet and technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world.
	    • As a part of RSHE, our young people are taught:
	    o what positive, healthy and respectful online relationships look like
	    o the effects of their online actions on others
		Includes:
		▪ cyberbullying
		▪ Social media
		▪ Responsible use
		▪ Digital citizenship
		▪ Managing risks
		▪ Fake news and misinformation
		▪ Sexting
		▪ Artificial intelligence

	o how to recognise and display respectful behaviour online • As a part of the computing curriculum, they are taught: o how to use technology safely, responsibly, respectfully and securely o where to go for help and support when they have concerns about content or contact on the internet or other online technologies • As a part of the citizenship education, they are taught: o freedom of speech o the role and responsibility of the media in informing and shaping public opinion o the concept of democracy, freedom, rights, and responsibilities We ensure that our pupils know how to keep themselves and others safe online and what to do to report a concern.	▪ Privacy and identity theft ▪ Radicalisation ▪ Self-harm
Diversity, Equity and Inclusion	At IFtL, we celebrate and champion diversity to provide opportunities and high ambitions for all. Diversity, Equity and Inclusion, DEI, is the incorporation of diverse perspectives and cultures throughout the classroom, curriculum and wider school life. This includes, but is not limited to, race, ethnicity, gender, sexual orientation, socio-economic status, religion and ability. DEI must be an integral part of every IFtL school. Having a safe learning environment that celebrates diversity and raises aspirations is something all young people are entitled to. Explicitly educating our young people in DEI is fundamental so they are knowledgeable and equipped to challenge prejudice and celebrate differences.	Includes: ▪ Protected characteristics ▪ Social justice ▪ Discriminatory Abuse ▪ Stereotyping and prejudice ▪ Neurodiversity ▪ Unconscious bias ▪ Impartiality

SECTION D – IFtL Sequential and progressive curriculum

Our IFtL safety curriculum foundation is based on the National Curriculum and whole school **Jigsaw** PSHE Education (Personal, Social, Health and Economic Education) planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. This is subsequently built upon and personalised to our trust.

Code for curriculum – 4 golden threads

BV. *[British Values]*   HRR *[Healthy Respectful Relationships]*   OS. *[Online Safety]*   DEI *[Diversity, Equity, Inclusion]*

	NURSERY (FOUNDATION STAGE 1)					
NURSERY	Autumn 1 Being in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Links to ***Development Matters*** and ***Birth to Five*** non-statutory guidance.	BV HRR DEI To know that they have a sense of responsibility and membership of a community. BV DEI To show empathy. HRR To offer comfort that they themselves would find comforting. BV DEI To develop and understanding of and an interest in differences of gender, ethnicity and ability. HRR To show more confidence in social situations. BV HRR To find solutions to conflicts and rivalries.		HRR BV To recognise that some actions can hurt or harm others and begin to stop themselves from doing something that they should not do. HRR To talk about their feelings using words like happy, sad, angry or worried. HRR To feed self competently. HRR To develop more independence and self-care. OS To begin to recognise danger and seeks the support and comfort of significant adult. BV DEI To learn that they have similarities and differences that connect them to and distinguish them from others.		BV HRR To understand gradually how others might be feeling. BV HRR To find solutions to conflicts and rivalries. BV DEI To show empathy. HRR To build relationships with special people but show anxiety in the presence of strangers. HRR To become more outgoing with unfamiliar people in a safe context of their setting.	
Other opportunities to learn about keeping safe at SMSG:	Walking through school safely; using outdoor equipment safely; using PE equipment safely; developing awareness of own space; understanding how to keep clean (hygiene); understanding about people who help us (eg police/firefighters); following the rules of the dining hall; knowing about the lanyards worn around school; NSPCC Pants					
Parental links and signposting opportunities	OS To talk about digital and other electrical equipment, what it does, what they can do with it and how they can use it safely. (Signposting to school website) OS NSPCC Pantosaurus/Pants video and resources. OS Advice regarding access to mobile devices (including parent/sibling mobile phones, iPads, laptops, etc).					

	RECEPTION (FOUNDATION STAGE 2)					
EYFS	Autumn 1 Being in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Outline Content	HRR DEI Self-identity HRR Understanding feelings BV Being in a classroom HRR Being gentle BV Rights and responsibilities	HRR DEI Identifying talents HRR DEI Being special HRR DEI Families HRR Where we live HRR BV Making friends HRR BV Standing up for yourself	HRR Challenges HRR Perseverance HRR Goal-setting HRR BV Overcoming obstacles HRR DEI Seeking help HRR BV Jobs HRR BV Achieving goals	HRR Exercising bodies HRR Physical activity HRR Healthy food HRR Sleep HRR Keeping clean HRR Safety	HRR Family life HRR BV DEI Friendships HRR BV Breaking friendships HRR BV Falling out HRR Dealing with bullying HRR BV DEI Being a good friend	HRR Bodies HRR Respecting my body HRR Growing up HRR Growth and change HRR Fun and fears HRR Celebrations
Links with Jigsaw objectives	I understand how it feels to belong and that we are similar and different I can start to recognise and manage my feelings I enjoy working with others to make school a good place to be I understand why it is good to be kind and use gentle hands I am starting to understand children's rights and this means we should all be allowed to learn and play I am learning what being responsible means	I can identify something I am good at and understand everyone is good at different things I understand that being different makes us all special I know we are all different but the same in some ways I can tell you why I think my home is special to me I can tell you how to be a kind friend I know which words to use to stand up for myself when someone says or does something unkind	I understand that if I persevere I can tackle challenges I can tell you about a time I didn't give up until I achieved my goal I can set a goal and work towards it I can use kind words to encourage people I understand the link between what I learn now and the job I might like to do when I'm older I can say how I feel when I achieve a goal and know what it means to feel proud	I understand that I need to exercise to keep my body healthy I understand how moving and resting are good for my body I know which foods are healthy and not so healthy and can make healthy eating choices I know how to help myself go to sleep and understand why sleep is good for me I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet I know who my safe adults are and how to stay safe if they are not close by me	I can identify some of the jobs I do in my family and how I feel like I belong I know how to make friends to stop myself from feeling lonely I can think of ways to solve problems and stay friends I am starting to understand the impact of unkind words I can use Calm Me time to manage my feelings I know how to be a good friend	I can name parts of the body I can tell you some things I can do and foods I can eat to be healthy I understand that we all grow from babies to adults I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 I can share my memories of the best bits of this year in Reception

Other opportunities to learn about keeping safe at SMSG:	Walking through school safely; using outdoor equipment safely; using PE equipment safely; developing awareness of own space; understanding how to keep clean (hygiene); understanding about people who help us (eg police/firefighters); following the rules of the dining hall; knowing about the lanyards worn around school; NSPCC Pants
Parental links and signposting opportunities	**OS** To talk about digital and other electrical equipment, what it does, what they can do with it and how they can use it safely. (Signposting to school website) **OS** NSPCC Pantosaurus/Pants video and resources. **OS** Advice regarding access to mobile devices (including parent/sibling mobile phones, iPads, laptops, etc).

		Year 1					
Year 1		Autumn 1 **Being in my World**	Autumn 2 **Celebrating Differences**	Spring 1 **Dreams and Goals**	Spring 2 **Healthy Me**	Summer 1 **Relationships**	Summer 2 **Changing Me**
Jigsaw Outline Content		**HRR** Feeling special and safe. **HRR** Being part of a class. _**BV** Rights and responsibilities. **HRR** Rewards and feeling proud. **HRR** Consequences. **BV** Owning the Learning Charter.	**DEI** Similarities and differences. **BV HRR** What is bullying? **BV HRR** What do I do about bullying? **BV HRR** Making new friends. **DEI** Celebrating Differences; Celebrating Me	**HRR** Setting goals. **HRR** Identifying successes and achievements. Learning styles. **BV HRR** Achieving Together **HRR** Stretchy Learning (challenges) **HRR** Overcoming obstacles. **HRR** Celebrating my success	**HRR** Keeping myself healthy **HRR** Healthy choices **HRR** Clean and Healthy **HRR** Medicine safety/safety with household items **HRR** Road safety **HRR** Happy, healthy me!	**HRR** Belonging to a family **BV HRR** Making friends/ being a good friend **HRR** Physical contact preferences **HRR** People who help us **BV HRR** Being my own best friend **DEI** Celebrating my special relationships	**HRR** Life cycles – animal and human **HRR** Changes in me **HRR** My changing body **HRR** Boys' and girls' bodies **HRR** Learning and Growing **HRR** Coping with changes
Jigsaw objectives		I know how to use my Jigsaw Journal I feel special and safe in my class I understand the rights and responsibilities as a member of my class I know that I belong to my class I understand the rights and responsibilities for being a member of my class I know how to make my class a safe place for everybody to learn	I can identify similarities between people in my class I can tell you some ways in which I am the same as my friends I can identify differences between people in my class I can tell you some ways I am different from my friends I can tell you what bullying is I understand how being bullied might feel I know some people who I could talk to if I was feeling unhappy or being bullied I can be kind to children who are bullied	I can set simple goals I can tell you about a thing I do well I can set a goal and work out how to achieve it I can tell you how I learn best I understand how to work well with a partner I can celebrate achievement with my partner I can tackle a new challenge and understand this might stretch my learning I can tell you how I feel when I am faced with a new challenge I can tell you about obstacles which make it more difficult to	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy I feel good about myself when I make healthy choices I know how to make healthy lifestyle choices I feel good about myself when I make healthy choices I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly	I can identify the members of my family and understand that there are lots of different types of families I know how it feels to belong to a family and care about the people who are important to me I can identify what being a good friend means to me I know how to make a new friend	I am starting to understand the life cycles of animals and humans I understand that changes happen as we grow and that this is OK I can tell you some things about me that have changed and some things about me that have stayed the same I know that changes are OK and that sometimes they will happen whether I want them to or not I can tell you how my body has changed since I was a baby I understand that growing up is natural and that everybody grows at different rates

I know my views are valued and can contribute to the Learning Charter I recognise how it feels to be proud of an achievement I can recognise the choices I make and understand the consequences I recognise the range of feelings when I face certain consequences I understand my rights and responsibilities within our Learning CharterI understand my choices in following the Learning Charter	I know how to make new friendsI know how it feels to make a new friend I can tell you some ways I am different from my friends I understand these differences make us all special and unique	achieve my new challenge and have ideas to overcome them I can explain how I feel when I face obstacles and how I feel when I overcome them can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest	I am special so I keep myself safe I understand that medicines can help me if I feel poorly and I know how to use them safely I know some ways to help myself when I feel poorly I know how to keep safe when crossing the road, and about people who can help me to stay safe I can recognise when I feel frightened and know who to ask for help	I know appropriate ways of physical contact to greet my friends and know which ways I prefer I can recognise which forms of physical contact are acceptable and unacceptable to me I know who can help me in my school community I know when I need help and know how to ask for it can recognise my qualities as a person and a friend I know ways to praise myself can tell you why I appreciate someone who is special to me I can express how I feel about them	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus I respect my body and understand which parts are private I understand that every time I learn something new I change a little bit I enjoy learning new things I can tell you about changes that have happened in my life I know some ways to cope with changes
Links to Switched On Computing Online Safety	**OS** **We Are Treasure Hunters:** Pupils learn to use simple programmable toys safely and sensibly, as well as showing respect for the work of their peers. Web access is supervised and safe practices are encouraged. Similarly, any filming is done with appropriate consent and assent. **OS** **We Are TV Chefs:** Pupils learn how to use digital video cameras safely and to show respect to those they are filming, including recognising the need for consent and assent. The importance of not sharing videos more widely than is appropriate is considered, as is the need to exclude information that might identify individuals from video recordings. When using the web, pupils learn to turn off the screen (or turn over the tablet) and tell their teacher if they encounter material that		**OS** **We Are Digital Artists:** Pupils learn that that filters should be in place when searching for images on the web. Internet access is supervised and safe practices are encouraged. Pupils learn that they own the intellectual property in their work and their parents' or carers' consent is needed to publish this. The school may address this through a letter securing parental consent on a number of matters. Pupils learn that they should provide positive, constructive feedback to one another on their work, establishing from an early age the value of commenting positively on work in digital media. **OS** **We Are Publishers:** Pupils learn about how to keep personal information private, recognising that the extent to which they need to protect their privacy is determined by the audience to which they are exposed. In preparing their eBooks, pupils could make use of the school's photo collection –		**OS** **We Are Rhythmic:** Pupils learn to use audio recorders or microphones and audio recording software safely and sensibly. If searching the web, pupils learn that safe search settings and web filters need to be in place. Pupils need to be aware of copyright material and show appropriate respect for the owners of intellectual property when using technology. They learn that digital music can be copied and the need to respect the rights of the owner of the work and the original creator when doing so **OS** **We Are Detectives:** Pupils are introduced to the idea of databases being used to collect, store, process and retrieve personal information. The unit provides an opportunity to make pupils aware that they have their data held in databases used by the school and to discuss some of the issues raised by this. Pupils learn about the	

	concerns them. Pupils also start to learn about copyright, recognising that they own the copyright in their original work and that this cannot be published or copied without their permission.	this provides a good opportunity to teach them about what images the school collects and their use. Pupils learn to use audio recorders or microphones and audio recording software safely and sensibly. Pupils learn that filters should be in place when searching for images on the web. Internet access is supervised and safe practices are encouraged. Pupils need to be aware of copyright material and show appropriate respect for the owners of intellectual property when using technology. They learn about the issues around copying images without permission and that it is best to use Creative Commons licensed or public domain images.	dangers of giving personal information on online forms, particularly if we have no clear idea of where this data is held and to what purposes it might be put. They should only give information if they know it is safe to do so.
Other opportunities to learn about keeping safe at SMSG:	Spacemakers; Lining up correctly; hygiene (handwashing); being safe in the dining hall; using equipment (eg scissors) correctly; being responsible for looking after areas and equipment preventing (trips and falls); Being safe when out of school (road safety and stranger danger); NSPCC Pants		
Parental links and signposting opportunities	OS To talk about digital and other electrical equipment, what it does, what they can do with it and how they can use it safely. (Signposting to school website) OS NSPCC Pantosaurus/Pants video and resources. OS Advice regarding access to mobile devices (including parent/sibling mobile phones, iPads, laptops, etc).		

		Autumn 1 Being in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
		Year 2					
Year 2							
Jigsaw Outline Content		**HRR** Hopes and fears for the year **BV** Rights and responsibilities **DEI** Rewards and consequences **DEI** Valuing contributions **BV** Owning our Learning Charter	**DEI** Boys and girls (similarities/ differences and stereotypes) **HRR** Why does bullying happen? **BV** **HRR** Standing up for self and others (right and wrong) **DEI** Gender diversity **DEI** Celebrating difference and still being friends.	**HRR** Goals to Success **HRR** My Learning Strengths **BV** **HRR** Learning with Others **BV** **HRR** A Group Challenge **DEI** Celebrating Our Achievement	**HRR** Being Healthy **HRR** Being Relaxed **HRR** Medicine Safety **HRR** Healthy Eating **HRR** Healthy, Happy Me!	**DEI** Different types of family **HRR** Keeping safe – exploring physical contact. **BV** **HRR** Friendship and conflict **HRR** Secrets **HRR** Trust and Appreciation **HRR** Celebrating My Special Relationships.	**HRR** Life cycles in nature **HRR** Growing from young to old **HRR** The Changing Me **HRR** Boys' and Girls' Bodies **HRR** Assertiveness (touch) **HRR** Looking Ahead
Jigsaw objectives		I know how to identify some of my hopes and fears for this year. I know how to recognise when I feel worried and know who to ask for help. I understand the rights and responsibilities for being a member of my class and school. I recognise when I feel worried and know who to ask for help. I listen to other people and contribute my own ideas about rewards and consequences. I help make my class a safe and fair place. I know how to listen to other people and contribute my own ideas about rewards and consequences.	I am starting to know and understand that sometimes people make assumptions about boys and girls (stereotypes) I know some ways in which boys and girls are similar and feel good about this. I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) I know some ways in which boys and girls are different and accept that this is OK. I know that bullying is sometimes about difference. I can tell you how someone who is bullied feels. I can be kind to children who are bullied. I can recognise what is right and wrong and know how to look after myself. I know when and how to stand up for myself and others.	I know how to choose a realistic goal and think about how to achieve it. I know how to tell you things I have achieved and say how that makes me feel. I carry on trying (persevering) even when I find tasks difficult. I know how to tell you some of my strengths as a learner. I know how to recognise who I work well with and who it is more difficult for me to work with. I know how to tell you how working with other people helps me learn. I know how to work well in a group to create an end product. I know how to work with other people in a group to solve problems. I know how to explain some of the ways I worked well in my group to create the end product.	I know what I need to keep my body healthy. I am motivated to make healthy lifestyle choices. I know how to show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. I know how to tell you when a feeling is weak and when a feeling is strong. I understand how medicines work in my body and how important it is to use them safely. I feel positive about caring for my body and keeping it healthy. I know how to sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I accept that everyone's family is different and understand that most people value their family. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I know which types of physical contact I like and don't like and can talk about this. I can identify some of the things that cause conflict with my friends. I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.	I can recognise cycles of life in nature. I understand there are some changes that are outside my control and can recognise how I feel about this. I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me. I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I feel proud about becoming more independent. I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private.

I know how to help make my class a safe and fair place. I understand how following the Learning Charter will help me and others learn. I work cooperatively. I recognise the choices I make and understand the consequences.	I know how to get help if I am being bullied. I know that it is OK to be different from other people and to be friends with them. I know that we shouldn't judge people if they are different. I know how it feels to be a friend and have a friend.	I know how to express how I felt to be working as part of this group. I know how to share success with other people. I know how contributing to the success of a group feels and I am able to store those feelings in my internal treasure chest (proud).	I have a healthy relationship with food and know which foods I enjoy the most. I know how to make some healthy snacks and explain why they are good for my body. I know how to express how it feels to share healthy food with my friends. I understand which foods to eat to give my body energy. I have a healthy relationship with food and I know which foods are most nutritious for my body.	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this. I recognise and appreciate people who can help me in my family, my school and my community. I understand how it feels to trust someone. I can express my appreciation for the people in my special relationships. I am comfortable accepting appreciation from others.	I can tell you what I like/don't like about being a boy/girl. I understand there are different types of touch and can tell you which ones I like and don't like. I can identify what I am looking forward to when I move to my next class . I can start to think about changes I will make when I am in my next class and know how to go about this.
Links to Switched On Computing Online Safety	OS **We Are Astronauts:** Remind parents/carers about their responsibility to monitor their children's use of technology and advise them to set sensible limits on the amount of screen time they have. OS **We Are Game Testers:** The Scratch online community is generally a safe, well moderated space, but if pupils encounter content or comments which cause distress, make sure they know what to do: typically turn off the screen/ turn over the tablet over and let an adult know straight away. Content and comments on the Scratch site can be flagged as inappropriate to the moderators. This provides an opportunity to learn about where to go for help and support when they have concerns about content or contact.		OS **We Are Photographers:** Pupils learn that once images are posted online, it is impossible to control what happens to them. Facial recognition software and geotagging mean that those posting images might inadvertently fail to keep some personal information private. Pupils learn how to minimise these risks and learn what they should do if they have concerns about images they encounter on the web. They also learn about what is acceptable and unacceptable to photograph, for example, that it is not a good idea to take or share photographs in which children can be identified, or that might reflect badly on the school OS **We Are Researchers:** Pupils learn about Internet filters and Safe search, and how to stay safe while researching online. They are encouraged to think about whether the information they read online is reliable, and develop some strategies for being able to check. They show respect for others'		OS **We Are Animators:** Pupils could source character designs or view animations online. If they do, remind pupils what to do if they encounter content that is inappropriate or makes them feel uncomfortable. If pupils upload their work to share with a wider audience, they should do so in accordance with your school's policy, typically ensuring that pupils are not shown or identified in the videos. They should make sure that any third-party content in their animations is credited. OS **We Are Zoologists:** Pupils learn that when sharing photographs and geo-location information online, they need to consider the importance of keeping personal information private, for example not including names or photographs of people. Pupils are taught to respect rules for using digital equipment when out of the classroom, to ensure the equipment is kept safe, and that they are not

		ideas and intellectual property by using Creative Commons licensed images and crediting their sources	so focused on using it that they become unaware of risks around them.
Other opportunities to learn about keeping safe at SMSG:	Spacemakers; Lining up correctly; hygiene (handwashing); being safe in the dining hall; using equipment (eg scissors) correctly; being responsible for looking after areas and equipment preventing (trips and falls) Being safe when out of school (road safety and stranger danger); NSPCC Pants		
Parental links and signposting opportunities	**OS** To talk about digital and other electrical equipment, what it does, what they can do with it and how they can use it safely. (Signposting to school website) **OS** NSPCC Pantosaurus/Pants video and resources. **OS** Advice regarding access to mobile devices (including parent/sibling mobile phones, iPads, laptops, etc).		

KEY STAGE TWO

Year 3						
Year 3	Autumn 1 Being in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Jigsaw Outline Content	**HRR** Getting to know each other **HRR** Positivity in Challenges (Nightmare School) **BV** Rules, rights and Responsibilities (Our Dream School) **HRR** Rewards and consequences **HRR** Responsible choices **BV HRR** Our Learning Charter (Seeing things from others' Perspectives)	**HRR** Families and their differences **HRR** Family conflict and how to manage it (child-centred) **DEI HRR** Witness and feelings (bullying) **HRR** Witness and solutions (bullying) **DEI HRR** Words can harm **HRR** Celebrating difference: compliments	**DEI** Dreams and goals (facing challenges) **DEI** Dreams and ambitions **HRR** New challenges **HRR** Motivation and enthusiasm **HRR** Overcoming obstacles **HRR** Celebrating and evaluating learning processes	**HRR** Being fit and healthy (exercise) **HRR** Being fit and healthy (healthy food choices) **HRR** Attitudes towards drugs **OS HRR** Being safe (online and offline scenarios) **HRR** Feelings of safe or unsafe **HRR** My amazing body (Healthy and safe Choices)	**HRR** Family roles and responsibilities **HRR** Friendship (conflict and solution) **OS** Keeping safe online **DEI** Being a global citizen **HRR** Being aware of my needs and rights **DEI** Celebrating my web of relationships	**HRR** How babies grow **HRR** Babies (needs) **HRR** Outside body changes **HRR** Inside body changes **DEI** Family stereotypes **HRR** Looking ahead (Preparing for Transition)
Jigsaw Learning Objectives	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I know how to use my Jigsaw Journal I value myself and know how to make someone else feel welcome and valued I can face new challenges positively, make responsible	I understand that everybody's family is different and important to them I appreciate my family/the people who care for me I understand that differences and conflicts sometimes happen among family members	I can tell you about a person who has faced difficult challenges and achieved success I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g., through disability) I can identify a dream/ambition that is important to me	I understand how exercise affects my body and know why my heart and lungs are such important organs I can set myself a fitness challenge I know that the amount of calories, fat and sugar I put into my body will affect my health I know what it feels like to make a healthy choice	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females I can describe how taking some responsibility in my family makes me feel I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener	I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby I can express how I feel when I see babies or baby animals I understand how babies grow and develop in the mother's uterus

	choices and ask for help when I need it I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions I understand why rules are needed and how they relate to rights and responsibilities I know how to make others feel valued I understand that my actions affect myself and others and I care about other people's feelings I understand that my behaviour brings rewards/consequences I can make responsible choices and take action I can work cooperatively in a group I understand my actions affect others and try to see things from their points of view I am choosing to follow the Learning Charter	I know how to calm myself down and can use the 'Solve it together' technique I know what it means to be a witness to bullying I know some ways of helping to make someone who is bullied feel better I know that witnesses can make the situation better or worse by what they do I can problem-solve a bullying situation with others I recognise that some words are used in hurtful ways I try hard not to use hurtful words (e.g. gay, fat) I can tell you about a time when my words affected someone's feelings and what the consequences were I can give and receive compliments and know how this feels	I can imagine how I will feel when I achieve my dream/ambition I enjoy facing new learning challenges and working out the best ways for me to achieve them I can break down a goal into a number of steps and know how others could help me to achieve it I can be motivated and enthusiastic about achieving our new challenge I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge I can recognise obstacles which might hinder my achievement and take steps to overcome them I know how to manage the feelings of frustration that may arise when obstacles occur	I can tell you my knowledge and attitude towards drugs I can identify how I feel towards drugs I can identify things, people and places that I need to keep safe from I know some strategies for keeping myself safe, who to go to for help and how to call emergency services I can express how being anxious or scared feels I can identify when something feels safe or unsafe I can take responsibility for keeping myself and others safe I understand how complex my body is and how important it is to take care of it I respect my body and appreciate what it does for me	I know how to negotiate in conflict situations to try to find a win-win solution I know and can use some strategies for keeping myself safe online I know who to ask for help if I am worried or concerned about anything online I can explain how some of the actions and work of people around the world help and influence my life I can show an awareness of how this could affect my choices I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I can empathise with children whose lives are different to mine and appreciate what I may learn from them I know how to express my appreciation to my friends and family I enjoy being part of a family and friendship groups	I understand what a baby needs to live and grow I can express how I might feel if I had a new baby in my family understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process I recognise how I feel about these changes happening to me and know how to cope with those feelings I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I recognise how I feel about these changes happening to me and know how to cope with these fee I can start to recognise stereotypical ideas I might have about parenting and family roles I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes lings I can identify what I am looking forward to when I move to my next class I can start to think about changes I will make next year and know how to go about this
Links to Switched On	**We Are Programmers:** Pupils need to consider copyright when sourcing images for their programs		**OS We Are Presenters:** Pupils should know what to do if they encounter inappropriate images or other		**OS We Are Co-Authors:** Pupils learn about Wikipedia, considering some strategies for evaluating the reliability of online

Computing Online Safety	and uploading their own work to the Scratch community site. Searching for content for programs or viewing others' cartoons also offers an opportunity to develop safe search habits. Exploring online animation galleries may expose pupils to inappropriate content. Talk about what to do if they see something inappropriate – turn their iPads over (or turn screens off/close laptop lids) and tell a teacher/adult. If the pupils participate in the Scratch community, they need to think about what information they can share and how to participate positively in an online community, as well as obtaining parental permission. **OS We Are Bug Fixers:** Pupils could consider the implications of bugs in software. Participating in the Scratch community would enable the pupils to help others with their projects as well as allowing them to receive help. If pupils participate in the Scratch community, they need to think about what information they can share and how to participate positively in an online community, as well as obtaining parental permission. If pupils upload screencasts of their solutions, make sure you take the usual precautions to protect their identity	content while searching online. Pupils should respect the intellectual property of others. Show them how they can restrict their search to Creative Commons licensed content. In filming one another, the pupils need to ensure that the appropriate permission has been obtained, and that they act respectfully and responsibly when filming, editing and presenting their work. The pupils should think through the implications of videos being made available on the school network or more widely via the Internet. They should discuss why schools and other organisations have strict policies over filming. **OS We Are Who We Are:** Pupils should know what to do if they encounter inappropriate images or other content while searching online. Pupils should think about what is appropriate to share online, even when the intended audience is well known to them. It is important that pupils recognise their rights not to share information that they consider private.	content as well as the rules and processes that the Wikipedia community has evolved. Pupils develop a shared wiki, thinking carefully about how to do so safely and responsibly, considering what conduct is appropriate when collaborating on a shared resource. **OS We Are Opinion Pollsters:** Pupils learn some of the legal and ethical requirements for designing online surveys and processing data. They also consider what information it would be appropriate for them to give in an online survey, and some implications of data processing. Pupils can use online tools for collaborating on survey design and analysis, considering how to use these appropriately. The survey itself could address issues of the pupils' attitudes to online safety.
Other opportunities to learn about keeping safe at SMSG:	Spacemakers; Being safe when out of school (road safety and stranger danger); being safe on a coach;		
Parental links and signposting opportunities	**OS** NSPCC Online Safety Parent Guides: online safety, social media; internet connected devices, live-streaming and online video apps, parental controls **OS** UK Safer Internet Centre Guides: phones, laptops, games consoles, social media		

	OS Think U Know website for information about CEOP (Child Exploitation Online Protection) reporting

		Year 4				
Year 4		Autumn 1 Being in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Outline Content		**BV** **HRR** Becoming a Class Team **HRR** Being a School Citizen **BV** Rights, Responsibilities and Democracy **BV** Rewards and Consequences **BV** Owning Our Learning Charter	**DEI** Judging by Appearance **HRR** Understanding Influences **HRR** Understanding Bullying Problem-Solving **DEI** Special Me **DEI** Celebrating Difference: How We look	**HRR** Hopes and Dreams **HRR** Broken Dreams **HRR** Overcoming Disappointment **HRR** Creating New Dreams **HRR** Achieving Goals **HRR** We Did It!	**HRR** My Friends and Me **HRR** **BV** Group Dynamics **HRR** Smoking **HRR** Alcohol **HRR** Healthy Friendships **HRR** Celebrating My Inner Strength and Assertiveness	**HRR** Jealousy **HRR** Love and Loss **HRR** Memories of Loved Ones **HRR** **BV** Getting on and Falling Out **HRR** **DEI** Girlfriends and boyfriends **HRR** Celebrating My Relationships with People and Animals	**HRR** Unique Me **HRR** Having a Baby **HRR** Puberty and Menstruation **HRR** Circles of Change **HRR** Accepting Change **HRR** Looking Ahead
Jigsaw objectives		I know my attitudes and actions make a difference to the class team. I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued. I understand who is in my school community, the roles they play and how I fit in. I can take on a role in a group and contribute to the overall outcome. I understand how democracy works through the School Council. I can recognise my contribution to making a Learning Charter for the whole school. I understand that my actions affect myself and others; I care about other people's	I understand that, sometimes, we make assumptions based on what people look like. I try to accept people for who they are. I understand what influences me to make assumptions based on how people look. I can question why I think what I do about other people. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure. I know how it might feel to be a witness to and a target of bullying. I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. I can problem-solve a bullying situation with others. I can identify what is special about me and value the ways in which I am unique. I like and respect the unique features of my physical appearance.	I can tell you about some of my hopes and dreams. I know how it feels to have hopes and dreams. I understand that sometimes hopes and dreams do not come true and that this can hurt. I know how disappointment feels and can identify when I have felt that way. I know that reflecting on positive and happy experiences can help me to counteract disappointment. I know how to cope with disappointment and how to help others cope with theirs. I know how to make a new plan and set new goals even if I have been disappointed. I know what it means to be resilient and to have a positive attitude. I know how to work out the steps to take to achieve a goal,	I recognise how different friendship groups are formed, how I fit into them and the friends I value the most. I can identify the feelings I have about my friends and my different friendship groups. I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations. I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with. I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.	I can recognise situations which can cause jealousy in relationships. I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens. I can identify someone I love and can express why they are special to me. I know how most people feel when they lose someone or something they love. I understand that we can remember people even if we no longer see them. I can tell you about someone I know that I no longer see. I understand that we can remember people even if we no longer see them. I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. I know how to stand up for myself and how to negotiate and compromise. I understand what having a boyfriend/ girlfriend might mean	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. I appreciate that I am a truly unique human being. I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult. I understand what responsibilities there are in parenthood and the joy it can bring I can consider what has influenced my life and what might influence the lives of other people. I understand that having a baby is a personal choice and can

	feelings and try to empathise with them. I understand how rewards and consequences motivate people's behaviour. I understand how groups come together to make decision. I can take on a role in a group and contribute to the overall outcome. I understand how democracy and having a voice benefits the school community. I understand why our school community benefits from a Learning Charter and can help others to follow it.	I can tell you a time when my first impression of someone changed when I got to know them. I can explain why it is good to accept people for who they are.	and can do this successfully as part of a group. I can enjoy being part of a group challenge. I can identify the contributions made by myself and others to the group's achievement. I know how to share in the success of a group and how to store this success experience in my internal treasure chest.	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others. I can recognise when people are putting me under pressure and can explain ways to resist this when I want. I can identify feelings of anxiety and fear associated with peer pressure. I know myself well enough to have a clear picture of what I believe is right and wrong. I can tap into my inner strength and know how to be assertive.	and that it is a special relationship for when I am older. I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend. I know how to show love and appreciation to the people and animals who are special to me. I can love and be loved.	express how I feel about having children when I am an adult. I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I have strategies to help me cope with the physical and emotional changes I will experience during puberty. I know how the circle of change works and can apply it to changes I want to make in my life. I am confident enough to try to make changes when I think they will benefit me. I can identify changes that have been and may continue to be outside of my control that I learnt to accept. I can identify what I am looking forward to when I move to a new class. I can reflect on the changes I would like to make next year and can describe how to go about these.
Links to Switched On Computing Online Safety	**OS We Are Software Developers:** Pupils need to consider copyright when sourcing images or media for their programs and/or uploading their own work to the Scratch community site. Searching for content for their programs or viewing others' games also offers an opportunity to develop safe search habits. If pupils participate in the Scratch community, they need to think about what information they can share and how to participate positively in an online community, as well as obtaining parental permission. **OS We Are Makers:** Pupils can publish their programs to the MakeCode website. If they are to do so, parental permission		**OS We Are Musicians:** Pupils need to think about copyright when sourcing audio or publishing their own compositions. They are encouraged to use Creative Commons licensed content if working with others' audio files. There is an opportunity to discuss how copyright relates to music performed in school as well as illegal downloading and sharing of copyrighted music. **OS We Are Bloggers:** Pupils write content for their own or a shared blog, thinking carefully about what can be appropriately shared online. They consider issues of copyright and digital footprint as well as what constitutes acceptable behaviour when commenting on others' blog posts. Pupils also think about the importance of creating		**OS We Are Artists:** If pupils use Google image seach to study examples of artists' work, this offers an opportunity to develop safe search habits. Precautions over protecting personal information should be in place if pupils upload work they create for others to see, and pupils should think about the protection of their own copyright. **OS We Are Bug Meteorologists:** Pupils consider the importance of obtaining and using accurate data for any information-processing work. If pupils film one another, they need to ensure appropriate permission is obtained and that recordings are made, edited and shown in safe, respectful and responsible ways. Pupils should think carefully about	

	will be needed. Pupils might explore the projects uploaded by others to the MakeCode website. They must let an adult know if they come across any inappropriate content when looking at these, although this is very unlikely	high-quality, online content and become more discerning in evaluating content as they review others' blogs. If the pupils' blogs are publicly accessible, it is important that any comments are moderated by their teacher.	the implications of uploading their films to the school network or to the web.
Other opportunities to learn about keeping safe at SMSG:	Spacemakers; Being safe at the swimming pool;		
Parental links and signposting opportunities	OS NSPCC Online Safety Parent Guides: online safety, social media; internet connected devices, live-streaming and online video apps, parental controls OS UK Safer Internet Centre Guides: phones, laptops, games consoles, social media OS Think U Know website for information about CEOP (Child Exploitation Online Protection) reporting		

	Year 5					

Year 5	Autumn 1 Being in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Outline Content	**HRR** Planning the forthcoming year **BV HRR** Being a citizen **BV** Rights and responsibilities **HRR** Rewards and consequences **BVHRR** How behaviour affects groups **BVHRR** Democracy, having a voice	**DEIBV** Cultural differences and how they can cause conflict **BV DEI** Racism **BV HRR** Rumours and name-calling **BV HRR** Types of bullying **BV HRR** Material wealth and happiness **BV DEI** Enjoying and Respecting other cultures	**HRR** Future dreams **HRR** The importance of money **HRR** Jobs and careers **HRRBV** Dream job and how to get there **DEIBV** Goals in different cultures **DEIBV** Supporting others (charity) **DEI** Motivation	**HRR** Smoking, including vaping **HRR** Alcohol **HRRBV** Alcohol and antisocial behaviour **HRR** Emergency aid **HRR** Body image **HRR** Relationships with food **HRR** Healthy choices **HRR** Motivation and behaviour	**HRR** Self-recognition and self-worth **HRR** Building self-esteem **OS** Safer online communities **OS** Rights and responsibilities online **OS** Online gaming and gambling **OS** Dangers of online grooming **OS** SMART internet **OS** safety rules	**HRR** Self- and body image **OS HRR** Influence of online and media on body image **HRR** Puberty for girls **HRR** Puberty for boys **HRR** Conception (including IVF) **HRR** Growing responsibility **HRR** Coping with change **HRR** Preparing for transition
Jigsaw Objectives	I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal I know what I value most about my school and can identify my hopes for this school year I understand my rights and responsibilities as a citizen of my country I can empathise with people in this country whose lives are different to my own I understand my rights and responsibilities as a citizen of my country and as a member of my school	I understand that cultural differences sometimes cause conflict I am aware of my own culture I understand what racism is I am aware of my attitude towards people from different races, cultures and ethnicities understand how rumour-spreading and name-calling can be bullying behaviours I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one I can explain the difference between direct and indirect types of bullying	I understand that I will need money to help me achieve some of my dreams I can identify what I would like my life to be like when I am grown up I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs I appreciate the contributions made by people in different jobs I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it I appreciate the opportunities that learning and education are giving me and understand how	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart I can make an informed decision about whether or not I choose to smoke and know how to resist pressure I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure I know and can put into practice basic emergency aid procedures (including	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities I know how to keep building my own self-esteem I understand that belonging to an online community can have positive and negative consequences I can recognise when an online community feels unsafe or uncomfortable I understand there are rights and responsibilities in an online community or social network I can recognise when an online community is helpful or unhelpful to me	I am aware of my own self-image and how my body image fits into that I know how to develop my own self esteem I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally I understand that puberty is a natural process that happens to everybody and that it will be ok for me I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty

I can empathise with people in this country whose lives are different to my own I can make choices about my own behaviour because I understand how rewards and consequences feel I understand that my actions affect me and others I understand how an individual's behaviour can impact on a group I can contribute to the group and understand how we can function as a whole I understand how democracy and having a voice benefits the school community and know how to participate in this I understand why our school community benefits from a Learning Charter and can help others to follow it	I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied I can compare my life with people in the developing world I can appreciate the value of happiness regardless of material wealth I can understand a different culture from my own I respect my own and other people's cultures	this will help me to build my future I can describe the dreams and goals of young people in a culture different to mine I can reflect on how these relate to my own I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other I appreciate the similarities and differences in aspirations between myself and young people in a different culture I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship I understand why I am motivated to make a positive contribution to supporting others	recovery position) and know how to get help in emergency situations I know how to keep myself calm in emergencies I understand how the media, social media and celebrity culture promotes certain body types I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy I am motivated to keep myself healthy and happy	I know there are rights and responsibilities when playing a game online I can recognise when an online game is becoming unhelpful or unsafe can recognise when I am spending too much time using devices (screen time) I can identify things I can do to reduce screen time, so my health isn't affected I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby I appreciate how amazing it is that human bodies can reproduce in these ways I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) I am confident that I can cope with the changes that growing up will bring I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make next year and know how to go about this.
Links to Switched On Computing Online Safety	**OS** **We Are Game Developers:** Pupils need to consider copyright when sourcing images or media for their games and uploading their own work to the Scratch community site. Searching for content for their games or viewing others' games also offers an opportunity to develop safe search habits. If the pupils participate in the Scratch community, they need to think about what information they can share and how to participate positively in an online community, as well as obtaining parental permission. Pupils might also consider some personal implications of playing games, perhaps including violent, costly or addictive computer games		**OS** **We Are Architects:** Pupils should observe good practice when searching for and selecting digital content. If the pupils choose to locate their 3-D models geographically, they should avoid sharing private information. Pupils should think about copyright when adding content to their model or publishing images or videos of their model. **OS** **We Are Web Developers:** Pupils learn about how networks, including the Internet, operate. They learn that data transmitted via the Internet is not always encrypted. They consider some of the implications for privacy, e.g. their 'digital footprint' associated with using the Internet. Pupils learn how easy it is to create		**OS** **We Are Adventure Gamers:** Pupils should observe good practice when searching for and selecting digital content. They should use Creative Commons licensed images in their interactive presentation and should respect the conditions attached to these. Pupils will be working collaboratively on a shared presentation, and later will be providing online feedback to other pupils. Establish ground rules of respect and kindness and ensure that pupils' contributions can be identified. **OS** **We Are VR Designers:** The Street View activities provide an opportunity for pupils to consider privacy issues in real world contexts. Pupils should remember that the GPS

	OS **We Are Cryptographers:** Pupils learn how information can be communicated in secret over open channels, including the internet, using cryptography. They learn about the public key system used to sign and encrypt content on the web and how they can check the security certificates of encrypted websites. They learn about the importance of password security for online identity and consider what makes a secure password.	content for the web. The unit provides an opportunity to address some of the risks of using the web, and how pupils could best keep themselves safe while doing so. Pupils learn how easily web pages can be modified, which provides an opportunity to consider the reliability of web-based content.	sensor on smartphones/iPads automatically records location information, using this to locate their photosphere on a map. Pupils should know how to switch off location recording. Pupils should understand why photospheres uploaded to Google should have any faces, number plates or other personal information blurred. Pupils should recognise that care is needed when scanning QR codes from unknown sources. As with other online work, use of CoSpaces should be with necessary filters and monitors in place; pupils should know what to do if they encounter inappropriate content and pupils should respect copyright for any third-party content they include.
Other opportunities to learn about keeping safe at SMSG:	Spacemakers; Bikeability Curriculum links: English –'The Gorilla@ themes of neglect; History – Ancient Greeks democracy; History – Industrial Revolution - exploitation		
Parental links and signposting opportunities	**OS** NSPCC Online Safety Parent Guides: online safety, social media; internet connected devices, live-streaming and online video apps, parental controls **OS** UK Safer Internet Centre Guides: phones, laptops, games consoles, social media **OS** Think U Know website for information about CEOP (Child Exploitation Online Protection) reporting **HRR** Advice for parents on talking about puberty – brook.org.uk		

Year 6						
Year 6	**Autumn 1** **Being in my World**	**Autumn 2** **Celebrating Differences**	**Spring 1** **Dreams and Goals**	**Spring 2** **Healthy Me**	**Summer 1** **Relationships**	**Summer 2** **Changing Me**
Outline Content	**HRR** My Year Ahead (goals) **BVHRR** Being a Global Citizen (universal rights for children) **BV HRR** Being a Global Citizen (my actions) **BV HRR** The Learning Charter (choices, rewards and consequences)	**DEI** Am I normal? (perceptions of normal) **DEI** Understanding difference (right to be who they are) **HRR** Power struggles (harassment and bullying) **HRR** Why bully? (Reasons and strategies) **DEI HRR** Celebrating difference - disabilities **DEI HRR** Celebrating differences as a cause of conflict	**HRR** Personal learning goals **HRR** Steps to success to reach goals **HRR** My dream for the world (identifying problems) **HRR** Helping to make a difference by working with others **DEI HRR** Empathising with people who are suffering **HRR** Recognising our achievements	**BVHRR** Taking personal responsibility **HRR** How substances affect the body **HRR** Exploitation, including 'county lines' and gang culture **HRR** Emotional and mental health **HRR** Managing stress	**HRR** What is mental health? **HRR** My mental health/ taking care of myself **HRR** Love and loss (stages of grief) **HRR** Power and control (gaining power/ bullying) **HRR OS** Being online (real or fake, safe or unsafe) **HRR OS** Using technology responsibly	**HRR** My Self-image (body image) **HRR** Puberty and feelings **HRR** Babies: Conception to birth **HRR OS** Boyfriends and girlfriends (physical **HRR** Adolescent friendships (assertiveness) **HRR** Self-esteem/ negative body-talk Transition
Jigsaw objectives	I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I feel welcome and valued and know how to make others feel the same. I know that there are universal rights for all children but for many children these rights are not met. I understand my own wants and needs and can compare these with children in different communities.	I understand there are different perceptions about what normal means. I can empathise with people who are different. I understand that everyone has a right to be who they are. I am aware of my attitude towards people who are different to me. I can explain some of the ways in which one person or a group can have power over another. I know how it can feel to be excluded or treated badly by being different in some way.	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal). I understand why it is important to stretch the boundaries of my current learning. I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. I can set success criteria so that I will know whether I have reached my goal.	I can take responsibility for my health and make choices that benefit my health and well-being. I am motivated to care for my physical and emotional health. I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. I am motivated to find ways to be happy and cope with life's situations without using drugs. I understand that some people can be exploited and	I know that it is important to take care of my mental health. I understand that people can get problems with their mental health and that it is nothing to be ashamed of. I know how to take care of my mental health. I can help myself and others when worried about a mental health problem. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.	I am aware of my own self-image and how my body image fits into that. I know how to develop my own self esteem. I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can express how I feel about the changes that will happen to me during puberty. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.

	I understand that my actions affect other people locally and globally. I understand my own wants and needs and can compare these with children in different communities. I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities. I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. I understand how an individual's behaviour can impact on a group. I can contribute to the group and understand how we can function best as a whole. I understand how democracy and having a voice benefits the school community. I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.	I know some of the reasons why people use bullying behaviours. I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one. I can give examples of people with disabilities who lead amazing lives. I appreciate people for who they are. I can explain ways in which difference can be a source of conflict and a cause for celebration. I can show empathy with people in either situation.	I can identify problems in the world that concern me and talk to other people about them. I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations. I can work with other people to help make the world a better place. I can empathise with people who are suffering or who are living in difficult situations. I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am motivated to do this. I know what some people in my class like or admire about me and can accept their praise. I can give praise and compliments to other people when I recognise their contributions and achievements.	made to do things that are against the law. I can suggest ways that someone who is being exploited can help themselves. I know why some people join gangs and the risks this involves. I can suggest strategies someone could use to avoid being pressurised. I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. I know how to help myself feel emotionally healthy and can recognise when I need help with this. I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. I can use different strategies to manage stress and pressure.	I can recognise when I am feeling those emotions and have strategies to manage them. I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. I can judge whether something online is safe and helpful for me. I can resist pressure to do something online that might hurt myself or others. I can use technology positively and safely to communicate with my friends and family. I can take responsibility for my own safety and well-being.	I can recognise how I feel when I reflect on the development and birth of a baby. I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend. I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to. I know myself well enough to maintain positive relationships with others whilst still keeping my own identity. I can be assertive when appropriate. I am aware of the importance of a positive self-esteem and what I can do to develop it. I can express how I feel about my self-image and know how to challenge negative 'body-talk'. I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. I know know how to prepare myself emotionally for the changes next year.
Links to Switched On Computing Online Safety	**OS** **We Are Toymakers:** Pupils need to think carefully about copyright in sourcing images and other media for their toy prototypes and presentations, or if uploading		**OS** **We Are Publishers:** Pupils create a school magazine or yearbook. They consider carefully the implications of including photographs of pupils in their work, recognising		**OS** **We Are Advertisers** Pupils create short advertising videos. They learn the importance of observing school policy in relation to videoing, and the need to obtain	

	their own work to the Scratch community. If pupils do participate in the online Scratch community, they should think through how to do so in a safe and responsible manner, and should obtain consent from their parents or carers. If pupils link their programs to hardware, they need to take care to work safely with a range of tools and electronic equipment. **OS We Are Computational Thinkers:** Pupils learn about some common algorithms, recognising that more efficient solutions to the same problem can reduce the impact of computation on energy and other resources. They remix code on Scratch or Snap! websites, as permitted by Creative Commons licences for the code they work with, in much the same way as they might modify open source software. Pupils who wish to register for accounts on these sites need to observe the associated terms and conditions, which typically require parental consent.	that typically names would not be used in captions and that they should have permission to publish any pictures they use. They respect school policies and relevant legislation. They also recognise that intellectual property exists in other pupils' work and that this should be respected, so include such excerpts only with permission. They also learn that sensitive personal information should not be included in publications such as these, thinking carefully about what this means in practice. **OS We Are Connected:** Pupils consider how online debates should best be conducted, searching the Internet safely, using a blog to argue a case, responding respectfully to others, evaluating the quality of sources and considering how online bullying might best be addressed. It is important that pupils' work is not accessible outside the school. Posts and responses should be moderated. Ensure that safe search filters, Internet filters and monitoring software are in place. Make sure online bullying advice matches your school policy.	consent. They think carefully about the implications of sharing content publicly on sites such as YouTube and consider how such publication would limit what they might include in their advert. They recognise the need to use video search platforms in restricted or education-specific modes and bring to mind what they should do if they encounter inappropriate content. They learn to respect the intellectual property rights of others, and the need to observe licence terms for any content they do not create themselves **OS We Are AI Developers:** Pupils should remember not to share personal information when using online services. If Teachable Machine is used it would be best not to use pupils' own faces in the training data. You could broaden the discussion of facial recognition by machine learning systems and whether this is an invasion of privacy or needed in certain circumstances.
Other opportunities to learn about keeping safe at SMSG:	Spacemakers First Aid Workshop; Hazard Alley Workshops (eg knife crime)		
Parental links and signposting opportunities	**OS** NSPCC Online Safety Parent Guides: online safety, social media; internet connected devices, live-streaming and online video apps, parental controls **OS** UK Safer Internet Centre Guides: phones, laptops, games consoles, social media **OS** Think U Know website for information about CEOP (Child Exploitation Online Protection) reporting **HRR** Advice for parents on talking about puberty – brook.org.uk **HRR** NHS Every Mind Matters Website – to support parents with their children's mental health		

SECTION E – TEACHING OF ON-LINE SAFETY

IFtL and al schools must fulfil the requirements outlined in the National Curriculum, Teaching-online-safety-in-schools DfE Guidance January 2023 and Education for a Connected World. Education for a Connected World – 2020 edition. As outlined in the Education for a connected world (UK council for internet safety), we will ensure we cover the eight strands:

Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.

Online relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

Online reputation

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.

Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.

Managing online information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.

Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.

Privacy and security

This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.

Copyright and ownership

This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

The details of the 'I can' statements will be fulfilled throughout the school computing curriculums, aspects of the jigsaw PSHE curriculum offer and the wider safety curriculum including assemblies. Education for a Connected World.

SECTION F – SAFEGUARDING THROUGH THE WIDER CURRICULUM

Safeguarding is of vital importance, and we seek to promote and teach it in all areas of the curriculum; safeguarding is embedded throughout all areas of our curriculum and wider curriculum. This ensures that our young people are actively taught at every opportunity about safeguarding so they are confident, knowledgeable and positive British Citizens who know how to keep themselves and others safe and know what to do if they are concerned.

Subject	Coverage
EYFS	Children learn and develop best in an enabling environment. Children are unique, learn constantly and can become resilient, capable, confident and self-assured. Children learn and develop best in different ways and at different rates. Children learn strength and independence from positive relationships. A child's needs should be put first — always. It's important to help and support children as early as possible before issues escalate and become more damaging. Safeguarding is everybody's responsibility and everyone at a setting should act in a timely and coordinated manner to respond to any concerns about the welfare of a child.
English	Develop resilience and perseverance to keep trying and applying knowledge through practice, especially when transferring knowledge and skills across the curriculum. Increase own self-esteem and achieve a personal best by not comparing themselves to others. Understand that it is positive to make mistakes and learn from them. Support peers who are struggling, in a sensitive way. Know how to choose age-appropriate reading material when choosing books. Speaking with confidence and listen to others attentively – being confident to talk about safeguarding, personal development and to share concerns about themselves and/ or others. The English curriculum supports the teaching of PSHE through reading a range of texts that cover acceptance and similarities between cultures, crime and punishment, patriarchal society, race and racism and children's rights. The English curriculum also supports discussion around character traits and analysis of acceptable and unacceptable behaviours throughout history and how our acceptance has developed and evolved.
Maths	Develop resilience and perseverance to keep trying and apply their knowledge through practise. Increase their own self-esteem and achieve their personal best by not comparing themselves to others. Solve problems using the knowledge that they already have. Understand that it is positive to make mistakes and learn from them. Use equipment safely. Support peers who are struggling, in a sensitive way.

	At key stage 3 and beyond, In Maths, children learn about financial skills. This includes calculating discounts, comparing prices and about interest. Through this, children are prepared to make better and more informed choices about money. They are also taught about keeping themselves and their money safe, understanding the concepts of debt, wealth and poverty.
Science	Develop resilience and perseverance to keep trying and applying knowledge through practise. Increase own self-esteem and achieve a personal best by not comparing themselves to others. Solve problems through enquiry by working things through, based on knowledge known. Listen, respect and reflect on other people's views and findings. Make informed choices and decisions through using given information and observations. Understand that science should be undertaken in safe way. Develop confidence to express and voice own ideas. Value personal hygiene and recognise the importance of personal space. Work in diverse groups and partnerships, accepting children with specific needs. Know how to be healthy including a balanced diet and healthy lifestyle Understand sex education and reproduction (in line with SRE policy). See science risk assessment for more specific and detailed safeguarding information. Teaching younger and EYFS children about the importance of washing their hands thoroughly and often • Teaching our Year 1 pupils about wearing the right clothes for the weather and seasons, applying sun cream, wearing a sun hat and drinking plenty of water during hot weather as well as safely using everyday materials. • Teaching our Year 2 pupils about the basic needs of humans, the importance of exercise, eating the right amounts of different types of food and the importance of good hygiene as well as being safe when exploring outside environments. • Teaching our Year 3 pupils that animals including humans get their nutrition from what they eat and need the right types and amounts of nutrition. • Teaching our Year 3 pupils to recognise that light from the sun can be dangerous and that there are ways to protect our eyes. • Teaching our Year 4 pupils about electrical safety, good dental hygiene and being safe around materials that are being heated. • Teaching our Year 5 pupils to understand about changes to their body during adolescence and puberty as well as using materials safely as they explore their properties and changes that can occur. • Teaching our Year 6 pupils to recognise the impact of diet, drugs, exercise and lifestyle on the way our bodies function as well as consolidating their prior knowledge of electrical safety. During investigative work, we also teach children about safe use of equipment, using protective clothing such as goggles where appropriate and safe handling of objects and materials. For KS3 and KS4 in Biology we cover healthy living including diet and fitness, effects of drugs on the body and making positive choices. We also cover the reproductive system, STI's and the menstrual cycle during which we discuss effective contraception and making informed decisions. Through practical work in all three sciences, we discuss how to be safe and assess risks.
Geography	Develop resilience and perseverance to keep trying and applying knowledge through practise. Increase own self-esteem and achieve a personal best by not comparing themselves to others. Develop a sense of responsibility and understand the impact of humans on the environment, for example, climate change. Develop an awareness of the natural world and be observant and mindful in the outdoors.

	Recognise the risks associated with some aspects of the physical environment and respond to those risks. Tackle stereo types, listen to the views of others and recognise how different cultures interact with the world. Be able to plan a course safely using maps and compasses, knowing how to get to a destination safely. To know about other cultures and the different customs and ways in which people live so that learners can appreciate and understand how we are different, which can also support them in demonstrating respect towards others. To learn and know about the different physical features that can be found in the UK and worldwide which allows them to understand the potential hazards that could be found in the environment. Map skills and fieldwork are developed in the locality and beyond to give them a greater understanding and awareness of their surrounding area.
History	Develop resilience and perseverance to keep trying and applying knowledge through practise. Increase own self-esteem and achieve a personal best, by not comparing themselves to others. Understand the difference between fact and opinion. Appreciate the effect that actions can have on others (consequence) and learn from problems in the past. Understand that learning from the past is deepened by reflecting on the present and this can always change. Show empathy and respect for differences in other cultures and different generations. Show respect when working with artefacts and pose good questions to deepen understanding of other people's lives. Raise questions through an enquiry approach and create a hypothesis (reasoning), be prepared to change an opinion or belief. Remain objective and that it is not always possible to define what is right and wrong. Opportunities to learn about life in all its diversity, and to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare, and to see how that has evolved over time. To learn know and learn about other cultures and safe practises from British history and history from around the world. The knowledge they acquire should equip the children to ask perceptive questions, help them to think critically, weigh evidence and develop perspective and judgement about how people have lived and the choices they have made. To help our learners to know and to understand the complexity of peoples' lives, so they will make links about their own lives to the lives of others that they explore.
Religious Education	Develop resilience and perseverance to keep trying and apply knowledge through practise. Increase their own self-esteem and achieve a personal best by not comparing themselves to others. Develop knowledge of all religions that promotes understanding and tolerance. Recognise difference and diversity. Develop racial awareness and how to talk about it using acceptable language. Use discussion and debate to develop tolerance and wider thinking. Challenge own beliefs about what happens in the world. Understand traditions, rituals and routines. Resist extremism and prevent radicalisation. Develop objectivity when considering texts and stories.

	Reflect on ethics/morals, what is acceptable and not acceptable. Think about what can be seen as right and wrong from different points of view. Nurturing, respecting and caring for children are part of the teachings and values of all major faiths. Our young people to know that they have the right to feel safe all the time. Know and understand how to be respectful, tolerant, curious, empathetic yet challenging. • In Early Years we encourage all children to celebrate different beliefs practically in an environment where they feel safe and excited to explore. We look at 'Which times are special and why?' and celebrate through, music, cooking and dance. • In KS1 we welcome respectful conversation regarding all backgrounds, faiths, cultures and religious beliefs. We are sensitive when addressing questions such 'How and why are religious celebrations important to people?' and 'What does it mean to belong?'. We ensure we take all learners' backgrounds into consideration when discussing such questions. • In KS2 we encourage our young people to be challenging yet empathetic as they tackle tough deeper, more complex questions and make comparisons across religions such as 'What influences the ways people behave?' and 'How and why religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment. We encourage children to seek out an adult they feel safe talking to if they want to raise anything discussed in the lesson in private. • We highlight our values including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. • Staff are fully trained in safeguarding and PREVENT and take responsibility to protect children from harm. This includes radicalisation and/or being exposed to extreme views. The contextual understanding of how Britain developed, including the monarchy, parliament, laws, and development into modern day Britain and British values. Societal issues are addressed, including knife crime, violence, and theft, with a slant on how different religions identify the difference between right and wrong. Additionally, the ideas of wealth, poverty, debt and charity are addressed, understating the concept of positive relationships with one another.
Art	Teaching safeguarding is a core aspect of Art and Design where the focus is on pupils developing their artistic skills and techniques, enjoyment of art, and knowledge of safety whilst doing so. This gives pupils a sense of ownership of their learning and work. During Art and Design lessons, we teach and model how to use equipment and resources safely and with respect. It is key that our young people understand how to use equipment, resources and our facilities respectfully, so that the wider school community can also use them. Children's learning starts in nursery and EYFS, where children are taught how to recognise their own and others' art, handle equipment safely and share resources with their peers. In KS1 and KS2, teaching staff model the safe use of equipment and resources, so as pupils learn new technical skills, their safety in which they use them also increases. From our youngest to our year 11 learners, we also recognise the role Art and Design plays in pupils' mental health. Artistic expression is used throughout the school as a method to help pupils relax, express their feelings and anxieties and as a venue for them to talk to their peers and staff openly. To support this, pupils are taught from nursery, EYFS to Year 11 that Art and Design lessons are a place for acceptance, whether that be of each other's, or artists' work, as well as pieces of art from other cultures. Children are taught about 'safe and unsafe choices' and this is also encouraged and considered in our Art and Design lessons. Complementing this, each school's attributes are also modelled and taught throughout our Art and Design lessons. By linking Art and Design to all other areas of the curriculum, we ensure that pupils are confident, proud and ambitious artists and designers, who make responsible choices, keep

	themselves and their peers safe and show respect to all other artists, whether they are their peers, historical figures, or people from other cultures Develop resilience and perseverance to keep trying and applying knowledge through practise. Increase own self-esteem and achieve a personal best by not comparing themselves to others. Understand that all art should be respected and valued. Understand that everyone can be an artist, and that everyone has a different opinion of what is 'good art'. Accept that an outcome might not be as expected and to maintain a positive mindset. Celebrate success with positive praise for self and others and give constructive feedback when giving an opinion. Reflect on making choices and changes to artwork after accepting reflections from others. Accept and recognise the differences of the human form and viewing life drawings with respect. At key stage 3 and beyond, in creative art, we endeavour to pick diverse artists and designers that lend itself to discussion on societal issues and relate them to British Values. We explore artists from different cultural backgrounds to celebrate diversity. Art lessons bring together students of all backgrounds to find ways to express themselves and gain greater understanding of who they are and where they belong in the world.
Design and Technology	Across our schools, Design Technology curriculum is a practical and hands which allows children to take safe risks. Allowing our learners to use their creativity and imagination, we place high value on the importance of teaching our young people strategies to keep themselves physically and emotionally safe and to take safe risks. Our learners design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Within DT our learners: Develop resilience and perseverance to keep trying and applying knowledge through practise. Increase own self-esteem and achieve a personal best by not comparing themselves to others. Accept when something goes wrong or doesn't turn out as expected. Celebrate success with positive praise for self and others and give constructive feedback when giving an opinion. Choose materials safely and ensure that they are carried and used following adult modelling. Use tools and resources that are appropriate for a task safely. Work inclusively with others and respect different needs. Work safely when managing own and others' food intolerances. See DT risk assessment for more specific and detailed safeguarding information. We teach: • Our nursery and EYFS children through to year 6 about the importance of washing hands thoroughly before any food, nutrition or cooking learning • Teaching our children about the hazards of different tools from rounded ended knives in cooking to using hacksaws, low melt glue guns, sharp knives, snip and utility scissors • Not only teaching the children about the hazards but how to use the tools correctly to take safe risks during design technology learning • When the children develop their skills and understanding linked to food, the children focus on eating the right amounts of different types of food, the importance of good hygiene and experiencing a variety of foods. In KS2 learning about different electrical systems and why electrical systems are needed, including using the equipment safely. • In Year 1 pupils are taught how low melt glue guns can be used to join materials

	together • In Year 2 pupils are taught how to use needles safely when sewing, how to prepare fruit and vegetables safely with graters, peelers and knives as well as how to join use a low melt glue gun more independently • In Year 3 pupils are taught how to join materials and how to safely prepare and cook bread-based products • In Year 4 pupils develop their use of the hacksaws and low melt glue guns to cut and join materials with greater precision as well as learning how to use needles safely with a variety of stitches • In Year 5 pupils display their confidence with how to use the hacksaws and low melt glue guns to cut and join materials with care and precision as well as showing their respect for cultural cuisine alongside safely planning, preparing and cooking two courses of a meal. • In Year 6 pupils consolidate their knowledge of safely using needles and pins when working with textiles and learn how to safely integrate and connect electrical components and systems into a product safely. Our young people are taught to work independently and collaboratively on design ideas learning to work as a team, sharing and discussing ideas and turn taking. During all our design technology work we teach our learners about the safe use of equipment, using protective clothing such as goggles or aprons where appropriate. Safe handling of objects and materials when designing and making. n KS3 and beyond, we teach our students about the importance of safety in a working kitchen, responsibly and ethically sourced foods, fair trade, and heathy eating. There is a progression into using more complex equipment, keeping safe, fire safety and food hygiene. This then explores the food industry in its entirety, looking and trade and commerce, and legislation surrounding it.
Computing	The importance of safe use of social media and what to do if they are concerned. Develop resilience and perseverance to keep trying and applying knowledge through practise. Increase own self-esteem and achieve a personal best by not comparing themselves to others. Model expectations and responses to information that has been presented online. Know how to keep safe online and in the real world. Know when not to share personal information. Predict risks and take appropriate action to keep safe online. Know who to talk to when uncomfortable with online information. Take responsibility for what you say and do and how this affects others on social media platforms. Respect other people's experiences, thoughts and be prepared to reflect and challenge appropriately. Develop a healthy digital attitude, recognising the impact of excessive use on mental and physical wellbeing. Follow a set of instructions and reflect on the effectiveness of those choices. Appreciate the effect that actions can have on others (consequences) e.g., social media. In Computer Science we cover online safety, making sure learners are aware of the dangers of communicating with strangers, being responsible for how much information is shared, how too much time online can affect mental health and other threats. Legislation around data storage and GDPR is studied laws can help keep us safe.
Languages	Develop resilience and perseverance to keep trying and applying knowledge through practise. Increase own self-esteem and achieve a personal best by not comparing themselves to others. Experience a positive and supportive environment to practise a foreign language. Develop respect in recognising that not everybody speaks English.

	Develop inter-cultural understanding and acceptance. Develop a tolerance of differences. Recognise and focus on similarities not just differences. Develop communication skills so that you can make yourself understood. Read body language and facial expressions to develop empathy.
Music	Develop resilience and perseverance to keep trying and applying knowledge through practise. Increase own self-esteem and achieve a personal best by not comparing themselves to others. Develop a cultural awareness. Recognise that music can generate emotions in self and others. Understand that some people are more sensitive to sound than others. Accept and respect different preferences in music. Be a respectful audience. Give and receive constructive criticism. Share instruments and take turns. Ensuring that all peripatetic music teachers and external visitors are appropriately checked, e.g. DBS. Ensuring that all equipment such as instruments are maintained properly and hygienically and are regularly checked. Using response to music to help recognise, label and articulate feelings. Through performance and feedback, raising self-esteem and confidence. Using the act of creating music as a way of allowing children to express their feelings and emotions in a non-verbal manner. Using the collaborative nature of music to promote positive peer interactions. Ensuring that music used in school, e.g. assemblies/dances etc. is age-appropriate. Engaging appropriately should our young people raise adult themes from music that they have listened to outside of school. Recognise the role music plays in pupils' mental health. Expression through music is used throughout the school as a method to help our young people to relax, express their feelings and anxieties and as a venue for them to talk to their peers and staff openly.
Physical Education	There are lots of opportunities to approach the teaching of safeguarding within PE. We place high value on the importance of teaching our young people strategies to keep themselves physically and emotionally safe and to take safe risks. They are taught: Understand that it is important to keep healthy and that this supports our physical and mental wellbeing. Show respect to others in all aspects of PE and Sport; this includes referees, coaches and staff. Recognise that everyone is different and the importance of developing a positive body image. Move safely and apply skills in a physical space with an awareness of others. Select team members fairly and be inclusive to. Set personal goals and support and encourage others to achieve theirs. work in teams and encourage others to play a positive role in games physical challenges. Develop positive self-care and organisational skills. Manage emotions including anger and disappointment when not being able to win.

	Encouraging young people to promote their mental wellbeing, children are taught about the links between physical and mental health. Children's learning starts in nursery and EYFS, where children are taught how to move objects safely and with control. Our young people are encouraged to use the correct terminology for body parts to be able to tell an adult of an injury. At the start of a PE lesson, our learners are taught how to warm up and, towards the end of the lesson, to cool down to prevent injury, empowering them to gain an understanding of their bodies and to test their limits. • When introducing new skills, teaching the importance of using the right technique encourages the learner to practise safely, for example during gymnastics in Year 2, pupils are taught how to carry out forward rolls by tucking in their head in to prevent injury. In KS1 and 2, techniques for the safe moving and carrying of equipment is shown and taught. • Throughout KS2 and into KS3 and KS4, learners are shown how and when to use equipment safely. • Learners are taught safe rescue techniques in their swimming lessons. When changing for swimming, our young people are taught about the importance of privacy. Through PSHE learners are taught about 'safe and unsafe choices' and this is also encouraged and considered in PE lessons when playing a range of sports. Young people learn how they can safely use different parts of their bodies in a range of games and sports. By inter-linking different areas of the curriculum, we ensure that our young people are ambitious sportspeople, who can responsibly make decisions and choices, to keep themselves and others safe in PE lessons. Physical Education at KS3 and beyond offers extended PSHE opportunities including learning about: Health related fitness - understanding healthy lifestyles, how to keep fit and healthy, understanding about the body and the systems. Social intelligence including teamwork and leadership roles, communication skills, healthy relationships within team games. Mental wellbeing and health and the benefits of exercise for this. Personal hygiene. Fairness and sportsmanship. Inclusion - accessibility for all. Discipline and boundaries.
PSHE	The document is based upon the PSHE programme 'Jigsaw'.

At SMSG our Christian values of Love, Kindness, Thankfulness, Wisdom and Responsibility underpin everything we do and are instrumental in creating our safe and happy school community. As a Church of England school, we foster children's spirituality through Collective Acts of Worship and Spirituality within the curriculum to ask questions of ourselves, others and the world beyond. Our daily Collective Acts of Worship focus on our school values, themes relevant to the time of year, specific safeguarding issues and protected characteristics.

Collective Acts of Worship – Autumn Term 2023

w/b	Theme Links to Safeguarding Curriculum	RE Theme and Story Thurs	Value link
4/9	Our School	New Beginnings Creation story	Thankfulness
11/9	Democracy (preparation for school council elections)	A sad Day Adam and Eve	Wisdom
18/9	Changes	Rosh Hashanah	Love
25/9	Autumn	A special Promise Noah's Ark	Responsibility
2/10	Harvest	Harvest	Thankfulness
9/10	Mental Health (World Mental Health Day 10.10)	Jealousy Joseph the dreamer	Wisdom
16/10	Black History (Black History Month October)	Diwali	Love
23/10	HALF TERM		
30/10	Fire Safety	Persecution Moses	Wisdom
6/11	Remembrance	Forgiving your enemies Joseph the leader	Love
13/11	Anti – Bullying Week	Big problems David	Kindness
20/11	Road Safety Week	Wisdom Solomon	Wisdom
27/11	Advent	Courage Jonah	Responsibility
4/12	Christmas	Right and wrong Daniel	Wisdom
11/12	Christmas	Christmas The 1st Christmas	Love

Collective Acts of Worship – Spring Term 2024

w/b	Theme Links to Safeguarding Curriculum	RE Theme and Story	Value link
8/1	New Beginnings	Patience Bible Story - The Wise Men	Wisdom
15/1	Water/Ice Safety	Families Bible Story – Boy in the Temple	Responsibility
22/1	Family	Someone Special Bible Story – Jesus Baptised	Love
29/1	People who Keep Us Safe	Friends Bible Story – Jesus' Disciples	Kindness
5/2	Mental Health – Sharing Worries 5/2 Children's Mental Health Week 6/2 – Safer Internet Day	Change Bible Story – Jesus Heals	Thankfulness
12/2	Lent 13/2 – Shrove Tues; 14/2 – Ash Wed	Ash Wednesday (14th Feb)	Responsibility
26/2	HALF TERM		
4/3	Books 7/3 World Book Day	Giving Bible Story – Feeding of 5000	Kindness
11/3	Charity	Copying Bible Story – Palm Sunday	Wisdom
18/3	Deaf Awareness	Special Meal Bible Story – The Last Supper	Thankfulness
25/3	Celebrations 26/3 - Holi	Sadness Bible Story – Jesus' Death	Love

Collective Acts of Worship – Summer Term 2024

w/b	Theme Links to Safeguarding Curriculum	RE Theme and Story	Value link
15/4	Independence	Eid al Fitr Islam	Wisdom
22/4	Faith (23/4 – St George's Day)	Happiness Bible story – Jesus Rose	Love
29/4	Special Celebrations	Forgiveness Bible Story – The big Spender	Responsibility
6/5	Visually Impaired Awareness	Special Children Bible Story – Jesus and the Children	Wisdom
13/5	Perseverance (KS2 SATS Week)	Choosing Good Bible Story – Jesus and the taxman	Kindness
20/5	Road Safety (Walk to School Week)	Precious to God Bible Story – The lost coin	Responsibility
27/5	HALF TERM		
3/6	Difference and Diversity	Followers of God Bible Story – The Sower	Wisdom
10/6	Healthy Eating (10/6 Healthy Eating Week)	Kindness Bible Story – The good Samaritan	Kindness
17/6	Making Good Choices (20/6 – Summer Solstice)	Building Foundations Bible Story – The two houses	Wisdom
24/6	Mental Health – Making Time for Me	Belonging Bible Story – The lost Sheep	Thankfulness
1/7	The World	Belonging Bible Story – The Lost Son	Love
8/7	Achievements	Belonging Bible Story – The Lost Son	Thankfulness
15/7	Moving On	Saying Goodbye	Responsibility

SECTION H – SAFEGUARDING STAFF BRIEFINGS OVERVIEW

STAFF BRIEFINGS		
School Values	Love Wisdom Kindness Thankfulness Responsibility	
British Values	Respect & Tolerance, Rule of Law, Individual Liberty, Democracy	
9 Protected Characteristics	Age; gender reassignment; marriage and civil partnership; race; disability; sex & sexual orientation; religion or belief; pregnancy and maternity,	
Safety Curriculum	Refer to the IFtL progressive and sequential document British Values Healthy and Respectful Relationships Diversity, Equity and Inclusion Online Safety	

	AUTUMN TERM 1:	**AUTUMN TERM 2:**	
W/C	FOCUS		FOCUS
4/9	KCSIE 2023	30/10	Anti Bullying
11/9	Attendance	6/11	Harmful Sexual Behaviours
18/9	Domestic abuse	13/11	Self-Harm
2/10	Racism	20/11	Online-safety
9/10	Mental health	27/11	Child sexual exploitation
16/10	Child on child abuse	4/12	Child labour
		11/12	Human trafficking

	SPRING TERM 1:	**SPRING TERM 2:**	
W/C	FOCUS		FOCUS
8/1	Neglect	26/2	Knife crime
15/1	Physical abuse	4/3	County lines
22/1	Emotional abuse	11/3	PREVENT
29/1	Sexual abuse	18/3	ACE's
5/2	Low level concerns	25/3	Forced Marriage
12/2	Managing allegations		

	SUMMER TERM 1:	**SUMMER TERM 2:**	
W/C	FOCUS		FOCUS
15/4	FGM	3/6	Perplexing presentations (FII)
22/4	HBV	10/6	Early Help
29/4	Contextual safeguarding	17/6	SEND & Safeguarding
6/5	Extra familial harm	24/6	LGBTQIA+
13/5	Operation Encompass	1/7	Missing children
20/5	Financial abuse	8/7	Revisit Child on Child & HSB
		15/7	RPI