

Safeguarding curriculum map overview

The statutory guidance 'Keeping Children Safe in Education' defines safeguarding and promoting the welfare of children as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes

<u>Term</u> Jigsaw theme <u>Year group</u>	<u>Autumn 1</u> Being me in my world	<u>Autumn 2</u> Celebrating differences	<u>Spring 1</u> Dreams and goals	<u>Spring 2</u> Healthy me	<u>Summer 1</u> Relationships	<u>Summer 2</u> Changing me
<u>Year 3</u>	-Setting up safe classroom -Classroom charter -Establishing trust -Getting to know you -E-safety – how to keep safe online -Using passwords online – who to share them with, how to create etc. -Recognise the ways in which digital devices can be distracting. -Identify how they feel when others are distracted by their devices. -Identify ideal device-free moments for themselves and others.	-Families – different types of families, how to deal with family conflict -Homosexuality -Bullying – noticing, what you can do to support -Compare and contrast how they are connected to different people and places, in person and on the internet. -Demonstrate an understanding of how people can connect on the internet	-Setting goals -Breaking down tasks -Recognise the kind of information that is private. -Understand that they should never give out private information online.	-Knowing how we stay fit and healthy -Diet and exercise -Identify things, people and places that I need to keep safe from and strategies on how to keep safe and who can help to keep me safe. -How to look after your body -Drugs as harmful substances, including household substances -If concerned, discuss what children can do, including signposting DSLs. -Understand what online meanness can look like and how it can make people feel. -Identify ways to respond to mean words online.	-Roles of family member -Strategies for keeping myself safe -Children's needs and rights -Explain how other people's work influences their lives. -Learn that the information they share online leaves a digital footprint. -Explore what information is okay to be shared online	-How babies grow and what they need to live. Basic care -Inside and outside body changes as they grow – puberty -Identify ideas and stereotypes of family roles. -Explain how giving credit is a sign of respect to someone's work. -Learn how to give credit in their schoolwork for using someone's work.

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<u>Year 4</u>	Setting up safe classroom Classroom charter Establishing trust Getting to know you -E-safety -Evaluating sources on internet for reliability -Knowing not everything that is put on the internet is true. -Examine both online and in person responsibilities. -Describe the Rings of Responsibilities as a way to think about how our behaviour affects ourselves and others. -Identify key examples of online responsibilities to others.	-Judging by appearances -The influence of others on opinions - Bullying and problem solving -Photo/image editing – linking with self-image and identity. - Photo shopped images online. -Define what a community is both in-person and online. -Explain how having norms helps people in a community achieve their goals. -Create and pledge to adhere to shared norms for being in an online community.	-Overcoming disappointments -Setting goals to achieve dreams -Define the term password and describe its purpose. -Understand why a strong password is important. -Practise creating a strong and memorable password.	-Different friendships and group dynamics -Smoking and effects on health - Reasons why people might start to smoke. Alcohol – effects on health, particularly the liver and reasons why people might drink alcohol -Healthy friendships, peer pressure and knowing right and wrong. -Developing inner strength. -Understand that it's important to think about the words we use, because everyone interprets things differently. -Identify ways to respond to mean words online. -Decide what kind of statements are okay to use online and those that are not.	-Relationship webs with those people around you. -Love and loss – understanding how people feel when they lose someone or something they love. -How we can remember people even when we can't see them anymore. - Special pets and animals. -Showing love and appreciation. -Consider how posting selfies may make someone lead to assumptions. -Identify ways they can post online to best reflect who they are.	-Characteristics from birth parents – joining of sperm and egg. -Labelling inside and outside body parts that are needed to make a baby. - How a girl's body changes during puberty -Menstruation -Strategies to cope with physical and emotional changes of puberty. -Accepting change – expressing fears and concerns about upcoming changes. -Recognise that photos and videos can be altered digitally. -Identify different reasons why someone might alter or change a photo/video. -Analyse altered photos and determine why.

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<u>Year 5</u>	Setting up safe classroom Classroom charter Establishing trust Getting to know you Rights and responsibilities as a British citizen. Empathizing with people whose lives are different from your own. -E safety -Using search engines -Online profiles. -Evaluate how different media choices are made. -Begin to develop their own definition of a healthy media balance.	-Understanding cultural differences and what my own culture is. -Racism – what it is and own attitudes. -Types of bullying (direct and indirect) -Appreciating value of happiness rather than material wealth. -Celebrating a culture different to my own. -Define ‘social interaction’. -Describe the positives and negatives of social interaction in online games.	-Investigating jobs and careers and how much can be earned. - Dream job and dream job of other cultures. -Supporting each other -Communicating with someone with a different culture. -Identify the reason why people share information about themselves online. -Explain the difference between private and personal information. -Know why it is risky to share private information online. -Science -Describe the changes as humans develop to old age identify and name the main parts of the circulatory system, and describe the functions of the heart, blood vessels and blood. recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are	-Smoking and effects on health – lungs, liver and heart -Alcohol and risks of use including antisocial behaviour. -Emergency aid – including the recovery position. -How to keep calm in emergencies -Body image – including what is presented in the media. -Relationships with food including eating disorders. -How to keep healthy and maintain a balanced lifestyle. NSPCC Workshops -Recognise what cyberbullying is. -Understand ways to be an ‘upstander’.	-Recognising own personal qualities. Self-esteem. - Changing friendships – negotiating and compromising. -Girlfriends and boyfriends and being attracted to another person. -Peer pressure -Staying safe when using technology to communicate with others. -Staying safe from risks of using technology. -Identify ways they are – and are not – in control of their digital footprint. -Understand what responsibilities they have for the digital footprints of themselves and others.	-Self and body image -Puberty changes for girls and boys. -Conception – sexual intercourse leading to a baby -IVF to help conception -Define ‘copyright’ and explain how it applies to creative work. -Describe their rights and responsibilities as creators. -Apply copyright principles to real-life scenarios.

			transported within animals, including humans.			
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<u>Year 6</u>	Setting up safe classroom Classroom charter Establishing trust Getting to know you Universal citizen Rights of the child across the world Understand actions affect people across the world -E safety – risks of sharing online -Reflect on how balanced they are in their daily lives. -Consider what 'media balance' means and how it applies to them.	Understanding what 'normal' may mean to different people How living with a disability could affect someone's life. Bullying and asserting power -Compare and contrast different kinds of on-line friendships. -Describe the benefits and risks of on-line only friendships. -Describe how to respond to an on-line-only friend if the friend asks something that makes them feel uncomfortable.	-Setting personal learning goals. -Identify problems in the world and how I can work to make it a better place. -Recognising achievements -E safety -Communicating safely online -Navigating websites -Explain how clickbait uses the curiosity gap to get your attention. -Use strategies to avoid clickbait.	-Impact of food on lifestyle -Drugs – different types of drugs and their impact on the body. Focusing on ways to be happy in life without needing to use drugs. -Alcohol – identify when alcohol is being used responsibly, anti-socially or being misused. -Emergency aid – recovery position -Emotional and mental wellbeing and recognising when I need help with this. -Strategies for managing stress. NSPCC workshops -Recognise similarities and differences between in-person bullying, cyber-bullying and being mean. -Identify strategies for dealing with cyberbullying and ways	-Relationships web. -Loss – feelings and different stages of grief. Strategies to deal with feelings of loss. -Recognising when someone is trying to gain power and control and strategies for dealing with this. -Being safe when using technology and using it in a positive way. -Define 'gender stereotypes' and describe how they can be present online/ -Describe how gender stereotypes can lead to unfairness or bias.	-Self and body image – self esteem -Puberty including a chance to ask and answer questions -Conception and pregnancy Finding others physically attractive and how this changes a relationship -Worries about secondary school and how to cope with these. -Understand the purposes of different parts of an online news page. -Identify the parts and structure of an online news article. -Learn about things to watch out for when reading online news pages, such as sponsored content and advertisements.

				they can be an upstander for those being bullied.		
<u>Whole School Assemblies</u>	Mental health – including what to do if worried about someone else’s mental health. Celebrating differences School Attendance Matters Antibullying Different disabilities and SEN and vulnerabilities – *Autism *ADHD *Young carers *Epilepsy *Asthma *Allergies NSPCC Speak out stay safe Wellbeing Keeping Safe – in school, at home and online NSPCC - PANTS					
<u>Other</u>	* All Jigsaw lessons have ‘Calm me’ time built in to teach the children how to quiet their minds and focus on breathing techniques and guided meditation. This helps us to encourage mental wellbeing and to develop skills. *All children have access to swimming lessons, PE and games lessons each week – promoting physical wellbeing. *A range of after school clubs are available – ranging from growing plants to football clubs. This helps to promote both physical and mental wellbeing. *School council – all children are given the opportunity to have their voices heard on important matters as part of our school council, either direct or through their class representative. *Trips and residential – all children are given the opportunity to attend trips and residentials, promoting wellbeing. *Whole school parent workshop – Safer digital usage *Whole school safer internet day *Clever never goes – all classes to take part in workshops (relating to Stranger Danger.) * *Childline poster displayed in each classroom with how they children can contact them.					