



Our Safeguarding Curriculum

Year 1

Citizenship (Living in the wider world) Fundamental British Values Prevent Democracy. The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.	• Provide a safe environment for debating controversial issues. • Help pupils to understand how they can influence and participate in decision-making. • Belonging – Transition week setting up the classrooms (also termly role play areas) • Class Rules • TEALBY - CEDRIC values • Identify and celebrate different cultures within the class • RE – planned opportunities for reflection and sharing of own beliefs • Buddies for new children • Citizenship and Role Model opportunities • Questions • Environment days • Enterprise- Learning about money • Recall some important facts about British history • Contributing to the life of a classroom in school. • Homes around the world. • British Value assemblies • Class Ambassadors • Class Meetings • Newsround – climate change • Litter picking monitors at break time <i>Specific content PSHE Units:</i> <i>What makes us special?</i> <i>How do we feel?</i> <i>What can we do with money?</i> <i>Wider curriculum opportunities:</i> <i>‘Wonder’ book focus PSHE</i> <i>Links to the World in class projects</i> <i>Science – how to look after school and local environment</i> <i>Assemblies linked to British Values, Tealby Values and religious festivals. Range of diverse books shared and discussed in class</i>
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Health and well-being	• I know the importance of personal hygiene • Food technology • PSHE/class assemblies • Assemblies linked to PSHE – keeping myself mentally and physically healthy. • The children know who they can go to if they are worried. • Deployment support in place for service pupils. • Healthy snacks and water only <i>Specific content PSHE Unit:</i> <i>What makes us special?</i> <i>What helps us stay healthy? Mental wellbeing</i> <i>How do we feel?</i>
	<i>Wider curriculum opportunities:</i> <i>DT – food groups and the food pyramid, healthy smoothies</i> <i>PE – develop understanding of the body and how to keep fit</i> <i>Morning ‘Get Active’ session to start the day</i> <i>Healthy Living</i> <i>Mental health awareness week (May)</i> <i>Hello yellow day (Oct)</i> <i>Daily mile</i> <i>Colour monster- My Monster and Me shared in class –</i> <i>worry monster</i> <i>Yoga and meditation – weekly.</i> <i>Zones of regulation shared and discussed.</i>
Online Safety	• Awareness that the internet can be used to communicate with other people • School’s e-safety code of conduct (Rule of Law) • Password safety • E-safety charter • Discussions about if they see something that they are uncomfortable with • Understanding of personal information and the implications if it is shared <i>Specific content PSHE Unit:</i> <i>How do we keep safe and who keeps us safe?</i> <i>Wider curriculum opportunities:</i> <i>Safer searches when researching across all areas of the curriculum</i> <i>Use of iPads in a positive and safe way</i> <i>Safer Internet day (Feb)</i> <i>Trained to use Chrome Books</i> <i>responsibly</i>



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Sex Relationship Education	Through RSHE: • Understand that babies have special needs. • Reflect the changes in their lives so far and consider future changes in growth. • Recognise the correct names for the body parts. • To identify parts of the body that are private. • about the special people in our lives and how we care for one another • Understand how we change as we grow • Recognise the differences and similarities between people • Science- learning about parts of the body • Understanding that parts of the body are private - Pants NSPC • Understanding different relationships • Use of 'the three houses' to enable children to talk about any worries <i>Specific content PSHE Unit:</i> <i>What makes us special?</i> <i>How do we keep safe and who keeps us safe?</i> <i>How do we feel?</i> <i>Wider curriculum opportunities:</i> <i>Science – links to animals and their young</i> <i>PSHE – who are our trusted adults? What to do if we feel worried</i> <i>SCARF lessons</i>
Drug Education and Staying Safe	• PSHE • Medicines and their safety – SCARF session • Recognise safety rules – lock down and fire drills <i>Specific content PSHE Unit:</i> <i>How do we keep safe and who keeps us safe?</i>
	<i>Wider curriculum opportunities:</i> <i>Safety discussions through familiar texts – familiar fairy tales</i> <i>Charity workshop - Stranger danger</i> <i>Great Fire of London links - Fire Safety/ Visit from Fire Brigade</i> <i>Science - sun safety, water safety</i> <i>Road Safety – trip around Waddington</i> <i>Bonfire Night/ Firework Safety assembly (Nov)</i> <i>Trip briefings and risk assessment</i> <i>Playground equipment</i> <i>Staying safe- stranger danger, not opening doors, know who you can talk to if you feel unsafe.</i>



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Bullying (including cyber bullying)	• PSHE • Class assemblies • Whole school assemblies • My Concern • Class stories • Play Leaders <i>Specific content PSHE Unit:</i> <i>How do we keep safe and who keeps us safe?</i> <i>How do we feel?</i> <i>Wider curriculum opportunities:</i> <i>Drama/role play</i> <i>Social stories</i> <i>Safer Internet day (Feb)</i> <i>Anti-bullying Week (Nov)</i>
Other (please specify)	• Bespoke support from the pastoral team as required- Service and ELSA support.