Our Safeguarding Curriculum

Year 3

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.* *Taught in Spring term*	• Provide a safe environment for debating controversial issues. • Help pupils to understand how they can influence and participate in decision-making. • Belonging – setting up the classrooms. • Class rules and charter • RE • I can participate in making and changing rules (Democracy) • I know why different rules are needed in different situations (Rule of Law) • I know that choices we make can impact on individual, the local and global communities (Individual Liberty) • I know where to find impartial advice to inform my decision making (E-Safety link, Childline, Democracy) • What are the Houses of Parliament? • What happens in the Houses of Parliament? • Who is the current Prime Minister? (Democracy) • Tolerance of different cultures and beliefs. • Responsibility to look after the environment. • The importance of community. • To know what a volunteer is. • Know what is meant by the environment. *Ethos and culture embedded throughout all learning and woven into assemblies.* *Specific content- PSHE Unit:* *What are we responsible for? What makes a community?* *Wider curriculum opportunities:* *School council vote* *Guided Reading linked to Black History Month; Mulan; Notable People unit; Different Cultures Unit; Hair Love* *Literacy – Egyptian Cinderella – alternative fairy tales* *Commando Joe Units focusing on Respect, Empathy, Self-awareness, Positivity, Excellence, Communication and Teamwork.* *Where in the World Maps – identifying locations of current events and curriculum areas* *RE - Hinduism; Pilgrims – Judaism, Christianity, Islam and Hinduism; Forgiveness-Judaism; Islam-What the Qur'an teaches about how to treat each other.* *Community larder collection* *Assemblies linked to news items/current issues eg refugees, food banks, Harvest food bank donations* *Black History Month Assembly*
Health and well-being *Taught in Autumn term*	• I can make simple choices to improve my health and well-being, including healthy eating, physical exercise, oral health and emotional wellbeing (Linked to Science and DT, Individual Liberty)fic content • I know what makes a healthy person • I know how to keep my body healthy • I know how to help my brain work well • I know why it is important to get enough sleep • I can explain the effects of sleep deprivation. • I can understand the importance of daily exercise and daily routines. • Understand the effects of an inactive lifestyle on keeping my body healthy. • Understand the importance of good dental hygiene. • Understand the importance of a healthy diet. • How can we describe our feelings. • Understand feelings and how they link to experiences and situations.

	Linked throughout the year with Science, P.E and class assemblies. *Specific content- PSHE Units:* *Why should we keep active and sleep well?* *What are we responsible for? What makes a community?* *Wider curriculum opportunities:* *Project Evolve Unit: Health, Well-being and Lifestyle* *School extra-curricular offer* *World mental health day* *Elsa Support for children identified with a level of need* *Scarf Workshop focused upon Mental Health and Wellbeing*
Online Safety *Taught Termly within ICT*	• I understand our school's e-safety code of conduct. (Rule of Law) • I have developed an awareness of relevant e-safety issues such as cyber bullying. (Cyber bullying) • I can use the internet purposefully to answer specific questions. • I can understand that the internet contains fact, fiction and opinions and begin to distinguish between them. • I know that not everything on the internet is true • To know if a website can be trusted. • To know how to keep myself safe online. • I know the difference between communicating using email and online in a discussion forum • I know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult) • I can demonstrate an understanding of E-safety when communicating online *Subject specific content- PSHE unit:* *What are the rules that keep me safe?* *Project Evolve Units:Health, Well-being and Lifestyle; Self Image and Identity; Managing Online information; Bullying; Privacy and Security; Relationships* *Wider curriculum opportunities:* *Guided Reading: Being safe on the internet* *Discuss Online safety issues such as gaming on line with other people.* *How this impacts upon sleep patterns.* *Safer Internet Day Assembly (Feb)*
Relationships and Sex Education *Taught in Summer term*	Through RSHE: • Recognising that change is a part of growing up. • To identify different types of relationships and develop skills on how to be successful in different relationships. • Revise the correct names for sexual body parts and other major organs. • Understand the needs of a new baby. • Consider the impact of a new baby on a family and develop strategies for coping with change. • Develop skills in asking for help. • Understanding the PANTs rules. *Subject specific content- PSHE unit:* *How can I value differences?* *What are we responsible for? What makes a community?* *What are the rules that keep me safe?* *Growing and changing* *Wider curriculum opportunities:* *Project Evolve Unit – Online Relationships* *Book focussing on diversity and inclusion read throughout the year linked to assemblies and reading for pleasure. Eg Contact by Malorie Blackman, Planet Omar:Accidental Trouble Magnet by Zanib Mian*

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Waddington All Saints Academy
A L.E.A.D. Academy

Drug Education and Staying Safe *Taught in Spring term*	• I can make judgements and decisions and use basic techniques for resisting negative peer pressure (Individual Liberty, PREVENT) • I understand that drugs and alcohol affect the mind as well as the body and this can affect the body in a variety of ways • I can demonstrate basic safety procedures when using medicines (Rule of Law) • I understand that it is alright to break a secret in order to keep me safe (Individual Liberty) • I know how to keep myself and others safe when using roads • I can identify and explain how to manage the risks in different familiar situations. • To know what to do if you are scared to do something and find it uncomfortable (dares) • To know the difference between safe/unsafe • To know the difference between danger/ risk • To identify risk and make the situation safer • To know that all drugs can be harmful if not used properly. • To know how and why some substances can damage health. • I can make a clear and efficient call to the emergency services. *Embedded throughout the year in PSHE and class assemblies.* *Subject specific content- PSHE unit:* *What are we responsible for? What makes a community* *What are the rules that keep me safe?* *Wider curriculum opportunities:* *Project Evolve Unit: Privacy and Security; Managing information online* *Assemblies- Bonfire Night/ Firework Safety, road safety revisit, stranger danger revisit.* *Water Safety/Sun safety* *Trip Safety* *Online Safety Workshop (LCC)*
Bullying (including cyber bullying) *Every term*	• I understand our school's e-safety code of conduct. (Rule of Law) • I have developed an awareness of relevant e-safety issues such as cyber bullying. (Cyber bullying) • I know the difference between communicating using email and online in a discussion forum • I know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult) • I can demonstrate an understanding of E-safety when communicating online • I understand what it means to be unkind using an electronic device. • I understand the need to tolerate different views. • I understand what to do in a situation of conflict. • I understand the need to tell an adult about any behaviour that is upsetting to myself or others. *Taught through ICT curriculum, PSHE and citizenship, alongside class assemblies.* *Subject specific content- PSHE unit:* *How can I value differences?* *What are we responsible for? What makes a community?* *Wider curriculum opportunities:* *Guided Reading: Planet Omar: Accidental Trouble Magnet by Zanib Mian* *Commando Joe Units focusing on tolerance, respect and teamwork.* *Project Evolve Unit: E-Safety Online Bullying* *Literacy: Literacy Shed – The Birds* *Linked to assembly themes and specific issues that arise.* *Safer Internet Day (Feb)*
Other (please specify)	• Correct logo uniform on trips to identify children quickly • Bespoke support from the pastoral team as required- Service and ELSA support.

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