



At School

'Family Links' and 'You, Me, PSHE' lessons on staying safe; progressive units year to year allow children to become aware of a wider range of ways they need to stay safe.

EYFS and Year 2:

Learning about how private parts need to be kept private with Pantosaurus



We track bullying issues closely and act on issues quickly, informing parents when necessary.

Home School Link Workers:

Children are able to spend time with our HSLW to regulate their feelings and emotions, as well as disclose anything which upsets them in a safe and trusting environment.

Safeguarding:

Children have a trusted network of adults at school to talk to about issues affecting them at home and at school, which is then dealt with by the safeguarding team.

PSHE:

How we ensure our children stay as safe as possible in every area of life

At Home & on the Internet

Internet Safety:

- Children learn the importance of staying safe online, with a coherent progression of key learning within a unit, discrete internet safety lessons each term and from year to year. A special assembly, and lessons also take place on Safer Internet Day. Each term parents receive an Internet Safety Newsletter.

Home School Link Workers:

Our Home-School Link workers work closely with children, parents, carers and relevant professionals to ensure children are aware of protective behaviours and know the right channels to report anything they are uncomfortable with at home or at school. They pass on knowledge to parents and carers to empower them to keep their children safe.

Assemblies:

Weekly assemblies include discussions on current affairs, diversity and equality and relevant social issues.

Our community support team:

Year Six are visited by local police officers, who explain ways to stay safe, particularly online.



Out of School & in our Community

Nursery:

Children go for local walks and learn the importance of staying visible and staying with a trusted adult. We also learn about people who help us in our community.

Reception:

As part of our Geography unit on our local area, we go for a walk around the school. Prior to this, children are taught how to cross the road safely by following the Green Cross Code.

Year One:

In Geography, children map out a local route, and build on their knowledge of staying safe in the local area by learning about being safe near roads and water.

Year Two:

Children continue to build on past learning of road safety skills. We also learn about Fire safety.

Year Three/Four:

Children learn about cyber-bullying and how to be safe online when at home.

Years Four/Five:

Children are taught about how to keep safe near water, rail and building sites as well as firework safety.

Year Six:

All children learn to stay safe on the roads around them when they take part on the Bikeability course. They also learn about being safe in the local area with increasing independence. Year Six also learn First Aid and spend a day taking part in the 'Junior Citizenship' programme where they are practice different life skills such as calling '999' and personal safety scenarios.



Staying Safe: Lessons in School



Specific objectives in **Family Links, Healthy Me, Safe Me, PSHE** and **Computing** in which staying safe is taught as a discrete key learning point:

'Healthy Me, Safe Me, PSHE' Units

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gentle Touch & Hurting Touch	Feeling safe	Indoors and outdoors	Bullying – see it, say it, stop it	Playing safe	Making safer choices	Keeping safe - out and about
<ul style="list-style-type: none"> To explore different experiences of feelings about different kinds of touch To recognise that no-one deserves to be hurt Practise gentle, nurturing touch 	<ul style="list-style-type: none"> Safety in familiar situations Personal safety People who help keep them safe outside the home 	<ul style="list-style-type: none"> Keeping safe in the home, including fire safety Keeping safe online, including the benefits of going online Keeping safe outside Road safety 	<ul style="list-style-type: none"> Recognise bullying (including online) and how it can make people feel Different types of bullying and how to respond to incidents of bullying What to do if they witness bullying 	<ul style="list-style-type: none"> How to be safe in their computer gaming habits Keeping safe near roads, rail, water, building sites and around fireworks What to do in an emergency and basic emergency first-aid procedures 	<ul style="list-style-type: none"> Keeping safe online How to keep safe when communicating with other people online Violence within relationships is not acceptable Problems that can occur when someone goes missing from home 	<ul style="list-style-type: none"> Feelings of being out and about in the local area with increasing independence Recognising and responding to peer pressure about the consequences of anti-social behaviour (including gangs and gang related behaviour) FGM (female genital mutilation) The importance for girls to be protected against FGM

Computing Objectives (taught throughout the year)

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A (Computing is not taught in the Early Years curriculum)	<ul style="list-style-type: none"> Staying safe from Sexual abuse and other risks they may encounter online: Jesse and Friends Episode 2 How to be a good friend on the internet: Digiduck's big decision 	<ul style="list-style-type: none"> Staying safe from Sexual abuse and other risks they may encounter online: Jesse and Friends Episode 3 Upsetting images Unreliable information Talking to strangers online: Smartie the Penguin 	<ul style="list-style-type: none"> <u>The Smart Crew:</u> Who should you accept online? What is reliable? What should you keep safe? Who should you tell? Be careful when meeting up 	<ul style="list-style-type: none"> I can describe how some online services may seek consent to store information about me I know how to respond appropriately and who I can ask if I am not sure. I can identify times or situations when someone may need to limit the amount of time they use technology I can assess whether information I find on the internet is honest, accurate, or legal I can describe strategies for safe and fun experiences in a range of online social environments 	<ul style="list-style-type: none"> I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. Define "gender stereotypes" and describe how they can be present online. Understand that they can lead to unfairness or bias. I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why 	<ul style="list-style-type: none"> I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. Identify strategies for dealing with cyberbullying and ways they can be an upstander for those being bullied. I can recognise online content that can cause upset, hurt or shock. I know that sharing this content for a joke is not kind or respectful. I know how to seek help about online content that I am confused or curious about I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences