

2024-2025 Safeguarding Curriculum

	SCARF Curriculum	Computing Curriculum	Other
R&1	I can recognise when I need help and who to ask. I can tell you which trusted adults at home and school keep me safe. I can say what I can do if I have strong, but not so good feelings, to help me stay safe. I can say 'no' to unwanted touch and ask for help from a trusted adult. I can say when medicines can be helpful or might be harmful. I can tell you how to stay safe around medicine. I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried. I can name the adults I can talk to at home and school if I need help.	Online safety week 10th Feb – assembly – resources for teachers on Computing drive. School competition.	NSPCC Pants Workshop NSPCC Speak out Stay Safe (Year 1) Anti-Bullying week Rec Scarf Lesson Keeping safe online Y1 Scarf lesson sharing pictures
2&3	I know how to look after my friends and stay friends. I can say what I could do to make a situation less risky or not risky at all. I can demonstrate strategies for dealing with a risky situation. I can identify some key risks from and effects of cigarettes and alcohol. I can give examples of strategies for safe browsing online. I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs. I can explain what body space is and how it feels when someone is too close to me. I can tell you what qualities a healthy positive relationship has. I can describe how a girls and boys body will change when it reaches puberty.	I can give simple examples of why information should not be shared Online safety week 10th Feb – assembly – resources for teachers on Computing drive. School competition.	NSPCC Speak out Stay Safe Anti-Bullying week Y2 Scarf lesson Rights and respect - playing games Y3 Scarf lesson on online safety (keeping safe – Super searcher)
4&5	I can be assertive to keep myself happy, healthy and safe. I can suggest what someone should do when faced with a risky situation. I can protect my personal information online. I can recognise disrespectful behaviour online. I can identify the risks in a specific situation (including emotional risks). I can discuss social norms relating to cigarettes and what may influence a person’s decision to not smoke. I can support someone who is being bullied. I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict. I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe. I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need.	Online safety week 10th Feb – assembly – resources for teachers on Computing drive. School competition.	NSPCC Speak out Stay Safe Bikeability (Y5) Anti-Bullying week Y4 Scarf lesson on online safety (keeping safe – Super searcher, Picturewise – digital photos online safety) Y5 Scarf lesson on online safety (Valuing difference – is it true?)

6	<p>I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch. I can use assertive behaviours to keep myself safe from peer influence or pressure. I can use safe, respectful and responsible behaviours and strategies when using social media. I can give examples of how to safely share images online. I can explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not. I can suggest positive ways to meet my emotional needs and how this impacts my behaviour. I can begin to make decisions independently and responsibly. I can discuss the reasons why people post online and the positive and negative effects relating to social media. I can give examples of how someone could cope with or get support during puberty. I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image. I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image. I can explain how to stay safe when sharing images and information online. I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe. I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p>	<p>Online safety week 10th Feb – assembly – resources for teachers on Computing drive. School competition.</p>	<p>NSPCC Speak out Stay Safe</p> <p>Junior Citizen</p> <p>PCSO visit – community safety, online safety, peer pressure</p> <p>Using public bus safely</p> <p>Anti-Bullying week</p> <p>Summer Water Safety (Better Aquatics Team)</p> <p>Y6 Scarf lessons on online safety (In Keeping safe - Think before you click, Rights and respect -Fakebook friends)</p>
---	---	--	--

2025-2026 Safeguarding Curriculum

	SCARF Curriculum	Computing Curriculum	Other
R	<p>I can name people who help me and describe ways to help others. I can tell you which trusted adults I can ask for help. I can tell you some things about how babies are made. I can tell you the scientific names for my body parts. I can tell you the PANTS rule.</p>	<p>Online safety week (date tbc) Feb – assembly – resources for teachers on Computing drive. School competition.</p>	<p>NSPCC Pants Workshop</p> <p>NSPCC Speak out Stay Safe (Year 1)</p> <p>Anti-Bullying week</p> <p>Rec Scarf Lesson Keeping safe online</p>
1&2	<p>I can ask for help from a trusted adult. I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. I can tell someone how they are making me feel. I can describe the stages of growth I</p>	<p>Online safety week (date tbc) Feb – assembly – resources for</p>	<p>NSPCC Speak out Stay Safe</p> <p>Anti-Bullying week</p>

	<p>have been through and what I look forward to in my future. I can name the human private parts that are used to make a baby. I can talk about keeping private parts private.</p>	<p>teachers on Computing drive. School competition.</p>	<p>Y1 Scarf lesson sharing pictures</p> <p>Y2 Scarf lesson Rights and respect - playing games</p>
3&4	<p>I can say 'no' in a calm and controlled way. I can recognise the qualities of a healthy relationship. I can suggest strategies for dealing with someone who is behaving aggressively. I can say what to do if I am, or a friend is, by another person. I can explain why it's important to challenge stereotypes that might be applied to me or others. I can demonstrate strategies for dealing with a risky situation. I can give examples of people or things that might influence me to take risks and make decisions. I can give reasons for why most people choose not to smoke, or drink too much alcohol. I can explain what might happen if people take unsafe or inappropriate risks. I can identify images that are safe or unsafe to share online. I can explain why young people can have mixed up feelings when they go through puberty. I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes. I can explain why some people choose to get married, have a civil ceremony or live together.</p>	<p>Online safety week (date tbc) Feb – assembly – resources for teachers on Computing drive. School competition.</p>	<p>NSPCC Speak out Stay Safe</p> <p>Bikeability (Y5)</p> <p>Anti-Bullying week</p> <p>Y3 Scarf lesson on online safety (keeping safe – Super searcher)</p> <p>Y4 Scarf lesson on online safety (keeping safe – Super searcher, Picturewise – digital photos online safety)</p>
5&6	<p>I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch. I can use assertive behaviours to keep myself safe from peer influence or pressure. I can use safe, respectful and responsible behaviours and strategies when using social media. I can give examples of how to safely share images online. I can explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not. I can suggest positive ways to meet my emotional needs and how this impacts my behaviour. I can begin to make decisions independently and responsibly. I can discuss the reasons why people post online and the positive and negative effects relating to social media. I can give examples of how someone could cope with or get support during puberty. I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image. I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image. I can explain how to stay safe when sharing images and information online. I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe. I can</p>	<p>Online safety week (date tbc) Feb – assembly – resources for teachers on Computing drive. School competition.</p>	<p>NSPCC Speak out Stay Safe</p> <p>Y6 Junior Citizen</p> <p>Y6 PCSO visit – community safety, online safety, peer pressure</p> <p>Summer Water Safety (Better Aquatics Team)</p> <p>Anti-Bullying week</p> <p>Y5 Scarf lesson on online safety (Valuing difference – is it true?)</p> <p>Y6 Scarf lessons on online safety (In Keeping safe - Think before you click,</p>

	explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.		Rights and respect -Fakebook friends)
--	---	--	---------------------------------------