

Being Safe – Curriculum Overview

Statutory	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>BS1</p>	<p>To understand personal bubble and that if a friend says ‘no’ they should stop.</p>	<p>Provide opportunities to model scenarios when they may need to remind peers of boundaries. Ensure they have the vocabulary to say ‘no’ and why.</p>			<p>Discuss appropriate/inappropriate or unsafe physical contact at age-appropriate level. Link to Online Relationships/Respectful Relationships</p>		
<p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>BS2</p>	<p>Introduce the vocabulary of secret, surprise and private. Use scenarios for children to understand which is appropriate when. Understand that it is not right to keep secrets that are unsafe, even if they have been asked to by an adult. Explore what is unsafe in age-appropriate ways.</p>						
<p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>BS3</p>	<p>Links to Respectful Relationships, Internet Safety and Harms and Online Relationships. To understand that how to respond safely to adults they don’t know. Model and practise age-appropriate scenarios: ‘I’m sorry, but I need to check with...’ ‘I don’t feel comfortable with...’ ‘I am going to ask...’</p>						
<p>How to report concerns or abuse, and the vocabulary and confidence to do so.</p> <p>BS4</p>	<p>To learn correct names for body parts, including vulva and penis.</p>	<p>Link to Science –identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Links to Oracy and confidence in speaking clearly. Provide children the opportunity to practise reporting concerns in different scenarios at age-appropriate level.</p>					<p>Introduce vocabulary of ‘abuse’ in terms of harmful relationships.</p>
<p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>BS5</p>	<p>Links to Oracy and confidence in speaking clearly. Links to self-care and resilience. Links to Trusted Adults (home/school/wider community)</p>						

	<p>Model and practise asking for help for themselves and others. Provide opportunities to talk through what may happen if someone did not help and what they would do next.</p> <p>Scripts: I need help/I am unsure about../I am worried about/ Please could you give me some advice on../</p>					
<p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>BS6</p>	<p>As above.</p> <p>Ensure children understand that they can feel unsafe or bad about adults as well as other children. That they know it is important they share their concerns with Trusted Adults.</p>					
<p>Where to get advice e.g. family, school and/or other sources.</p> <p>BS7</p>	<p>Discuss where they can get help – home and school (name people in their circle of trust).</p>	<p>Discuss where they can get help – home and school (name people in their circle of trust).</p>	<p>Extend understanding of ‘trusted adults’ to include adults in wider community, such as medical staff.</p>	<p>Extend understanding of ‘trusted adults’ to include adults in wider community, such as medical staff/Police</p>	<p>Look at places where they can find support, such as Childline/NSPCC Show them where the information is displayed in school.</p>	<p>Extend range of places where they can find support. Centre 33 etc. In Year 6, repeat and before transition, where support can be found at new school and name of contact.</p>
<p>That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>BS8</p>	<p>To know difference between ‘safe touch’, which is good for them and ‘unsafe’, which can hurt their bodies and ‘unwanted touch’, might be safe, but ok to say ‘no’.</p> <p>Pants Rule</p>	<p>To know difference between ‘safe touch’, which is good for them and ‘unsafe’, which can hurt their bodies and ‘unwanted touch’, might be safe, but ok to say ‘no’.</p> <p>Pants Rule</p>	<p>To know difference between ‘safe touch’, which is good for them and ‘unsafe’, which can hurt their bodies and ‘unwanted touch’, might be safe, but ok to say ‘no’.</p> <p>Pants Rule</p>	<p>Discuss appropriate/inappropriate or unsafe physical contact at age-appropriate level.</p>	<p>Discuss appropriate/inappropriate or unsafe physical contact at age-appropriate level.</p>	