



## How does our Curriculum Safeguard our children?

### In our Nursery setting, our children will:



- ✓ Begin to form positive relationships with adults in the setting.
  - ✓ Begin to co-operate with boundaries with encouragement and support.
  - ✓ Begin to be able to co-operate in favourable situations, such as with familiar people and environments and when free from anxiety
  - ✓ Enjoy playing alone, alongside and with others, inviting others to play and attempting to join others' play.
  - ✓ Show a sense of autonomy through asserting their ideas and preferences and making choices and decisions
  - ✓ Use language to share feelings, experiences and thoughts.
  - ✓ Begin to form special friendships with their peers.
  - ✓ Begin to play in small groups e.g. building up a role-play activity.
  - ✓ Respond to the feelings and wishes of others.
  - ✓ Be aware that some actions can hurt or harm others.
  - ✓ Try to help or give comfort when others are distressed
  - ✓ Consolidate special friendships.
  - ✓ Be aware that some actions can hurt or harm others.
  - ✓ Begin to accept the needs of others and can take turns and share resources, sometimes with support from others.
  - ✓ Can usually tolerate delay when needs are not immediately met, and understand wishes may not always be met.
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- ✓ Be confident to talk to other children when playing, and will communicate freely about own home and community.
  - ✓ Accepts the needs of others and can take turns and share resources
  - ✓ Consolidate special friendships.
  - ✓ Sometimes begin to take steps to resolve conflicts with other children.
  - ✓ Be more confident in new social situations.
  - ✓ Be confident to talk to other children when playing, and will communicate freely about their own home and community.
  - ✓ Be aware of the boundaries set and of behavioural expectations in the setting.



## How does our Curriculum Safeguard our children?

### In our Reception setting, our children will:

- ✓ Be aware of own feelings, and knows that some actions and words can hurt others.
  - ✓ Begin to accept the needs of others and can take turns and share resources, sometimes with support from others.
  - ✓ Usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
  - ✓ Usually adapt behaviour to different events, social situations and changes in routine.
  - ✓ Show confidence in asking adults for help.
  - ✓ Initiate conversations, attend to and take account of what others say.
  - ✓ Explain their own knowledge and understanding, and ask appropriate questions of others.
  - ✓ Be confident to speak to others about their own needs, wants, interests and opinions.
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- ✓ Take steps to resolve conflicts with other children, e.g. find a compromise.
  - ✓ Be able to describe themselves in positive terms and talk about their abilities.
  - ✓ Begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
  - ✓ Play co-operatively, taking turns with others.
  - ✓ Take account of one another's ideas about how to organise their activity.
  - ✓ Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
  - ✓ Be confident to try new activities, and say why they like some activities more than others.
  - ✓ Say when they do or don't need help.
  - ✓ Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
  - ✓ Work as part of a group or class, and understand and follow the rules.
  - ✓ Adjust their behaviour to different situations, and take changes of routine in their stride.
  - ✓ Talk about how and why people are similar and different – in real life or through religious stories, artefacts and ideas.





## How does our Curriculum Safeguard our children?

### In our Year 1 classes, our children will:

- ✓ Begin to develop an understanding of the cycle of life, including birth, death and other important events like weddings and baptisms.
- ✓ Begin to say how to show respect for the different ways religious people use and explain symbolism of food, clothing, ritual objects and behaviour.
- ✓ Use the web safely to find ideas for an illustration select and use appropriate painting tools to create and change images on the computer
- ✓ Find and use pictures on the web knowing what to do if they encounter pictures that cause concern
- ✓ Discuss rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.
- ✓ Learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends.
- ✓ The children also discuss being nice to and looking after other children who might be being bullied.
- ✓ Learn about road safety, and about people who can help them to stay safe.
- ✓ Learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell.
- ✓ Learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.
- ✓ Be introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates.
- ✓ As part of our school's safeguarding duty, our children are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings.
- ✓ Practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.



## How does our Curriculum Safeguard our children?



### In our Year 2 classes our children will:

- ✓ Begin to ask questions about life and share ideas with others, including the protection of the natural world because of beliefs.
- ✓ Begin to understand how religious views of life can influence a caring attitude towards others and talk about how key beliefs affect the way people choose to behave.
- ✓ Think critically about computer games and their use and be aware of how to use games safely and in balance with other activities
- ✓ Learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices
- ✓ Learn about recognising gender stereotypes, that boys and girls can have differences and similarities and that is OK. They explore how children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied. The children share feelings associated with bullying and how and where to get help. They explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.
- ✓ Learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies.
- ✓ Learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. Our children consider what makes them feel relaxed and stressed
- ✓ Learn about family relationships which includes the roles and responsibilities in a family and the importance of cooperation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like.
- ✓ Learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult.
- ✓ Reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive
- ✓ Learn about people who can help them if they are worried or scared.
- ✓ Compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, our children also discuss how independence, freedoms and responsibility can increase with age.
- ✓ As part of a school's safeguarding duty, pupils are retaught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness.
- ✓ Practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.