



"Achieving The Best For All"

Safeguarding Curriculum at Merdon Junior School

Safeguarding is at the heart of everything we do. We place importance on identifying opportunities in the taught curriculum for children to learn about safeguarding and how to keep themselves and others safe. Our broad and balanced curriculum provides opportunities for children to experience life in all its diversity, to acquire knowledge, understanding, and skills that significantly impact upon personal development and support learning around personal safeguarding. Our PSHE curriculum is delivered through subject specific teaching using Coram Education's SCARF programme. This covers all areas of Safeguarding, including Relationship and Sex Education through each of the strands as outlined in the PSHE Curriculum Map.

	Year 3	Year 4	Year 5	Year 6
Our School Values	Be Aspirational, Connected and Thoughtful			
Assembly Themes	Respect, Kindness, Keeping Safe, Friendships, Anti-Bullying, Equality			
Special Events	Anti-bullying week, Children's Mental Health Week, Safer Internet Day, Equality,			
PSHE Curriculum	All year groups cover units of work on: 'Me and My Relationships', 'Valuing Difference', 'Keeping Safe', 'Rights and Respect', 'Being My Best' and 'Growing and Changing'.			
	Key Knowledge -know what makes a situation less risky or not risky at all. -understand why medicines can be helpful or harmful. -know how to keep personal details safe online. -understand why information online might not always be true -know things that make a positive relationship and some things that make a negative relationship.	Key Knowledge -know what being 'assertive' means -know the risks of smoking or drinking alcohol on a person's body and why most people choose not to smoke, or drink too much alcohol. -identify some parts of the body that only boys have and only girls have. -know what to do if someone is upset or being bullied.	Key Knowledge -know the key rights we all have -what resilience is -who are trusted adults how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.	Key knowledge -what prejudicial behaviour is -how to keep our personal information safe -what an emotional risk and a physical risk is -what is bystander behaviour by giving examples of what bystanders do when someone is being bullied. -what inappropriate touch is and give example.

	<p>-know how to identify when someone hasn't been invited into our body space and discuss how to be assertive in asking them to leave it if we feel uncomfortable.</p>	<p>-know examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but know that people have choices about whether they take risks. -know examples of positive and negative influences, including things that could influence making decisions.</p>	<p>-examples of things that might influence a person to take risks online -identify trusted adults who can help us.</p>	<p>-reasons why some people show prejudiced behaviour and sometimes bully for this reason.</p>
Other Curriculum Links	<p>Computing -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Developing an understanding of risk assessment and managing their own safety in PE, DT and Science, particularly: DT – sewing PE – hockey, rugby, gym, orienteering Science - light</p>	<p>Computing -discuss why a network needs protecting -evaluate the consequences of unreliable content -explain that not everything on the World Wide Web is true, honest, accurate, or legal</p> <p>Developing an understanding of risk assessment and managing their own safety in PE, DT and Science, particularly: DT – cooking PE – hockey, cricket, gym, orienteering Science - electricity</p>	<p>Computing -identify how to use a search engine -describe how search engines select results -explain how search results are ranked</p> <p>Developing an understanding of risk assessment and managing their own safety in PE, DT and Science, particularly: DT - sewing PE – swimming, rugby, gym, orienteering Science - materials</p>	<p>Computing -explain how sharing information online can help people to work together -evaluate different ways of working together online -recognise how we communicate using technology -evaluate different methods of online communication</p> <p>Developing an understanding of risk assessment and managing their own safety in PE, DT and Science, particularly: DT – cooking PE – hockey, cricket, gym, orienteering Science – electricity, light</p>