SAFEGUARDING IN THE CURRICULUM
BIRLEY PRIMARY ACADEMY

RSE CURRICULUM						
	KS1 Skills			KS2 Skills		
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The grid adjacent shows specific RSE content for each year group taught within the Jigsaw scheme of work which is used to deliver the PSHE and SRE curriculum through hourly weekly lessons:	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us);trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.	Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings;

				puberty; inside body changes at puberty; family stereotypes.	puberty; confidence in change; accepting change.		conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

SEX EDUCATION						
						In addition to Relationships and Health Education, sex education is taught in Y6. Parents are able to withdraw their child from this learning if they wish to do so.

HEALTH CURRICULUM						
The grid adjacent shows specific Health Education content for each year group taught within the Jigsaw scheme of work which is used to deliver the PSHE and SRE curriculum through hourly weekly lessons:	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving

Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's

important online and off line; respect for myself and others healthy and safe choices; body changes at puberty. | What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams;

overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty. | Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty. | Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent. |

SAFEGUARDING CURRICULUM						
Families and the people who care for me		The characteristics of healthy family life. That stable, caring relationships, which maybe of different types, are at the heart of happy families and are important for children growing up. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	The characteristics of healthy family life. That stable, caring relationships, which maybe of different types, are at the heart of happy families and are important for children growing up. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	That families are important growing up because they can give love, security and stability Characteristics of healthy family life That other families, either in school or within the wider world sometimes look different, but those differences should be respected That stable, caring relationships are important for children's security as they grow up How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help from others if needed.	That families are important growing up because they can give love, security and stability Characteristics of healthy family life That other families, either in school or within the wider world sometimes look different, but those differences should be respected That stable, caring relationships are important for children's security as they grow up How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help from others if needed.		Families are important for children growing up because they can give love, security and stability. The characteristics of healthy family life That other families, either in school, sometimes look different from their family, but they should respect those differences That stable, caring relationships, which may be of different types are at the heart of happy families and are important for children's security as they grow up. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring Friendships		How important friendships are in making us feel happy and secure. The characteristics of friendship – including mutual respect, truthfulness, kindness, generosity, trust, sharing interests. That healthy friendships are positive and do not make people feel lonely or excluded. That most friendships have ups and downs and can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right How to recognise who to trust and who not to trust	How important friendships are in making us feel happy and secure. The characteristics of friendship – including mutual respect, truthfulness, kindness, generosity, trust, sharing interests. That healthy friendships are positive and do not make people feel lonely or excluded. That most friendships have ups and downs and can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right How to recognise who to trust and who not to trust	The importance of friendships and how people choose and make friends. The characteristics of friendships along with supporting each other with problems and difficulties. That healthy friendships are positive and do not make others feel lonely or excluded. That most friendships have ups and downs and can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or	The importance of friendships and how people choose and make friends. The characteristics of friendships along with supporting each other with problems and difficulties. That healthy friendships are positive and do not make others feel lonely or excluded. That most friendships have ups and downs and can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or	That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	The importance of friendships in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences with problems and difficulties. That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and

				uncomfortable, managing conflict. How to manage these situations and how to seek help or advice if needed.	uncomfortable, managing conflict. How to manage these situations and how to seek help or advice if needed.		that resorting to violence is never right. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful Relationships		The importance of respecting others , even when they are different from them, or make different choices or have different preferences or beliefs. Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (reporting to an adult) and how to get help. The importance of permission seeking and giving in relationships with friends, peers and adults	The importance of respecting others , even when they are different from them, or make different choices or have different preferences or beliefs. Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (reporting to an adult) and how to get help. The importance of permission seeking and giving in relationships with friends, peers and adults	The importance of respecting others, even when they are different from them, or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. Different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders and how to get help. What a stereotype is, and how stereo types can be unfair, negative or destructive. The importance of permission seeking and giving in relationships with friends, peers and adults.	The importance of respecting others, even when they are different from them, or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. Different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders and how to get help. What a stereotype is, and how stereo types can be unfair, negative or destructive. The importance of permission seeking and giving in relationships with friends, peers and adults.	The importance of respecting others even when they are different from them, or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The importance of self-respect and how this links to their own happiness. That in school and in wider society they can expected to be treated with respect by other, and that in turn they should show respect to others, including those in positions of authority. About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders and how to get help What is a stereotype is, and how stereotypes can be unfair, negative or destructive. The importance of permission seeking and giving in relationships with friends, peers and adults.	The importance of respecting others even when they are different from them, or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The importance of self-respect and how this links to their own happiness. That in school and in wider society they can expected to be treated with respect by other, and that in turn they should show respect to others, including those in positions of authority. About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders and how to get help What is a stereotype is, and how stereotypes can be unfair, negative or destructive. The importance of permission seeking and giving in relationships with friends, peers and adults.

Online Relationships		People sometimes behave differently online The principles of on-line relationships The rules and principles of keeping safe on line Safer Internet day Lessons also access through Keeping Safe Online	People sometimes behave differently online The principles of on-line relationships The rules and principles of keeping safe on line Safer Internet day Lessons also access through Keeping Safe Online	That people sometimes behave differently online, including by pretending to be someone they are not The same principles apply to on-line relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online - recognise risks, harmful content and contact and how to report them How to critically consider their online friendships - awareness of the risks with people they have never met How information and data is shared and used online. Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	That people sometimes behave differently online, including by pretending to be someone they are not The same principles apply to on-line relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online - recognise risks, harmful content and contact and how to report them How to critically consider their online friendships - awareness of the risks with people they have never met Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	That people sometimes behave differently online, including by pretending to be someone they are not The same principles apply to on-line relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online - recognise risks, harmful content and contact and how to report them How to critically consider their online friendships - awareness of the risks with people they have never met How information and data is shared and used online.	That people sometimes behave differently online, including by pretending to be someone they are not The same principles apply to on-line relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online - recognise risks, harmful content and contact and how to report them How to critically consider their online friendships - awareness of the risks with people they have never met How information and data is shared and used online.
Being Safe		What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) Concept of privacy and the implications of it for both children and adults – including that is not right to keep secrets if they relate to being safe That each person's body belongs to them How to respond safely and appropriately to adults they may encounter (in all contexts – including on line) whom they do not know How to recognise and report feelings of being	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) Concept of privacy and the implications of it for both children and adults – including that is not right to keep secrets if they relate to being safe That each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical and other contact	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. Each person's body belongs to them - differences between appropriate and inappropriate or unsafe physical and other contact. How to respond safely and appropriately to adults they may encounter (in all contexts – including online) whom they do not know How to recognise and report feelings of being unsafe or feeling bad about any adult.	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. Each person's body belongs to them - differences between appropriate and inappropriate or unsafe physical and other contact. How to respond safely and appropriately to adults they may encounter (in all contexts – including online) whom they do not know How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or	Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 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. Each person's body belongs to them - differences between appropriate and inappropriate or unsafe physical and other contact. How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or	Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 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. Each person's body belongs to them - differences between appropriate and inappropriate or unsafe physical and other contact. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

		unsafe or feeling bad about any adult How to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so		How to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice eg family, school and/or other sources That mental wellbeing is a normal part of daily life, in the same way as physical health	others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice eg family, school and/or other sources That mental wellbeing is a normal part of daily life, in the same way as physical health	others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice eg family, school and/or other sources	How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice eg family, school and/or other sources
Mental Wellbeing		That mental wellbeing is a normal part of daily life, in the same way as physical health That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings How to judge whether what they are feeling and how they are behaving is appropriate and proportionate Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interest Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	That mental wellbeing is a normal part of daily life, in the same way as physical health That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings How to judge whether what they are feeling and how they are behaving is appropriate and proportionate Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interest Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings How to judge whether what they are feeling and how they are behaving is appropriate and proportionate Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interest Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings How to judge whether what they are feeling and how they are behaving is appropriate and proportionate Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their	That mental wellbeing is a normal part of daily life, in the same way as physical health That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings How to judge whether what they are feeling and how they are behaving is appropriate and proportionate Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interest Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	That mental wellbeing is a normal part of daily life, in the same way as physical health That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings How to judge whether what they are feeling and how they are behaving is appropriate and proportionate Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interest Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

		That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	emotions (including issues arising online) It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough