

Cradley CE Primary School

Safeguarding and PSHE curriculum

Our PSHE scheme aims to equip children with knowledge and skills which empower them. We believe that age-appropriate knowledge e.g. about puberty or relationships, coupled with personal skills of e.g. self-esteem, assertiveness and respect, and the understanding that their bodies belong to them and they have the right of consent in all aspects of their lives, supports students to be safe. Our scheme builds the foundations of children and young people's positive relationship with themselves, self-esteem, self respect, and assertiveness skills. It approaches sensitive subjects in an age- and stage-appropriate way, which is particularly important when it comes to safeguarding and teaching about consent.

Some subjects are taught explicitly and some messages are given implicitly. The aim is to empower pupils to understand that the world may sometimes present threats to their safety, to know how they can protect themselves from these and to do this in a way that does not cause distress or fear. The scheme also builds the underlying resilience and skills needed to assertively protect oneself. We use a spiral curriculum approach which is designed in a progressive and developmental way: from Reception children learn about keeping themselves safe, why it is important, and how they can get help if they need it. These messages are repeated and added to across all year groups, ensuring children know how to keep themselves safe in all aspects of life.

Year group	Puzzle (unit)	Piece (lesson)	Content	Link to safeguarding
Where the scheme is supplemented or enhanced with other materials or in other subjects, this is noted in colour.				
Reception	Celebrating difference	4. Standing up for yourself	Children learn how to improve things if they don't like what someone says or does to them	Children are given the opportunity to practise the phrase, 'Please don't do that, I don't like it'; they are also reminded that if someone says that to them, they have to stop whatever they are doing to cause another child to say the phrase
Reception	Healthy me	6. Stranger danger	Using stories like 'Never Talk to Strangers', children discuss with suggestions about what they could do to keep themselves safe	Children are encouraged to think about what they could do if they don't feel safe, and who they can go to if they feel unsafe. The message. 'Say NO and DON'T GO!' is reinforced throughout the lesson, particularly when discussing grown-ups who approach children inappropriately and ask for their help.
Reception	Relationships	4+5 falling out and bullying	Children explore how they feel if someone says something unkind to them	These lessons encourage children to take responsibility for their words and actions and to help them know who to go to if they need help. Calm Me time is used to help children manage their feelings
Reception	Changing me	Respecting my body	Reinforcing the concept that our bodies are our own, are precious and need looking after	This lesson helps to reinforce how children can take responsibility for their bodies (to a point) and how to look after themselves.
Reception	Changing me			Pantasourus NSPCC materials. Children can learn to respect their own and others' bodies and understand which parts are

				private. Learn about saying no, speaking up if they feel uncomfortable, not keeping secrets which upset them
Reception	Other areas of curriculum			<ul style="list-style-type: none"> On line safety sessions taught integrated into EYFS and also during internet safety week February each year Sun safety additional Jigsaw lesson
1	Celebrating difference	3. What is bullying	Children learn how to improve things if they don't like what someone says or does to them	This lesson, and indeed the whole Puzzle, reinforces the messages about tolerance, difference and similarity, and how to be a better friend, and how to deal with bullying if it arises
1	Celebrating difference	4. What do I do about bullying?		
1	Relationships	4. People who help us	Using the scenario cards (or make up your own), children act out scenarios showing when they can ask for help and from whom they can receive help	If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say.
1	Changing me			Pantasaurus NSPCC materials. Children can learn to respect their own and others' bodies and understand which parts are private. Learn about saying no, speaking up if they feel uncomfortable, not keeping secrets which upset them
1	Other areas of curriculum			<ul style="list-style-type: none"> Internet safety taught as part of Computing and also during internet safety week February each year Sun safety additional Jigsaw lesson
2.	Being me in my world	2. Rights and responsibilities	Children learn about their rights, how to uphold them for themselves and others, and how rights come with responsibilities	This lesson helps children understand that all children have the right to be safe, healthy, happy and to learn.
2	Celebrating difference	3. Why does bullying happen?	Identifying that bullying is sometimes about difference allows children to understand more and to decide not to bully.	This lesson, and indeed the whole puzzle, reinforces the messages about tolerance, difference and similarity, and how to deal with bullying if it arises (where to go for help, what to say and do in a bullying situation).
2	Celebrating difference	4. Standing up for myself and others	Children are empowered to know what is right and wrong and to look after themselves	

2	Relationships	2. Keeping safe – exploring physical contact	The lesson focuses on how there are many different forms of physical contact within a family – and some of this is acceptable and some is not.	Children can think about which types of physical contact they like, which they don't like, and they can talk about this in a safe way and know it is OK to say they don't want to be touched in that way e.g. punched or hugged if that is how they feel. Some of the lesson is taught through stories. Teachers are encouraged to be vigilant throughout this lesson. This lesson, along with others in previous year groups, highlights why teaching about consent is important from such a young age.
2	Relationship	Secrets	Children learn that sometimes secrets are good and sometimes they are not good – and how they feel if they are asked to keep a secret they don't want to keep, and who to talk to about it.	Through understanding about good secrets and 'worry' secrets, children can practise giving advice to Jigsaw Jo to help with any 'worry' secrets. Teachers can emphasise that 'worry' secrets need to be told to an adult and not kept inside.
		Changing me		Pantasourus NSPCC materials. Children can learn to respect their own and others' bodies and understand which parts are private. Learn about saying no, speaking up if they feel uncomfortable, not keeping secrets which upset them
2	Other areas of curriculum			<ul style="list-style-type: none"> Internet safety taught as part of Computing and also during internet safety week February each year Sun safety additional Jigsaw lesson
3	Celebrating difference	2. Family contact	This lesson explores how sometimes conflict occurs in families and how children can calm themselves down and use solution-based techniques to help themselves	Children think about a possible source of family conflict and of ways to help solve it. Teachers need to be aware of all children's domestic situations (particularly any that may be violent) before teaching this lesson; notes in the lesson plan are provided to help.
3	Celebrating difference	3& 4 – Witness and feelings & Witness and solutions	Children learn that the role of witnesses in bullying situations, and that sometimes a witness can hinder rather than help.	Homophobic bullying is covered in these lessons, as well as what children can do if they see bullying taking place The Jigsaw 'Solve It Together' technique is especially helpful for children to have a strategy to help themselves and others.
3	Healthy me	4. Being safe + 5 safe or unsafe	Children identify things, people and places that they need to keep safe from, and can share some strategies	Using the 'We are keeping safe from...' cards, children can come up with strategies for Jigsaw Jino to keep safe in different situations, including online. Children can also complete the

			for keeping themselves safe, including who to go to for help	'Keeping Safe' templates to form their contributing chapter for the school's Healthy, Happy Me Recipe Book (assessment task). They can learn how to take responsibility for keeping themselves and others safe, and why this is important (and that adults do not always have to be present).
3	Relationships	3. Keeping myself safe on line	Children discuss things that they might need to keep safe from when online. Children rank the top tips for keeping safe online and discuss their ranking decisions, while learning about the importance of trust.	Children discuss things that they might need to keep safe from when online. Children rank the top tips for keeping safe online and discuss their ranking decisions, while learning about the importance of trust. Supplemented with on line safety sessions in computing and also during internet safety week February each year
4	Celebrating difference	3. Understanding bullying	Reinforcing the messages from previous year groups, this lesson focuses on more surreptitious bullying and how to better understand bullying behaviour	For older children, it is timely to look at the intricacies of bullying and how sometimes it can be difficult to spot. Teachers are encouraged to know what the school's anti-bullying policy states and to ensure that this lesson adheres to the guidance.
4	Other areas of curriculum			On line safety sessions in taught as part of the computing and also during internet safety week February each year
4	Healthy me	Healthy friendships	This piece looks at how children can learn to recognise when people are putting them under pressure and how to resist this when they want.	Through the context of healthy friendships, children can explore their possible feelings of anxiety and fear and how this might be associated with peer pressure; it could also be applied to the pressure they might feel from other people
4	Healthy me	6 – Celebrating My Inner Strength and Assertiveness	Helping children learn that they can have a clear picture of what they believe is right and wrong, and to know how to be assertive when they need to be.	Children can learn to draw on their own sense of right and wrong to help make decisions that suit them. Using some simple assertiveness techniques can help children feel more empowered in their lives and can help to keep them from harm.
5	Celebrating difference	2. Racism	Children learn about what racism is and how their own attitudes can affect how they treat others.	The concepts of racism and discrimination are introduced to children and they are invited to share their thoughts. Particular emphasis is given to the words that people use, often without understanding them, and how they can be racist.

5	Celebrating difference	3 & 4 – Rumours and name calling & Types of bullying	Children learn about how rumours are spread and how name-calling can both be bullying behaviours. They also learn the difference between direct and indirect bullying.	Both lessons help children to learn ways that they can be empowered to help themselves, and to report anything that feels wrong to them
	Celebrating difference			Bully 4 U theatre group workshop
5	Relationships	2-6 online safety lessons x 5	Lessons on staying safe when using technology. Children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others	Rights and responsibilities are being online, staying safe, and relationships with technology all refer implicitly to safeguarding within these lessons. Supplemented with on line safety sessions in computing and also during internet safety week February each year
6	Celebrating difference	3. Power struggles	Children explore power in different contexts – how sometimes it is needed, and how sometimes it is unwarranted and can feel unsafe.	This lesson focuses on power scenarios, how to identify them and how to deal with them practically in real life.
6	Celebrating difference	4. Why bully?	Children learn about some of the reasons why people bully, using various example scenarios	Children are encouraged to practise and use a variety of strategies in managing their feelings in bullying scenarios – and how they can help solve problems if they are part of a bullying situation.
6	Relationships	4. Power and control	Returning to more assertiveness training, where children learn to recognise when people are trying to gain control or power, and how they can stand up for themselves (and their friends) in situations when others try to gain control or power	Power and Control headlines and scenario cards are used to facilitate discussion among the children so they can decide on whether someone is being ‘controlling’ – and then to practise some helpful assertiveness techniques, which demonstrate how to deal with some of these situations.
6	Healthy me	3. Exploitation	Children learn that some people can be exploited and made to do things that are against the law	Exploitation, including ‘county lines’ and gang culture
6	Healthy me	4. Gangs	Children explore why some people join gangs and the risks this involves	Gangs, risks pressures

			and learn some strategies to use to avoid being pressurised	
				Under the radar workshop: exploitation, county lines and knife crime
		4. Boyfriends and girlfriends	Children learn that respect for one another is essential in a boyfriend/girlfriend relationship, and that they should not feel pressured into doing something they don't want to	Consent, sharing of images
6	Changing me	4a. Adolescent friendships	Explore ways to maintain positive relationships with others whilst still keeping their own identity. Children learn when it is appropriate to be assertive	Respect and consent
	Other areas of curriculum			RSHE programme with school nurse <ul style="list-style-type: none"> • Consent • Consensual and non-consensual sharing of images
6	Relationships	5 – Being Online: real or fake? Safe or unsafe?	Linked to previous lessons, children learn how to judge whether something online is safe and helpful	Online scenario cards are used to give examples of what might happen if someone tried to use technology to gain power over another.
6	Relationships	6– Using technology responsibly	Children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their own safety and wellbeing.	This lesson focuses on the SMARRT rules and how to stay safe and happy online – and what to do if you don't feel safe. Supplemented with on line safety sessions in computing and also during internet safety week February each year