

This documents details the safeguarding curriculum which the children will experience during their time at Alverstoke Junior School.

	Year 3	Year 4	Year 5	Year 6
<p>Online safety</p> <p><i>The rules and principles for keeping safe online – how to recognise risk, harmful contact and content, and how it can be reported.</i></p>	<p>Privacy and Security:</p> <ol style="list-style-type: none"> 1.To give reasons why they should only share information with people they choose to and trust. 2.To explain that if they are not sure or feel pressured, they should ask a trusted adult. 3.Understand and give reasons why passwords are important and how to keep them safe. 4.Describe how connected devices can collect and share my information with others. 	<p>Privacy and Security:</p> <ol style="list-style-type: none"> 1.That the same principles apply to online relationships as face-to-face relationships including the importance of showing respect to others. 2.How using technology can distract them from other things they might do or should be doing. 3.To identify times or situations when children might need to limit the amount of time they use technology and suggest strategies to help them limit this time. 4.The impact of positive and negative content online on their own and others’ mental well-being 5.How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online 6.That websites/accounts can be created by anyone and that they are not all trustworthy and reliable 7.Why social media, some computer games and online gaming, for example, are age restricted. 	<p>Privacy and Security:</p> <ol style="list-style-type: none"> 1.To explain that there are some people they communicate with online who may want to do them or their friends harm. They will understand that this is not their fault. 2.To make positive contributions and be part of online communities. 3.To describe some of the communities in which they are involved and describe how they collaborate with others positively. 4.The responsible use of mobile phones: safe keeping (looking after it) and safe user habit (time limits, use of passcode, turning it off at night etc.) 5.How information and data is shared and used online 	<p>Privacy and Security:</p> <ol style="list-style-type: none"> 1.How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 2.To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others 3.To understand their responsibilities for the well-being of others in my online social group. 4.How impulsive and rash communications online may cause problems. 5.To demonstrate how they would support others.

		8.What to do if they see or receive content that makes them feel unsafe or uncomfortable and where to report it		
Relationships education	<p>Family focus</p> <ol style="list-style-type: none"> 1. That families are important for children growing up because they can give love, security and stability. 2. To be able to identify the characteristics of healthy family life. 3. To develop an awareness of different types of families. 4. 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 5. How to recognise if family and relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<p>Friendship focus</p> <ol style="list-style-type: none"> 1. The importance of friendships making us feel happy, characteristics of healthy friendships - making the links between the characteristics of healthy friendships to children’s behaviour online. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded 3. 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 4. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed 5. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to 	<ol style="list-style-type: none"> 1. Explore relationships, including friendships, parents-child, and family relationships and different emotions that may be felt in other relationships. 2. Children will develop their understanding of how to know who to trust. 3. Children will be reminded of the NSPCC PANTS campaign. 4. Revisit friendship and families with focus on the characteristics of a positive relationship and how to solve conflict. 5. To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy 6. How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse 	<ol style="list-style-type: none"> 1. Develop their understanding of marriage - That marriage and civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Children will be presented with the laws around marriage of same sex couples and present differing Christian views on marriage. 2. Discuss how to recognise if family and relationships are unhealthy making them feel unhappy or unsafe, and how to seek help or advice from others if needed 3. Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), <u>or make different choices</u> or have different preferences or beliefs 4. Further develop their understanding of different types of bullying, the impact and the responsibility of bystanders. 5. Understand what sort of boundaries are appropriate in friendships with peers and others 6. Understand the importance of self-respect and how this links to their own happiness

		<p>see, respect and if necessary constructively challenge others' points of view</p> <p>6. That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view</p>	<p>7. Where to get advice from e.g. family, school and/or other sources</p> <p>8. To concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>	<p>7. Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others including those in positions of authority</p> <p>8. Discuss decisions which should be made related to friendships, relationships and sexual behaviour through the use of social media and messaging.</p> <p>9. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>10. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>11. How information and data is shared and used online</p> <p>12. What sort of boundaries are appropriate in friendships with peers and others in a digital context</p> <p>13. 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>14. How to respond safely and appropriately to adults they may encounter that they do not know (online)</p> <p>15. How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and</p>
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Health and prevention (including healthy eating)	<p>1.Recognising early signs of illness / unexplained changes to the body</p> <p>2.Understand why people have to have immunisations.</p> <p>3.How to stay sun safe and the risks of sun exposure.</p> <p>4, Importance of good quantity of sleep and the impact of lack of sleep – how this can affect the body’s ability to learn.</p> <p>6.Understand what constitutes a healthy diet and understand nutritional content.</p>	<p>1. Children will be reminded of the NSPCC PANTS campaign (introduced in Yr2)</p> <p>2. Re-cap the importance of personal hygiene / the importance of handwashing and how germs can be easily spread.</p> <p>3. Discussions around planning and preparing healthy meals. Where possible, opportunities for children to plan and make healthy meals.</p>	<p>1.Discussions around planning and preparing healthy meals. Where possible, opportunities for children to plan and make healthy meals.</p>	<p>1. Impact of and risks associated with an unhealthy eating and an unhealthy diet.</p>
First aid	<p>1.How to make a clear and efficient emergency call.</p>	<p>1.How to make a clear and efficient emergency call.</p>	<p>1.Dealing with common injuries including head injuries. Visitor in.</p>	
Mental well-being	<p>1.Children to be regularly given the opportunity to label their feelings throughout the school day (visual display in the classroom).</p> <p>2.Children should know and be taught that there is a normal range of emotions and scale of emotions due to different experiences and situations.</p> <p>3. How to recognise and talk about their emotions, including having a varied vocabulary of</p>	<p>1.About different types of bullying (including cyberbullying), the impact of bullying and responsibilities of bystanders (primarily reporting to an adult) and how to get help</p> <p>2.Continue to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</p>	<p>1.Teachers to explicitly make the links between bullying and cyber bullying and the negative, long-lasting effects it can have.</p> <p>2.Recognising that many people do/might experience mental ill –health and how we can support people.</p>	<p>1.To realise the consequences of antisocial, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities.</p> <p>2.About different types of bullying (including cyberbullying), the impact of bullying and responsibilities of bystanders (primarily reporting to an adult) and how to get help</p> <p>3.To develop strategies to resolve disputes and conflict through</p>

	<p>words to use when talking about their own and others' feelings</p> <p>4. That they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>5. Where to seek help in school or at home if they are worried about their own or someone else's mental health</p> <p>6. About the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p>	<p>3. That they may experience conflicting emotions and when they might need to listen to, or overcome these.</p>		<p>negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit other as well as themselves.</p> <p>4. To develop strategies for getting support for themselves or for others at risk</p> <p>5. That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing</p> <p>6. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>7. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p>
Living in the wider world (including economic well-being)				<p>1. The reasons for rules, laws and the consequences of not adhering to rules.</p> <p>2. About the risks associated with money (lost, stolen and how to keep it safe) and gambling. How money won or lost can impact on health and well-being</p> <p>3. About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p> <p>4. About hazards including fire risks that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.</p>
				<p>1. Know and understand the facts about legal and illegal harmful</p>

Drugs, alcohol and tobacco				substances and the associated risks and impact on your body – including smoking, alcohol use and drug-taking.
Water safety	<p>By the time the child leaves Alverstoke Junior School every child is able to:</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively, for example front crawl, backstroke and breaststroke</p> <p>Perform safe self-rescue in different water-based situations</p>			