

Camblesforth Primary Academy Safeguarding Curriculum knowledge progression

At Camblesforth we strive to ensure that all of our children are safe, happy and enjoy their childhood. Pupil safeguarding and the promotion of the fundamental British values are central to our children's lives at Camblesforth Primary Academy. The teaching of our broad and balanced curriculum focuses on our children and their lives. We believe that there is huge importance identifying opportunities alongside the taught curriculum for children to learn about safeguarding. We give pupils opportunities to experience life in all its fullness and its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equips every child with the knowledge and skills required for personal safeguarding.

Personal Safety/ Hygiene	Domestic Violence	Child Sexual Exploitation	Road Safety	Physical Abuse	Female Genital Mutilation
Sex and Relationships Education	Bullying Verbal and Physical	Peer on Peer Abuse	Extremism and Radicalisation	Emotional Abuse	Trafficking
Self Harming and Mental Health	Homophobia	Stanger Danger	Fire and Water Safety	Drugs, Alcohol and Tobacco	Forced Marriage
Discrimination	Faith Abuse	Eating Disorders	Neglect	Gang Violence-Police	Road Safety



EYFS	Autumn term		Spring term		Summer term	
Content outline	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> *To be interested in playing alone and alongside others *Will watch, follow and imitate others in their play *Will learn the signal and wording for 'Stop' and 'Empty hands' *Become more confident when separating from their carers *Begin to realise that some actions can hurt others <p>Children will know:</p> <ul style="list-style-type: none"> *And understand the signal and words for 'Stop' and 'Empty hands' *How to be kind 	<p>Children in Reception will:</p> <ul style="list-style-type: none"> *Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has a similar interest. *Talk about feelings using words like 'happy' and 'sad', *Be able to follow simple instructions and directions from familiar staff *Understand the 'power of 3' within the classroom setting <p>Children will know:</p> <ul style="list-style-type: none"> *Key vocabulary for emotions 'happy' and 'sad' *The 'power of 3' expectations in the classroom 	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> *Gradually learn that actions have consequences *Understand that expectations vary depending on different events and social situations. *Talk about how others might be feeling and respond accordingly <p>They will apply by:</p> <ul style="list-style-type: none"> *Identifying how a clown is feeling based on their expressions and application of their emotions knowledge *Begin to understand the use of the school behaviour chart and consequences 	<p>Children in Reception will:</p> <ul style="list-style-type: none"> *Attempt to repair a relationship or situation where they have caused upset *Be able to manage their feelings and tolerate situations in which their needs cannot be met (waiting patiently, turn taking) *Enjoy a sense of belonging through being involved in daily tasks *Show confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group <p>Children will know:</p> <ul style="list-style-type: none"> *A wider range of emotional vocabulary other than 'happy', 'sad' etc (using the mat as a prompt) <p>They will apply by:</p> <ul style="list-style-type: none"> *Begin to repair a relationship if they have upset somebody. 	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> *Build relationships with special people and staff within school *Show empathy and concern to people who are special to them (they may offer a toy to a child they know they like) *Seek out play and experiences within the environment *Seek out a familiar friend to play with *Begin to understand that actions have consequences *Participate more in collective cooperation as their experience of routines and understanding of boundaries grows *Respond to the feelings of others, showing concern and offering comfort <p>They will apply by::</p> <ul style="list-style-type: none"> *Exploring the environment and provision with familiar adults and friends 	<p>Children in Reception will: (be working within ELGs)</p> <ul style="list-style-type: none"> *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions * Make comments about what they have heard and ask questions to clarify their understanding *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
Assessment Outcomes	<p>Children will be assessed using the Development Matters Curriculum at each assessment phase. Aspects of PSHE will be found in PSED, C&L, PD and UW.</p>					
Safeguarding Focus	<p>Road safety Staying safe on Bonfire night Staying safe on Halloween (stranger danger, staying with an adult) Being respectful in school To recognise how to manage feelings and behaviour PCSO talks</p>		<p>Road Safety Online safety week – national focus and school focus –passwords private.safety on the internet Stranger danger – online and in person</p>		<p>Road Safety Keeping our bodies healthy Sun Safety – using sunscreen/ sun hats – Water safe – visit to the seaside keeping safe on the beach – NSPCC PANTS –Keeping privates private</p>	
Awareness Days / Cultural Capital Opportunities	<p>Children in Need, Anti-Bullying Week, Mental health day, Remembrance day, Road safety week</p>		<p>Safer Internet Day, Sports Relief, Comic Relief, Children's mental health week, Random acts of kindness day, Young carers action day, World oral health day, World purple day, World Autism day,</p>		<p>Mental Health Week, Sun awareness week, Walk to school week, Child safety week, Global handwashing day</p>	



(KS1) Year 1&2 – Year A



KS1	Cycle 1		Cycle 2	Cycle 3
	Consent	Relationships	Living in the wider world	Health and wellbeing
Content Outline & Assessment Outcomes	<ul style="list-style-type: none"> * To understand what private means. *To understand that my body is my own and some things are private. *To understand that you need permission to touch another's body. 	<ul style="list-style-type: none"> *To recognise who is important to me and how these different people care for me *To understand that there are different families. *To identify common features of family. *To understand that actions and words hurt other people *To know who to ask for help when they feel unsafe. *To understand respect and kindness. 	<ul style="list-style-type: none"> *To understand what rules are and why they are important. *To understand why we must follow rules. *To discuss how people and living things have different needs. *To understand what our responsibilities are for caring for other people, animals and our environment. *To recognise the difference between online and offline behaviour. *To share my strengths and interests. *To identify some key jobs in my community. 	<ul style="list-style-type: none"> *To understand the benefits of exercise. *To recognise that sleep contributes to a healthy lifestyle. *To recognise the importance of hygiene. *To understand what makes them special. *To learn how to manage when things go wrong. *To share what their likes and dislikes are. *To understand how rules keep us safe.
Safeguarding Focus	Road safety Staying safe on Bonfire night Staying safe on Halloween (stranger danger, staying with an adult) Being respectful in school To recognise how to manage feelings and behaviour PCSO talks		Road Safety Online safety week – national focus and school focus –passwords private.safety on the internet Stranger danger – online and in person	Road Safety Keeping our bodies healthy Sun Safety – using sunscreen/ sun hats – Water safe – visit to the seaside keeping safe on the beach – NSPCC PANTS –Keeping privates private
Awareness Days / Cultural Capital Opportunities	Children in Need, Anti-Bullying Week, Mental health day, Remembrance day, Road safety week		Safer Internet Day, Sports Relief, Comic Relief, Children's mental health week, Random acts of kindness day, Young carers action day, World oral health day, World purple day, World Autism day,	Mental Health Week, Sun awareness week, Walk to school week, Child safety week, Global handwashing day
Assemblies	Good to be me, Bullying, Resilience, Being Healthy, Learning, Behaviour, Responsibility, Teamwork, Trying your best, Being a good friend, Getting on and falling out, British values		New Year, New start, Trying your best, Telling the truth, Mental health 2 parts, Albert Einstein, Nictola Adams international women's day, British values	Mindfulness, Self esteem, Thinking for yourself, Leaders, Listening, challenges, Happiness, Respect, British values



(KS1) Year 1&2 – Year B



KS1	Cycle 1		Cycle 2	Cycle 3
	Consent	Relationships	Living in the wider world	Health and wellbeing
Content Outline & Assessment Outcomes	<ul style="list-style-type: none"> *To understand what private means. *To understand that my body is my own and some things are private. *To understand that you need permission to touch another's body. 	<ul style="list-style-type: none"> *To be able to tell someone how they feel *To recognise someone else's feelings. *To be able to make friends and ask for help if they are unhappy in a friendship. 	<ul style="list-style-type: none"> *To understand what a community is. *To recognise the communities that I belong to. *To consider the roles and responsibilities of a community. *To understand how to use the internet safely and seek support if they are worried. *To be able to understand the appropriate amount of time to spend online. *To understand spending and saving. *To understand the difference between want and need. *To understand where money comes from and how it is looked after. 	<ul style="list-style-type: none"> *To understand why sleep is important to stay healthy. *To understand that what people put on their skin and in their body affects how they feel. *To recognise the importance of keeping our teeth healthy. *To name our body parts. *To recognise risk in everyday environments. *To understand what to do and how to get help during an emergency *To be prepared to move to a different class/year group.
Safeguarding Focus	Road safety Staying safe on Bonfire night Staying safe on Halloween (stranger danger, staying with an adult) Being respectful in school To recognise how to manage feelings and behaviour PCSO talks		Road Safety Online safety week – national focus and school focus –passwords private.safety on the internet Stranger danger – online and in person	Road Safety Keeping our bodies healthy Sun Safety – using sunscreen/ sun hats – Water safe – visit to the seaside keeping safe on the beach – NSPCC PANTS –Keeping privates private
Awareness Days / Cultural Capital Opportunities	Children in Need, Anti-Bullying Week, Mental health day, Remembrance day, Road safety week		Safer Internet Day, Sports Relief, Comic Relief, Children's mental health week, Random acts of kindness day, Young carers action day, World oral health day, World purple day, World Autism day,	Mental Health Week, Sun awareness week, Walk to school week, Child safety week, Global handwashing day NSPCC Speak Out Stay Safe virtual assembly plus lesson and activities
Assemblies	Good to be me, Bullying, Resilience, Being Healthy, Learning, Behaviour, Responsibility, Teamwork, Trying your best, Being a good friend, Getting on and falling out, British values		New Year, New start, Trying your best, Telling the truth, Mental health 2 parts, Albert Einstein, Nictola Adams international women's day, British values	Mindfulness, Self esteem, Thinking for yourself, Leaders, Listening, challenges, Happiness, Respect, British values



LKS2 (Year 3&4) – Year A





LKS2	Cycle 1		Cycle 2	Cycle 3
	Consent	Relationships	Living in the wider world	Health and wellbeing
Content Outline & Assessment Outcomes	<ul style="list-style-type: none">*To understand what consent is.*To recognise appropriate and inappropriate touch.*To understand why giving and seeking permission is important.	<ul style="list-style-type: none">*To recognise their own worth and the worth of others.*To be able to express their views confidently.*To respect the views of others.*To recognise different types of friendship.*To recognise the qualities of a good friend.	<ul style="list-style-type: none">*To explain what human rights are and what rights we have as children.*To recognise why we have laws and what happens when they are broken.*To recognise how the internet can be used positively.*To understand how and why things can be altered online.*To recognise safe and unsafe behaviours online.*To recognise that different jobs are in different sectors.*To be able to recognise common stereotypes in the workplace.*To understand how to link their interests and hobbies to jobs in the future.	<ul style="list-style-type: none">*To make choices about how to develop healthy lifestyles.*To recognise some drugs (legal and illegal) and describe their risks and effects.*To recognise when to share secrets.*To recognise what happens to both boys and girls during puberty.
Safeguarding Focus	<ul style="list-style-type: none">Online safetyFamily conflictPositive and negative relationshipsStaying safe at homebullying/racismFamilies come in all shapes and forms – different parenting arrangements, homophobia – Anti-bullying week – theme for the schoolStaying safe on Bonfire nightStaying safe on Halloween (stranger danger, staying with an adult)PCSO talks		<ul style="list-style-type: none">Our rights as childrenCareers, financial capability & economic wellbeing. looking after our bodies and peer pressureOnline safety talkcyberbullying and online safetyonline safety week showing respect onlinePeer pressure online	<ul style="list-style-type: none">Keeping myself safeEmotional & mental healthFood, diet and fitnessKeeping safe, looking after our bodiesManaging pressure of growing upMy body is my bodyLooking after our bodiesPeer pressureDrugs, alcohol and tobaccoDrugs education/awareness
Awareness Days / Cultural Capital Opportunities	<ul style="list-style-type: none">Children in Need, Anti-Bullying Week, Mental health day, Remembrance day, Road safety week, Black History Month		<ul style="list-style-type: none">Safer Internet Day, Sports Relief, Comic Relief, Children's mental health week, Random acts of kindness day, Young carers action day, World oral health day, World purple day, World Autism day,	<ul style="list-style-type: none">Mental Health Week, Sun awareness week, Walk to school week, Child safety week, Global handwashing day
Assemblies	<ul style="list-style-type: none">Good to be me, Bullying, Resilience, Being Healthy, Learning, Behaviour, Responsibility, Teamwork, Trying your best, Being a good friend, Getting on and falling out, British values		<ul style="list-style-type: none">New Year, New start, Trying your best, Telling the truth, Mental health 2 parts, Albert Einstein, Nictola Adams international women's day, British values	<ul style="list-style-type: none">Mindfulness, Self esteem, Thinking for yourself, Leaders, Listening, challenges, Happiness, Respect, British values

LKS2	Cycle 1		Cycle 2	Cycle 3
	Consent	Relationships	Living in the wider world	Health and wellbeing
Content Outline & Assessment Outcomes	<ul style="list-style-type: none"> *To understand what consent is. *To recognise appropriate and inappropriate touch. *To understand why giving and seeking permission is important. 	<ul style="list-style-type: none"> *To recognise healthy and unhealthy friendships *To learn strategies for maintaining friendships and solving friendship problems. 	<ul style="list-style-type: none"> *To understand what bullying is and how to respond to it. *To recognise that all actions (positive and negative) have consequences. *To recognise how we can care for the environment. *To understand what a digital footprint is. *To consider how organisations use personal information online. *To recognise the different ways that money can be spent. *To understand that different people have different spending decisions based on budgets, values and needs. 	<ul style="list-style-type: none"> *To make choices about how to develop healthy lifestyles. *To recognise common drugs and substances that are legal and illegal. *To recognise the risk of legal and illegal drugs. *To recognise the appropriate time to keep secrets and to tell somebody. *To recognise both male and female body parts. *To understand what happens to both male and female bodies during puberty.
Safeguarding Focus	<p>Online safety Family conflict Positive and negative relationships Staying safe at home bullying/racism Families come in all shapes and forms – different parenting arrangements, homophobia – Anti-bullying week – theme for the school Staying safe on Bonfire night Staying safe on Halloween (stranger danger, staying with an adult) PCSO talks</p>		<p>Our rights as children Careers, financial capability & economic wellbeing. looking after our bodies and peer pressure Online safety talk cyberbullying and online safety online safety week showing respect online Peer pressure online</p>	<p>Keeping myself safe Emotional & mental health Food, diet and fitness Keeping safe, looking after our bodies Managing pressure of growing up My body is my body Looking after our bodies Peer pressure Drugs, alcohol and tobacco Drugs education/awareness Radicalisation County lines</p>
Awareness Days / Cultural Capital Opportunities	<p>Children in Need, Anti-Bullying Week, Mental health day, Remembrance day, Road safety week</p>		<p>Safer Internet Day, Sports Relief, Comic Relief, Children's mental health week, Random acts of kindness day, Young carers action day, World oral health day, World purple day, World Autism day, NSPCC number day</p>	<p>Mental Health Week, Sun awareness week, Walk to school week, Child safety week, Global handwashing day NSPCC Speak Out Stay Safe virtual assembly plus lesson and activities</p>
Assemblies	<p>Good to be me, Bullying, Resilience, Being Healthy, Learning, Behaviour, Responsibility, Teamwork, Trying your best, Being a good friend, Getting on and falling out, British values</p>		<p>New Year, New start, Trying your best, Telling the truth, Mental health 2 parts, Albert Einstein, Nictola Adams international women's day, British values</p>	<p>Mindfulness, Self esteem, Thinking for yourself, Leaders, Listening, challenges, Happiness, Respect, British values</p>

UKS2	Cycle 1		Cycle 2	Cycle 3
	Consent	Relationships	Living in the wider world	Health and wellbeing
Content Outline & Assessment Outcomes	<ul style="list-style-type: none"> *To know how to give consent in a range of situations. *To recognise and managing pressure 	<ul style="list-style-type: none"> *To understand what peer influence means. *To be able to manage peer influence. *To understand appropriate physical contact and what it means to feel safe in a range of relationships. *To recognise prejudice and discrimination. 	<ul style="list-style-type: none"> *To know what compassion is and how to show this towards others. *To understand different ways in protecting the environment with our futures in mind. *To understand how key information online is targeted. *To identify the role and impact of different media types. *To identify job interests and aspirations. *To understand what influences our career choices. *To be able to identify and challenge workplace stereotypes. 	<ul style="list-style-type: none"> *To understand physical and emotional changes during puberty *To understand what FGM , the law around it and what to do if you think someone is at risk of FGM. *To understand the risks and benefits of being outdoors and in the sun. *To understand the importance of sleep and learn healthy sleep strategies. *To understand the importance of medicines, vaccinations, immunisations and allergies. *To explore personal identity, including gender *To know how to improve mental wellbeing. *To recognise when a situation is becoming unsafe. *To identify positive risks and dangerous behaviour. *To understand what happens during human reproduction. *To understand how babies are born.
Safeguarding Focus	What are trusted sites and recognise their importance Racism – Keeping ourselves and others safe Dealing with peer pressure Anti bullying week Staying safe on Bonfire night/ fire safety Staying safe on Halloween (stranger danger, staying with an adult) Understand the causes and consequences of cyberbullying and discuss behaviours and strategies to prevent and stop cyberbullying. PCSO talks		Online safety week Mobile/online gaming safety – passwords Peer pressure online	Girlfriends and boyfriends Relationship talk Social networking focusing on Relationships & technology Mind safe/body safe keeping mentally and emotionally healthy, having time to talk, learning how to express yourself – Healthy relationships what is a healthy relationship – Grooming/safe touching/safe spaces Protected characteristics Sex education FGM/puberty talk Crucial Crew workshop – good citizenship including safety, managing risk and antisocial behaviour
Awareness Days / Cultural Capital Opportunities	Children in Need, Anti-Bullying Week, Mental health day, Remembrance day, Road safety week		Safer Internet Day, Sports Relief, Comic Relief, Children's mental health week, Random acts of kindness day, Young carers action day, World oral health day, World purple day, World	Mental Health Week, Sun awareness week, Walk to school week, Child safety week, Global handwashing day

		Autism day, NSPCC number day	
Assemblies	Good to be me, Bullying, Resilience, Being Healthy, Learning, Behaviour, Responsibility, Teamwork, Trying your best, Being a good friend, Getting on and falling out, British values	New Year, New start, Trying your best, Telling the truth, Mental health 2 parts, Albert Einstein, Nictola Adams international women's day, British values	Mindfulness, Self esteem, Thinking for yourself, Leaders, Listening, challenges, Happiness, Respect, British values

 UKS2 (Year 5&6) – Year B 				
UKS2 (Year 5&6)	Cycle 1		Cycle 2	Cycle 3
	Consent	Relationship	Living in the wider world	Health and wellbeing
Content Outline & Assessment Outcomes	*To know how to give consent in a range of situations. *To recognise and managing pressure	*To understand that attractions towards others can lead to romantic relationships *To know what civil partnership and marriage is.	*To understand and recognise that communities are diverse. *To learn skills in challenging discrimination and stereotypes. *To recognise what should and should not be shared online. *To evaluate whether media sources are trustworthy and reliable. *To recognise the risks that money may bring (including gambling)	*To understand what affects mental health and how to look after it. *To understand how to manage change, loss and bereavement. *To understand what happens during human reproduction. *To understand how babies are born. *To understand the physical and emotional changes during puberty. *To be able to name external genitalia *To understand how to keep personal information safe. *To understand that drug use does happen and what the law and media say about it.
Safeguarding Focus	National: World cup – Domestic violence link to football tournaments (safeguarding thought of the week) Healthy relationships – recognising controlling behaviours Derogatory language – racist and homophobic		Celebrating differences – respecting people and their differences Self-Esteem – reducing risks by developing self-esteem and self-worth Knowing ways to get support outside of school	Transition anxiety – managing worries and anxieties Assessment anxiety – managing worries and anxieties Knowing ways to get support outside of school Sex education FGM/Puberty talks Crucial Crew workshop – good citizenship including safety, managing risk and antisocial behaviour
Awareness Days / Cultural Capital Opportunities	Children in Need, Anti-Bullying Week, Mental health day, Remembrance day, Road safety week		Safer Internet Day, Sports Relief, Comic Relief, Children's mental health week, Random acts of kindness day, Young carers action day, World oral health day, World purple day, World Autism day, NSPCC number day	Mental Health Week, Sun awareness week, Walk to school week, Child safety week, Global handwashing day, NSPCC Speak Out Stay Safe virtual assembly NSPCC Speak Out Stay Safe workshop run by NSPCC

Assemblies

Good to be me, Bullying, Resilience, Being Healthy, Learning, Behaviour, Responsibility, Teamwork, Trying your best, Being a good friend, Getting on and falling out, British values

New Year, New start, Trying your best, Telling the truth, Mental health 2 parts, Albert Einstein, Nictola Adams international women's day, British values

Mindfulness, Self esteem, Thinking for yourself, Leaders, Listening, challenges, Happiness, Respect, British values