



Safeguarding in the Micklands Curriculum

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PSHE	<p>Know they have a right to learn and play, safely and happily</p> <p>Identify feelings of happiness and sadness</p> <p>Know the names of some emotions such as happy, sad, frightened, angry</p> <p>Know some qualities of a positive friendship</p> <p>Know different ways to stand up for myself</p> <p>Recognise emotions when they or someone else is upset, frightened or angry</p> <p>Identify and use skills to stand up</p>	<p>Understand that their views are important</p> <p>Understand that they are safe in their class</p> <p>Identifying helpful behaviours to make the class a safe place</p> <p>Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Identify what is bullying and what isn't</p> <p>Understand how being bullied might feel</p> <p>Know ways to help a person who is being bullied</p> <p>Know that all household products, including medicines, can be harmful if not used properly</p>	<p>Understand that their own views are valuable</p> <p>Know how to make their class a safe and fair place</p> <p>Recognise own feelings and know when and where to get help</p> <p>Recognise the feeling of being worried</p> <p>Know the difference between a one-off incident and bullying</p> <p>Know that sometimes people get bullied because of difference</p> <p>Know where to get help if being bullied</p> <p>Explain how being bullied can make someone feel</p> <p>Know how to stand up for themselves when they need to</p>	<p>Recognise feelings of happiness, sadness, worry and fear in themselves and others</p> <p>Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</p> <p>Know that conflict is a normal part of relationships</p> <p>Know that some words are used in hurtful ways and that this can have consequences</p> <p>Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</p> <p>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</p>	<p>Identify the feelings associated with being included or excluded</p> <p>Be able to help friends make positive choices</p> <p>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</p> <p>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</p> <p>Know what to do if they think bullying is or might be taking place</p> <p>Identify feelings that a bystander might feel in a bullying situation</p> <p>Identify reasons why a bystander might join in with bullying</p> <p>Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</p>	<p>Be able to help friends make positive choices</p> <p>Know external forms of support in regard to bullying e.g. Childline</p> <p>Know that bullying can be direct and indirect</p> <p>Know what racism is and why it is unacceptable</p> <p>Know that rumour-spreading is a form of bullying online and offline</p> <p>Identify a range of strategies for managing their own feelings in bullying situations</p> <p>Identify some strategies to encourage children who use bullying behaviours to make other choices</p> <p>Be able to support children who are being bullied</p>	<p>Know about children's universal rights (United Nations Convention on the Rights of the Child)</p> <p>Understand what fears and worries are</p> <p>Know that power can play a part in a bullying or conflict situation</p> <p>Know that people can hold power over others individually or in a group</p> <p>Know why some people choose to bully others</p> <p>Identify feelings associated with being excluded</p> <p>Be able to recognise when someone is exerting power negatively in a relationship</p> <p>Use a range of strategies when involved in a bullying</p>

<p>for themselves</p> <p>Know the names for some parts of their body</p> <p>Know how to say no to strangers</p> <p>Know what to do if they get lost</p> <p>Can explain what to do if a stranger approaches them</p> <p>Know some of the characteristics of healthy and safe friendships</p> <p>Know that friends sometimes fall out</p> <p>Know that unkind words can never be taken back and they can hurt</p> <p>Can suggest ways to make a friend or help someone who is lonely</p> <p>Know the names and functions of some parts of the body</p>	<p>Know how to keep safe when crossing the road</p> <p>Know that medicines can help them if they feel poorly</p> <p>Know about people who can keep them safe</p> <p>Recognise when they feel frightened and know how to ask for help</p> <p>Keep themselves safe</p> <p>Know how to make a friend</p> <p>Know that physical contact can be used as a greeting</p> <p>Know the characteristics of healthy and safe friends</p> <p>Know about the different people in the school community and how they help</p> <p>Can say what being a good friend means</p> <p>Can say no when they receive a touch they don't like</p>	<p>Can choose to be kind to someone who is being bullied</p> <p>Know that there are lots of forms of physical contact within a family</p> <p>Know how to stay stop if someone is hurting them</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets</p> <p>Know what trust is</p> <p>Know some reasons why friends have conflicts</p> <p>Know that friendships have ups and downs and sometimes change with time</p> <p>Know how to use the Mending Friendships or Solve it together problem-solving methods</p> <p>talk about the types of physical contact that is acceptable or unacceptable</p> <p>Can identify the negative feelings associated with keeping a worry secret</p>	<p>Empathise with people who are bullied</p> <p>Know that there are different types of drugs</p> <p>Know that there are things, places and people that can be dangerous</p> <p>Know when something feels safe or unsafe</p> <p>Identify how they feel about drugs</p> <p>Can express how being anxious or scared feels</p> <p>Know some strategies for keeping themselves safe online</p> <p>Know that they and all children have rights (UNCRC)</p> <p>Know how to access help if they are concerned about anything on social media or the internet</p>	<p>Know the facts about smoking and its effects on health</p> <p>Know the facts about alcohol and its effects on health, particularly the liver</p> <p>Know ways to resist when people are putting pressure on them</p> <p>Know what they think is right and wrong</p> <p>Know how different friendship groups are formed and how they fit into them</p> <p>Know which friends they value most</p> <p>Can identify the feelings that they have about their friends and different friendship groups</p> <p>Can identify the feelings of anxiety and fear associated with peer pressure</p> <p>Can tap into their inner strength and know-how to be assertive</p> <p>Recognise negative feelings in peer pressure situations</p>	<p>Know how to get help in emergency situations</p> <p>Know the health risks of smoking</p> <p>Know how smoking tobacco affects the lungs, liver and heart</p> <p>Know some of the risks linked to misusing alcohol, including antisocial behaviour</p> <p>Recognise strategies for resisting pressure</p> <p>Can identify ways to keep themselves calm in an emergency</p> <p>Can make informed decisions about whether or not they choose to smoke when they are older</p> <p>Can make informed decisions about whether they choose to drink alcohol when they are older</p> <p>Know that there are rights and responsibilities in an online community or social network</p> <p>Know how to stay safe when using technology</p>	<p>situation or in situations where difference is a source of conflict</p> <p>Identify different feelings of the bully, bullied and bystanders in a bullying scenario</p> <p>Know what it means to be emotionally well</p> <p>Know how to make choices that benefit their own health and well-being</p> <p>Know about different types of drugs and their uses</p> <p>Know that stress can be triggered by a range of things</p> <p>Know that being stressed can cause drug and alcohol misuse</p> <p>Know that some people can be exploited and made to do things that are against the law</p> <p>Know why some people join gangs and the risk that this can involve</p> <p>Are motivated to care for their own physical and emotional health</p>
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Computing	Talk about everyday technology and how it is used safely.	<p>Online Reputation:</p> <ul style="list-style-type: none"> • What the word 'information' means • What 'online' means • That people put information online for others to see <p>Managing Online Information:</p> <ul style="list-style-type: none"> • That people use the internet to find things out. • identify devices used to access information on the internet. • Use keywords in search engines. 	<p>Online Reputation:</p> <ul style="list-style-type: none"> • That information shared online can stay there for a very long time • That information can be copied off the internet <p>Managing Online Information:</p> <ul style="list-style-type: none"> • Give simple examples of how to find information (e.g. search engine, voice-activation etc) • Use the internet to find things out. 	<p>Online Reputation:</p> <ul style="list-style-type: none"> • That others may search their name online to find information about them • That not all information about them online may have been posted online by them <p>Managing Online Information:</p> <ul style="list-style-type: none"> • Use different search technologies. • Evaluate digital content and explain how to make choices from search results. 	<p>Online Reputation:</p> <ul style="list-style-type: none"> • That people may alter information or put untrue information about them online with or without their knowledge <p>Privacy and Security:</p> <ul style="list-style-type: none"> • Identify the risks posed by over-sharing information online. • Suggest appropriate strategies for keeping personal information private in different contexts. • Identify the risks posed by not 	<p>Online Reputation:</p> <ul style="list-style-type: none"> • Use a search engine to search for information about other people and present that information for others to read • That the information found on the internet may not be accurate • That people may make judgements against others on the information that they find on the internet <p>Privacy and Security:</p> <ul style="list-style-type: none"> • Recognise and select effective strategies for managing passwords. 	<p>Online Reputation:</p> <ul style="list-style-type: none"> • Explain what a digital personality is. • Explain strategies anyone can use to protect their 'digital personality' and online reputation. • Explain how online anonymity can protect online reputation. <p>Privacy and Security:</p> <ul style="list-style-type: none"> • Recognise that app permissions allow access to our personal information.

		<ul style="list-style-type: none"> • Describe and demonstrate how to get help from a trusted adult or helpline if content makes them feel sad, uncomfortable, worried or frightened. 	<ul style="list-style-type: none"> • Use home, forward and back buttons, links and tabs to navigate a simple webpage to get to information <p>Privacy and Security:</p> <ul style="list-style-type: none"> • Identify the features of effective passwords • Identify the need for passwords for accounts/devices. 	<p>Privacy and Security:</p> <ul style="list-style-type: none"> • Recognise that passwords protect reputation and information considered important. • Suggest methods for keeping password safe and secure. • Demonstrate an awareness of the people they trust. • Make decisions about what information they share and with whom. <p>Online Bullying:</p> <ul style="list-style-type: none"> • Explain how to behave kindly online and why this is important. 	<p>protecting accounts and information online.</p> <ul style="list-style-type: none"> • Suggest appropriate strategies for creating strong passwords and explain why these are effective. <p>Online Bullying:</p> <ul style="list-style-type: none"> • Describe what bullying behaviour is, what it might look like and where it might take place • Know where and how to get help if they experience online bullying. 	<ul style="list-style-type: none"> • Suggest methods for managing situations where passwords are lost or stolen. <p>Online Bullying:</p> <ul style="list-style-type: none"> • Know that online technologies may include games, apps, social media • Describe different media you can be unkind on i.e. images, texts, videos • Describe what bullying online may look like on these different forms of media 	<ul style="list-style-type: none"> • Understand the relationship between the value of data and the ethics of collecting that data. • Be aware that the data we share is valuable to app developers. <p>Online Bullying:</p> <ul style="list-style-type: none"> • How to screenshot bullying behaviour • How to reach out to responsible adults with evidence of the bullying behaviour
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