



Year 2

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| <p>Citizenship (Living in the wider world)</p> <p>Fundamental British Values</p> <p>Prevent Democracy.</p> <p>The rule of law.</p> <p>Individual liberty.</p> <p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p> | <ul style="list-style-type: none"> • Provide a safe environment for debating controversial issues. • Help pupils to understand how they can influence and participate in decision-making. • Belonging – setting up the classroom (transition week / start of a new term / ownership of areas of the classroom) • Class rules and LEAD values • Where appropriate, identify and celebrate different cultures in the class • RE • Friendship buddies for new children • Citizenship and role model booklet • Looking after our environment (Environment Days), recognising our responsibility in looking after our own environment. • Children can recall some important British events from History • Contributing to the life of a classroom in school. • Exploring places where people live which are different to where they live. • How we use things from the earth and the problems this can cause. • Why it is important to care for the earth and identifying what we do to protect it. • Newsround – climate change • Litter picking monitors at break time • Classroom monitors to build responsibility • Embrace project • Commando Joe <p><i>Ethos and culture embedded throughout all learning and woven into weekly assemblies.</i></p> <p><i>Specific content PSHE Unit: Being a good friend?</i></p> <p><i>Wider curriculum opportunities:</i> <i>Science – how to care for and respect plants</i> <i>Geography – recognising the impact that humans have on the wider world. Homes around the world. School in different countries- recognising similarities/differences.</i> <i>RE- learning about different religions.</i> <i>Assemblies focus on British Values across the year.</i> <i>Black history month assembly</i> <i>Community larder collection (Harvest)</i></p> |
| <p>Health and well-being</p> <p><i>Taught specifically in Autumn term</i></p> | <ul style="list-style-type: none"> • Food topic / DT learning • PSHE / class assemblies • Modelling of correct choices and how to make good choices • Play leaders – I know who to go to if I am worried • Deployment forms for parents and support available for children • Water only and healthy snacks • Understanding how happy thoughts can make you feel better. • Setting goals and considering how to achieve them. • Discussing feelings/opinions with others and discussing difficult emotions. |



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| | <ul style="list-style-type: none"> • Discussing what I am thankful for and focusing on what I have rather than what I don't have. • Focusing on the now and how am I feeling. • How to keep my body healthy. • Understanding the importance of sleep. • Identifying how to keep my teeth healthy. • Understanding the importance of personal hygiene <p><i>Specific content PSHE Units:</i> <i>How do we recognise our feelings?</i> <i>Wider curriculum opportunities:</i> <i>Science – food groups and the food pyramid relating to portion sizes</i> <i>PE – develop understanding of the body and how to keep fit</i> <i>Daily Mile</i> <i>MSP Healthy Living workshops</i> <i>Text: We are all Wonders</i> <i>Mental Health Awareness Week (May)</i> <i>Go Noodle meditation and yoga</i></p> |
| <p>Online Safety <i>Taught termly</i></p> | <ul style="list-style-type: none"> • Taught in an ongoing way throughout the curriculum – password safety, talking to strangers, signing E-safety charter • Using age appropriate search engines • Learning about how we communicate online • Discussions about what to do / who to go to if they see something they do not like • Discussions about relevant information that should be shared and information that should be kept private • Making informed choices about health. • Know how actions influence how other people feel. • Keeping myself safe while using the internet. • Project Evolve • Seesaw appropriate usage training <p><i>Specific content PSHE Unit:</i> <i>How do we recognise our feelings?</i> <i>What can help us grow and stay healthy?</i> <i>How can I keep myself safe in different places?</i></p> <p><i>Wider curriculum opportunities:</i> <i>Safer searches when researching across all areas of the curriculum</i> <i>Use of iPads to access Seesaw in a positive and safe way</i> <i>Safer Internet Day Assembly (Feb)</i></p> |
| <p>Relationship and Sex Education <i>Taught Spring and Summer term</i></p> | <p>Through RSHE:</p> <ul style="list-style-type: none"> • Understand and respect the differences and similarities between people • Name the main parts of a body, including sexual parts. (PANTS) • Know the biological differences between male and female children. • Understand that it is always the female that gives birth. • Explain how a child is cared for in the womb (feeding and growing). • Know the value of trust and identify someone they trust. |



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| | <p><i>Specific content PSHE Unit:</i> <i>How can we help?</i> <i>How do we recognise our feelings?</i> <i>What can help us grow and stay healthy?</i> <i>What is the same and different about us?</i></p> <p><i>Wider curriculum opportunities:</i> <i>Science – links to animals and their young</i> <i>PSHE – knowing who is a trusted adult and what to do when we feel worried</i></p> |
| <p>Drug Education and Staying Safe</p> | <ul style="list-style-type: none"> • PSHE / class assembly • To know who to go to if I need help • Lockdown and fire safety procedures • Know how to stay safe and who can help if I am unsafe • Identify if a situation is safe/unsafe and how to respond • Know how to stay safe at home and out and about. • Know how to keep myself safe with medicines • Road safety – Trip Briefings (risk assessment) • Sun safety • Playground equipment training <p><i>Specific content PSHE Unit:</i> <i>How do we recognise our feelings?</i> <i>How can I keep myself safe in different places?</i></p> <p><i>Wider curriculum opportunities:</i> <i>Safety discussions through familiar texts – alternative fairy tales</i> <i>Science – plants identifying familiar and unfamiliar plants in relation to carefully handling berries/plants that shouldn't be eaten</i> <i>Stranger Danger- what to do if..... Assembly</i> <i>Bonfire Night/Firework Safety Assembly</i> <i>Road Safety Focus –Autumn Term</i> <i>Fire Safety- managing risk</i></p> |
| <p>Bullying (including cyber bullying) <i>Every term</i></p> | <ul style="list-style-type: none"> • PSHE / class assembly / whole school assembly • Through curriculum – Wonder book - unique • Social stories • Play leaders • Bullying logs on myconcern • Recognising how to help people who are not feeling happy. • Project Evolve <p><i>Specific content-PSHE unit:</i> <i>How do we recognise our feelings?</i> <i>What can help us grow and stay healthy?</i></p> <p><i>Wider curriculum opportunities:</i> <i>Drama</i> <i>Social stories</i> <i>Anti-bullying week assembly (Nov)</i> <i>Safer internet Day (Feb)</i></p> |
| <p>Other</p> | <ul style="list-style-type: none"> • Correct logo uniform on trips to identify children quickly • Bespoke support from the pastoral team as required- Service and ELSA support. |



Waddington All Saints Academy
A L.E.A.D. Academy

Our Safeguarding Curriculum