

Our Safeguarding Curriculum

Year 3

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Citizenship (Living in the wider world) Fundamental British Values Prevent Democracy. The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Taught in Spring term	 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 classrooms. Class rules and charter RE I can participate in making and changing rules (Democracy) I know why different rules are needed in different situations (Rule of Law) I know that choices we make can impact on individual, the local and global communities (Individual Liberty) I know where to find impartial advice to inform my decision making (E-Safety link, Childline, Democracy) What are the Houses of Parliament? What happens in the Houses of Parliament? Who is the current Prime Minister? (Democracy) Tolerance of different cultures and beliefs. Responsibility to look after the environment. The importance of community. To know what a volunteer is. Know what is meant by the environment. Ethos and culture embedded throughout all learning and woven into assemblies. Specific content- PSHE Unit: What are we responsible for? What makes a community? Wider curriculum opportunities: School council vote Guided Reading linked to Black History Month; Mulan; Notable People unit; Different Cultures Unit; Hair Love Literacy – Egyptian Cinderella – alternative fairy tales Commando loe Units focusing on Respect, Empathy, Self-awareness, Positivity, Excellence,
	Communication and Teamwork.
	Where in the World Maps – identifying locations of current events and curriculum areas RE - Hinduism; Pilgrims – Judaism, Christianity, Islam and Hinduism; Forgiveness-Judaism; Islam-What the Qur'an teaches about how to treat each other. Community larder collection
	Assemblies linked to news items/current issues eg refugees, food banks, Harvest food bank donations Black History Month Assembly
Health and well-	I can make simple choices to improve my health and well-being, including healthy eating, physical exercise, oral health and emotional wellbeing (Linked to Science and DT, Individual Liberty)fic content
being	I know what makes a healthy person
Taught in Autumn	I know how to keep my body healthy
term	I know how to help my brain work well
	I know why it is important to get enough sleep
	I can explain the effects of sleep deprivation.
	 I can understand the importance of daily exercise and daily routines.
	Charlet and charlet an an industrie mostly is on the spring any treatment.
	Understand the importance of good dental hygiene.
	Understand the importance of a healthy diet. Have one we describe our feelings.
	How can we describe our feelings.

Understand feelings and how they link to experiences and situations.



Our Safeguarding Curriculum

Linked throughout the year with Science, P.E and class assemblies.

Specific content- PSHE Units:

Why should we keep active and sleep well?

What are we responsible for? What makes a community?

Wider curriculum opportunities:

Project Evolve Unit: Health, Well-being and Lifestyle

School extra-curricular offer World mental health day

Elsa Support for children identified with a level of need

Scarf Workshop focused upon Mental Health and Wellbeing

Online Safety

Taught Termly within ICT

- I understand our school's e-safety code of conduct. (Rule of Law)
- I have developed an awareness of relevant e-safety issues such as cyber bullying. (Cyber bullying)
- I can use the internet purposefully to answer specific questions.
- I can understand that the internet contains fact, fiction and opinions and begin to distinguish between them.
- I know that not everything on the internet is true
- To know if a website can be trusted.
- To know how to keep myself safe online.
- I know the difference between communicating using email and online in a discussion forum
- I know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult)
- I can demonstrate an understanding of E-safety when communicating online

Subject specific content- PSHE unit:

What are the rules that keep me safe?

Project Evolve Units:Health, Well-being and Lifestyle; Self Image and Identity; Managing Online information; Bullying; Privacy and Security; Relationships

Wider curriculum opportunities:

Guided Reading: Being safe on the internet

Discuss Online safety issues such as gaming on line with other people.

How this impacts upon sleep patterns. Safer Internet Day Assembly (Feb)

Relationships and Sex Education

Taught in Summer term

Through RSHE:

- Recognising that change is a part of growing up.
- To identify different types of relationships and develop skills on how to be successful in different relationships.
- Revise the correct names for sexual body parts and other major organs.
- Understand the needs of a new baby.
- Consider the impact of a new baby on a family and develop strategies for coping with change.
- Develop skills in asking for help.
- Understanding the PANTs rules.

Subject specific content- PSHE unit:

How can I value differences?

What are we responsible for? What makes a community?

What are the rules that keep me safe?

Growing and changing

Wider curriculum opportunities:

Project Evolve Unit – Online Relationships

Book focussing on diversity and inclusion read throughout the year linked to assemblies and reading for pleasure. Eg Contact by Malorie Blackman, Planet Omar:Accidental Trouble Magnet by Zanib Mian



Our Safeguarding Curriculum

Drug Education and Staying Safe Taught in Spring term

- I can make judgements and decisions and use basic techniques for resisting negative peer pressure (Individual Liberty, PREVENT)
- I understand that drugs and alcohol affect the mind as well as the body and this can affect the body in a variety of ways
- I can demonstrate basic safety procedures when using medicines (Rule of Law)
- I understand that it is alright to break a secret in order to keep me safe (Individual Liberty)
- I know how to keep myself and others safe when using roads
- I can identify and explain how to manage the risks in different familiar situations.
- To know what to do if you are scared to do something and find it uncomfortable (dares)
- To know the difference between safe/unsafe
- To know the difference between danger/ risk
- To identify risk and make the situation safer
- To know that all drugs can be harmful if not used properly.
- To know how and why some substances can damage health.
- I can make a clear and efficient call to the emergency services.

Embedded throughout the year in PSHE and class assemblies.

Subject specific content- PSHE unit:

What are we responsible for? What makes a community

What are the rules that keep me safe?

Wider curriculum opportunities:

Project Evolve Unit: Privacy and Security; Managing information online

Assemblies- Bonfire Night/ Firework Safety, road safety revisit, stranger danger revisit.

Water Safety/Sun safety

Trip Safety

Online Safety Workshop (LCC)

Bullying (including cyber bullying)

Every term

- I understand our school's e-safety code of conduct. (Rule of Law)
- I have developed an awareness of relevant e-safety issues such as cyber bullying. (Cyber bullying)
- I know the difference between communicating using email and online in a discussion forum
- I know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult)
- I can demonstrate an understanding of E-safety when communicating online
- I understand what it means to be unkind using an electronic device.
- I understand the need to tolerate different views.
- I understand what to do in a situation of conflict.
- I understand the need to tell an adult about any behaviour that is upsetting to myself or others.

Taught through ICT curriculum, PSHE and citizenship, alongside class assemblies.

Subject specific content- PSHE unit:

How can I value differences?

What are we responsible for? What makes a community?

Wider curriculum opportunities:

Guided Reading: Planet Omar: Accidental Trouble Magnet by Zanib Mian Commando Joe Units focusing on tolerance, respect and teamwork.

Project Evolve Unit: E-Safety Online Bullying

Literacy: Literacy Shed – The Birds

Linked to assembly themes and specific issues that arise.

Safer Internet Day (Feb)

Other (please specify)

- Correct logo uniform on trips to identify children quickly
- Bespoke support from the pastoral team as required-Service and ELSA support.