Crossgates Primary School

Safeguarding Curriculum Offer

WHAT

We believe that one of the most important aspects of what we do is keeping our children safe (Safeguarding). In order for your child to be happy and thrive in school, they need to feel safe, cared for and valued. To keep your child safe, we follow guidance that is set out in 'Keeping Children safe in Education'.

This guidance states that we all must ensure that we are:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

All staff at Crossgates Primary School endeavour to ensure the above guidance is followed and act to ensure that all children in our care achieve their full potential. When doing this we always take into consideration the: age, stage, culture, physical needs, gender, language, racial origin, religious beliefs and sexual identity of each child.

This is achieved by having clear procedures in place and ensuring that all disclosures or allegations are taken seriously, recorded correctly and thoroughly investigated.

WHY

Safeguarding is at the heart of everything we do at Crossgates Primary, not only because it underpins the positive outcomes we wish for the children in our care but it is also a statutory duty for all schools. Like any primary school, we consider positive themes and those that may require improvement in our local area and also the surrounding areas. At Crossgates Primary we refer to these areas when deciding where the focus should lie when planning our curriculum. We take into consideration not just national guidance but also local authority guidance and information from our partner agencies, including social care and Greater Manchester Police.

Getting safeguarding right for our children is imperative and the information below is the tip of what Safeguarding could look like for our children.

Barnardos have produced information/data recently that informs us of what may happen when robust safeguarding protocols are not in place:

- 1,276,215 children have special educational needs and disability (SEND) – 36,375 were excluded from school

- 72,670 children are in the care system. Of these 62% have suffered abuse or neglect, 15% are from a dysfunctional family, 8% have suffered acute stress and 7% have an absent parent/s
- 1:10 children have a diagnosable mental health condition
- 3:4 don't get access to support for their mental health

HOW

At Crossgates Primary School, what we include in our curriculum is very important to us and we will always ensure that pupil safeguarding and the promotion of our community qualities are at the core of our work. We place great importance on identifying opportunities through our curriculum that provide pupils with the opportunities to experience life in all its diversity, to enable pupils to acquire knowledge, understanding and the skills that significantly impact on their own personal development, behaviour and welfare and that equips every child with the ability to safeguard themselves.
We are sensitive to curriculum areas, such as RSHE, to ensure that sensitive topics are taught at an age-appropriate level, or in a small group. In some instances, we may address these on a 1:1 level where a more urgent need arises.

Our curriculum planning at Crossgates is designed to constantly challenge our children to think carefully, empathetically and deeply about safeguarding matters, including their own personal physical and mental wellbeing. We create space for children to develop their own thoughts, ideas and concerns and value their questioning. We provide opportunities across the curriculum to explore values, personal rights, responsibilities and equal opportunities that develop moral concepts that impact positively on safeguarding, promote British Values and prevent radicalisation and extremism.

There are many opportunities throughout our learning in school to explore safeguarding issues including:

- Assemblies
- Forest School visits
- Quiet spaces
- School Council
- Staff training
- Child Protection in Education - Online course for all staff and trainees
- Swimming lessons
- Bikeability
- Safeguarding communications for families
- Response to contextual concerns e.g. hate crime workshops by the National Justice System, PCSO visits, 1:1/group/class/school curriculum response

Children who grow up having 4 or more ACES (Adverse childhood Experiences) are more likely to experience the following in adulthood:

- Prison
- Development of heart disease
- Committed violence in the last 12 months
- Frequently visited the GP
- Have health harming behaviours (drinking, smoking, drug use)
- Develop Type 2 diabetes
- 1:20 children are sexually abused before the age of 16
- Children who have been sexually abused are twice more likely to consider suicide when older
- 1:3 children who have been sexually abused do not tell an adult
- Children with speech and language difficulties are almost 3 times more at risk of sexual abuse
- 1:3 internet users are children
- 43% of children interviewed by Barnados (age 10+) had been groomed online
- 1:25 children have been sent a sexual image of an adult
- 11.4% of children in the Greater Manchester area aged 4-5 years are obese – 9.3% nationally. (2018 -ONS)

Impact

Crossgates Primary School's focus on safeguarding ensures that:

- We improve school attendance of pupils from particular groups with support from the Children's Family Worker
- We reduce prejudice-related bullying and the use of derogatory language and follow up on any situations immediately, on an individual basis, using the school's anti-bullying policy
- We improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity
- We improve children's knowledge on values and keeping safe so that they develop their own worth and confidence and feel safe and secure in school
- We improve staff knowledge and understanding of the signs of abuse and how to report appropriately
- We ensure that all safeguarding concerns are all thoroughly investigated and, where necessary, a multi-agency approach is taken
- We work closely with parents/ carers to ensure the best outcomes for families

Reception | Safeguarding & Personal Development Long Term Plan

Autumn 1

STORY PROJECT

Luna Loves Library Day

RSHE / safeguarding focus

Respectful relationships; families and people who care for me

POL-ED • Strand 1

• What can I do if I'm feeling big emotions?
• How can I be a good friend?

THINK EQUAL

• Marvellous Me
• These Feelings
• The Weather Inside Me
• Exploring Kindness

Think Equal objectives

same and different; self-confidence; naming and managing feelings; kindness

Show Racism The Red Card: How to recognise, understand and safely challenge racism.

E-safety: What devices do we have access to at home and what do we do if something makes me feel unsafe?

Autumn 2

STORY PROJECT

Jar of Happiness

RSHE / safeguarding focus

Caring friendships; mental wellbeing; mental health

POL-ED • Strand 1

• How can I make other pupils feel happy?
• How can I play nicely with others?

THINK EQUAL

• Ted the Tiger Tamer
• The Secrets Adventures of Anonymouse
• Curly the Chameleon
• Practising Kindness
• Kindness as an inner quality

Think Equal objectives

link emotions to body sensations; identify emotions; practise acts of kindness

E-safety: What devices do we have access to at home and what do we do if something makes me feel unsafe?

Spring 1

STORY PROJECT

Here We Are

RSHE / safeguarding focus

Respectful relationships; physical health and fitness; health and prevention; shared responsibilities; growing and changing

POL-ED • Strand 2

• How can adults at school help me?
• How can I play safely?
• How can I keep safe at school?
• What are rules?

THINK EQUAL

• Ahmed's Journey
• Faisal's Not Himself
• Passing Clouds
• Yoshi is Different
• Zelda Goes on Holiday
• The Monster in the Smoke

Think Equal objectives

five senses; empathy; calming strategies; different perspectives; fairness

E-safety: trusted adults

Spring 2

STORY PROJECT

Barbara Throws a Wobbler

RSHE / safeguarding focus

Caring friendships; respectful relationships; mental wellbeing; being safe

POL-ED • Strand 2

• Who are the police and how do they help us?
• How can I keep safe at home?
• What are consequences?

THINK EQUAL

• Biyu the Brave Pea
• Thabo and the Trees
• Nisha and the Tiger
• Francisco's Family
• Nothando's Journey
• Reha to the Rescue

Think Equal objectives

empathy; responsibility for living things; families; caring for others

E-safety: trusted adults

Summer 1

STORY PROJECT

Oliver's Vegetables

RSHE / safeguarding focus

Physical health and fitness; healthy eating

POL-ED • Strand 3

• How can I be a germ buster?
• How does food help me?

THINK EQUAL

• My Amazing Brain A
• My Amazing Brain B
• A Tiny Seed
• Our Home

Think Equal objectives

brain and learning; growth; caring for trees and the environment

E-Safety: rules to keep us safe and healthy online, in school and at home.

Summer 2

STORY PROJECT

The New Small Person

RSHE / safeguarding focus

Basic first aid; caring friendships; families and people who care for me

POL-ED • Strand 3

• How does exercise help me?

THINK EQUAL

• Gokul's Game
• My Dream in the Drawer
• Sydney the Seahorse
• Deji and Nnedi and the Very Large Cushion

Think Equal objectives

inclusion; goal setting; diversity; peaceful conflict resolution

E-Safety: rules to keep us safe and healthy online, in school and at home.

Year 1 | Safeguarding & Personal Development Long Term Plan

Autumn 1

STORY PROJECT

Peace at Last

RSHE / safeguarding focus

Respectful relationships; mental wellbeing; being safe; health and prevention

POL-ED • Strand 1

• How can I make friends?
• What if my friends are making me feel sad?
• How can I be an empathy expert?

THINK EQUAL

• The Girl who Climbed the Tallest Mountain
• Flavia Finds her Feelings
• Bayo Takes a Break
• SEE Learning

Think Equal objectives

perseverance; gender equality; emotional literacy

Show Racism The Red Card: How to recognise, understand and safely challenge racism.

E-safety: rules to keep us safe and healthy online, in school and at home.

Autumn 2

STORY PROJECT

Morris the Mankiest Monster

RSHE / safeguarding focus

Respectful relationships; physical health and fitness; healthy eating; healthy lifestyle; health and prevention

POL-ED • Strand 1

• What do feelings feel like?
• What makes me special?
• How can I be an ally?

THINK EQUAL

• What Good are Wasps
• The Best Sort of Magic
• The Boy with the Heavy Heart
• SEE Learning

Think Equal objectives

respect for living things; empathy; resilience; emotions

Anti-bullying Week: What is bullying? How can we be a good friend? What do we do if we think we are being bullied?

E-safety: when saving or sharing artwork, discuss why we should only use initials and not full names.

Spring 1

STORY PROJECT

Look Up

RSHE / safeguarding focus

Respectful relationships; internet safety and harms; keeping safe

POL-ED • Strand 2

• How can I keep safe in new places?
• How can I use things at home safely?
• What is private information?

THINK EQUAL

• Shafiqa's Garden
• Manny the Manta Ray
• The Shape of Peace
• SEE Learning

Think Equal objectives

caring for Earth; positivity; kindness; friendship; discrimination; peace

E-safety: use technology safely and respectfully, understanding that we must press buttons gently, share floor robots with peers, and ask a trusted adult before using digital devices.

Spring 2

STORY PROJECT

Angry Arthur

RSHE / safeguarding focus

Mental wellbeing; respectful relationships

POL-ED • Strand 2

• How can I share my feelings?
• How can I speak up?
• Who are my trusted adults?

THINK EQUAL

• Howler
• The Aardvark
• Jill and the Beanstalk
• SEE Learning

Think Equal objectives

sharing; co-operation; diversity; kindness

E-safety: Personal information vs. general labels, learning that while sorting colours or shapes are safe, our own private details (like full names, home addresses, and phone numbers) belong in a safe 'private' group that we do not share.

Summer 1

STORY PROJECT

My Big Fantastic Family

RSHE / safeguarding focus

Mental health; families and people who care for me

POL-ED • Strand 3

• How can I be responsible?
• What is bullying?
• Why is name calling unkind?
• Why have different rules in different places?

THINK EQUAL

• Anger
• What Happened to my Granny
• What If...
• My Amazing Brain
• Brum and Sun

Think Equal objectives

anger; death and bereavement; positivity; brain; environmental awareness

E-safety: Discuss being kind with digital words, understanding that the words we type on a screen affects other people's feelings just like spoken words, and telling an adult if we see something on screen that makes us feel sad.

Summer 2

STORY PROJECT

The Friendship Bench

RSHE / safeguarding focus

Mental wellbeing; caring friendships

POL-ED • Strand 3

• What is 999?
• What do the police do?
• What can happen when rules are broken?

THINK EQUAL

• Customs / Religions
• Brother Swan
• Auntie Farah and the Fierce Flood
• A Party in Every Tree
• Loving Earth

Think Equal objectives

customs and religion; inclusion; empathy; collaboration; global citizenship

E-safety: Discuss safe digital play and screen boundaries, learning how to stop, log off, and step away from a screen when a task is finished or when an adult asks us to.

Year 2 | Safeguarding & Personal Development Long Term Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
STORY PROJECT The Girl Who Never Made Mistakes **RSHE / safeguarding focus** Resilience; growing and changing; respectful relationships **POL-ED • Strand 1** • How are we the same? How are we different? • How can I work with different people? • What is a family? **Show Racism The Red Card:** How to recognise, understand and safely challenge racism. **E-safety: -** rules of using devices and computers, permissions, passwords.	**STORY PROJECT** Ravi's Roar **RSHE / safeguarding focus** Respectful relationships; mental wellbeing; mental health; families and people who care for me **POL-ED • Strand 1** • How can I deal with change? • Why are relationships important? • How do I share family worries? **Anti-bullying Week:** What is bullying? How can we be a good friend? What do we do if we think we are being bullied? How to speak out for ourselves and others. Different types of bullying. **E-safety:** getting permission before photographing someone and what things are appropriate/inappropriate to photograph.	**STORY PROJECT** Chicken Clicking **RSHE / safeguarding focus** Online relationships; internet safety and harms; economic wellbeing **POL-ED • Strand 2** • Why does age matter? • What is the internet? • How can I keep safe online? • What are private body parts? **E-safety:** Discuss giving clear, safe instructions and following rules online, understanding that computers only follow the exact commands that we give them and knowing who to go to if a device does something unexpected.	**STORY PROJECT** Aliens Love Underpants **RSHE / safeguarding focus** Being safe; growing and changing **POL-ED • Strand 2** • What are different types of meetings? • What are the risks of video gaming? • What are medicines? • What is fire safety? **E-safety:** keeping personal attributes private, understanding what counts as personal information (e.g., eye colour vs. home address), and learning which details are safe to share in class tally charts or online pictograms.	**STORY PROJECT** The Girl at the Front of the Class **RSHE / safeguarding focus** Needs; refugees; respect; rights; trust **POL-ED • Strand 3** • What are needs and wants? • What is a job? • What is money? • Why is sleep important? **E-safety:** Online wellbeing and digital emotions, exploring how listening to or creating media online can affect our mood, and knowing how to step away from screens if digital content makes us feel unhappy or overwhelmed.	**STORY PROJECT** Grandad's Camper **RSHE / safeguarding focus** Families and people who care for me; mental wellbeing **POL-ED • Strand 3** • How can I look after my body? • What does it mean to be healthy? • When do I need to take a break? **E-safety:** online choices and actions, understanding that every action we take in a digital program or online space leads to an outcome, and practising making kind, safe choices online.

Year 3 | Safeguarding & Personal Development Long Term Plan

Autumn 1

STORY PROJECT

On a Magical Do Nothing Day

RSHE / safeguarding focus

Mental wellbeing; respectful relationships; families and people who care for me; being safe; internet safety and harms; economic wellbeing; shared responsibilities

POL-ED • Strand 1

• Who are my key people?
• How should we treat people?
• What can I do when friendships go wrong?

Show Racism The Red Card: How to recognise, understand and safely challenge racism.

E-safety: what it means to be connected to a network/internet, the difference between offline and online activities, and knowing who to ask for help (trusted adult) when using connected digital devices.

Autumn 2

STORY PROJECT

Ruby's Worry

RSHE / safeguarding focus

Families and people who care for me; mental wellbeing; being safe; health and prevention

POL-ED • Strand 1

• How does school help me?
• What is bullying?
• What do we mean by consent in friendships?

Anti-bullying Week: What is bullying? How can we be a good friend? What do we do if we think we are being bullied? How to speak out for ourselves and others. Bystanders. Different types of bullying.

E-safety: media balance and screen time, keeping safe when sharing digital creations, and respecting other people's feelings when capturing their photo or work.

Spring 1

STORY PROJECT

It's a No Money Day

RSHE / safeguarding focus

Economic wellbeing; mental wellbeing

POL-ED • Strand 2

• What are emergency services?
• What are emergency situations?
• What do we mean by risk?

Online Safety: digital wellbeing, screen time and mood, online pressures, data privacy, consent, cyberbullying, social media.

E-safety: keeping our personal identity safe online, creating safe digital avatars or usernames instead of using real full names and ensuring passwords are not shared.

Spring 2

STORY PROJECT

Faruq and the Wiri Wiri

RSHE / safeguarding focus

Healthy eating; economic wellbeing

POL-ED • Strand 2

• How can I share my worries?
• What words can I use to talk about my feelings?
• When should I break a secret?

Bikeability- practical skills, road confidence, and risk awareness needed to cycle safely and independently

E-safety: digital footprint and online reputation, understanding that information, images, and text published digitally can be seen by others and should always be kind, accurate and safe.

Summer 1

STORY PROJECT

The Hundred Dresses

RSHE / safeguarding focus

Respectful relationships; mental wellbeing

POL-ED • Strand 3

• How can I be a responsible citizen?
• What is the law and why do we have it?
• How do we enforce the law?
• What is mental health?

E-safety: coping with online frustration, managing feelings when games or programs do not work as expected (debugging), and playing safely in interactive digital spaces.

Summer 2

STORY PROJECT

Ossiri and the Bala Mengro

RSHE / safeguarding focus

Families and people who care for me; caring friendships; mental wellbeing; resilience

POL-ED • Strand 3

• How can vaccinations support our health?
• What are pupils' rights?
• How can intense feelings feel?
• What am I good at?

E-safety: coping with online frustration, managing feelings when games or programs do not work as expected (debugging), and playing safely in interactive digital spaces.

Year 4 | Safeguarding & Personal Development Long Term Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
STORY PROJECT The Grand Hotel of Feelings RSHE / safeguarding focus Families and people who care for me; mental wellbeing; changing adolescent body POL-ED • Strand 1 • How can we be role models? • What is a healthy friendship? • What is peer influence? • What is diversity? **Show Racism The Red Card:** How to recognise, understand and safely challenge racism. **E-safety:** consequences of unreliable content on the internet (including AI) and how to keep safe when using different websites.	STORY PROJECT Penguin Pig RSHE / safeguarding focus Being safe; online relationships; internet safety and harms POL-ED • Strand 1 • What are protected characteristics? • Who makes up my community? • What is discrimination? • What is a hate crime? **Anti-bullying Week:** What is bullying? How can we be a good friend? What do we do if we think we are being bullied? How to speak out for ourselves and others. Bystanders. Different types of bullying, focus on cyberbullying. **E-safety:** personal information and what should/should not be shared online (including podcasts). Discuss consequences of actions and digital footprint.	STORY PROJECT The Moose Belongs to Me RSHE / safeguarding focus Caring friendships; respectful relationships; being safe POL-ED • Strand 2 • How can I keep safe in my local area? • How can I respect my environment? • Who do I encounter? **Online Safety:** digital wellbeing, screen time and mood, online pressures, data privacy, consent, cyberbullying, social media. **E-safety:** online identity and privacy, understanding why we should use safe avatars and project names rather than personal information when creating and saving digital projects.	STORY PROJECT The Proudest Blue RSHE / safeguarding focus Respectful relationships; families and people who care for me; mental wellbeing POL-ED • Strand 2 • What is first aid? • What are hazards in the home? • How can we keep safe on the road? **E-safety:** automated data collection and privacy, exploring how smart sensors (like location tracking, health monitors, or smart home devices) gather personal data continuously.	STORY PROJECT The Tunnel RSHE / safeguarding focus Caring friendships; basic first aid POL-ED • Strand 3 • How do my choices help me to be healthy? • What are healthy habits? • Why is food fuel? • How does school build my character? **E-safety:** digital manipulation, body image, and online trust: exploring how altered photos on social media/advertising can mislead viewers and affect feelings of self worth.	STORY PROJECT Mama Miti RSHE / safeguarding focus Respectful relationships; health and prevention POL-ED • Strand 3 • What is my body trying to tell me? • How can I be a hygiene hero? • What can I be? **Bikeability-** practical skills, road confidence, and risk awareness needed to cycle safely and independently **E-safety:** online gaming habits and screen time balance, understanding how game mechanics (like infinite loops and rewards) are designed to keep players engaged.

Year 5 | Safeguarding & Personal Development Long Term Plan

Autumn 1

STORY PROJECT

The Colour Thief

RSHE / safeguarding focus

Families and people who care for me; mental wellbeing; being safe

POL-ED • Strand 1

• How can my adult relationships affect my future?
• Why are our special people important?
• How do rules help our community?
• What are online friendships?

Show Racism The Red Card: How to recognise, understand and safely challenge racism.

E-safety: search engine reliability, fake news, search result ranking bias (adverts vs. genuine content), and how to search safely using appropriate search terms.

Autumn 2

STORY PROJECT

The Boy Who Grew Flowers

RSHE / safeguarding focus

Respectful relationships; mental wellbeing

POL-ED • Strand 1

• What is peer pressure?
• What are my personal boundaries?
• What is grooming?
• How do words have power?

Bikeability- practical skills, road confidence, and risk awareness needed to cycle safely and independently

Anti-bullying Week: What is bullying? How can we be a good friend? What do we do if we think we are being bullied? How to speak out for ourselves and others. Bystanders. Different types of bullying, focus on cyberbullying. Hate crime (online focus).

E-safety: video privacy, online permission (consent) before filming or sharing images/videos of others, and understanding age limits and risks on video sharing platforms.

Spring 1

STORY PROJECT

Ada's Violin

RSHE / safeguarding focus

Respectful relationships; mental wellbeing; economic wellbeing; communities

POL-ED • Strand 2

• What are the risks with money?
• What is gambling?
• How can we keep our things safe?
• What is media literacy?
• What can and can't I do on the internet?

Swimming Lessons: essential water safety skills, how to perform a safe self-rescue, and how to swim confidently.

Online Safety: digital wellbeing, screen time and mood, online pressures, data privacy, consent, cyberbullying, social media.

E-safety: Smart Home tech and Automated devices, exploring how connected physical devices collect physical inputs and keep physical environment data safe.

Spring 2

STORY PROJECT

Pizza Face

RSHE / safeguarding focus

Being safe; changing adolescent body

POL-ED • Strand 2

• How can we use our phones sensibly?
• What are deep fakes?
• What is media influence?
• What do I know about drugs?

Swimming Lessons: essential water safety skills, how to perform a safe self-rescue, and how to swim confidently.

E-safety: personal data privacy, what counts as personal information, how online forms collect data, and why personal information should not be shared carelessly online.

Summer 1

STORY PROJECT

Ritu Weds Chandni

RSHE / safeguarding focus

Respectful relationships; families and people who care for me; internet safety and harms

POL-ED • Strand 3

• What is my personal identity?
• How might puberty impact the way I feel?
• How might being online impact the way I feel?

Swimming Lessons: essential water safety skills, how to perform a safe self-rescue, and how to swim confidently.

E-safety: digital copyright, giving credit to original creators, and avoiding copying or re-using digital graphics without permission when sharing work online.

Summer 2

STORY PROJECT

Mum and Dad Glue

RSHE / safeguarding focus

Mental wellbeing; being safe

POL-ED • Strand 3

• How can drugs and alcohol make people feel?
• How might school impact the way I feel?
• How might my activity levels impact the way I feel?

Swimming Lessons: essential water safety skills, how to perform a safe self-rescue, and how to swim confidently.

E-safety: online quizzes, phishing scams, and suspicious pop-ups that use 'interactive questions' to collect personal information or trick users into clicking unsafe links.

Year 6 | Safeguarding & Personal Development Long Term Plan

Autumn 1

STORY PROJECT

Aaron Slater, Illustrator

RSHE / safeguarding focus

Dyslexia; perseverance; SEND

POL-ED • Strand 1

• What is a debate?
• How can we respect different relationships?
• What does the law say about marriage?

Show Racism The Red Card: How to recognise, understand and safely challenge racism.

Crucial Crew: *Online and social media safety:* Greater Manchester Police officers deliver sessions on staying safe on social media, spotting online risks, and preventing or responding to cyberbullying. *Personal safety and citizenship:* interactive scenarios and workshops covering everyday safety, decision-making, and environmental/ community responsibility

E-safety: digital footprint, responsible use of online communication tools and online risks.

Autumn 2

STORY PROJECT

Marcus Rashford

RSHE / safeguarding focus

Activism; online safety; racism

POL-ED • Strand 1

• What is my relationship with authority?
• How can we challenge sexism?
• How can we be allies against racism?

Anti-bullying Week: What is bullying? How can we be a good friend? What do we do if we think we are being bullied? How to speak out for ourselves and others. Bystanders. Different types of bullying, focus on cyberbullying. Hate crime (online focus).

E-safety: real-world implications, copyright, privacy and online reputation.

Spring 1

STORY PROJECT

Mary Earps

RSHE / safeguarding focus

Careers; equality; exercise; sport

POL-ED • Strand 2

• Why does media have age restrictions?
• How is my data shared?
• What is spiking?
• What different types of crime are there?
• What is the issue with addiction? (vaping/smoking)

Online Safety: digital wellbeing, screen time and mood, online pressures, data privacy, consent, cyberbullying, social media.

E-safety: online gaming safety, respectful behaviour in online gaming communities, and managing personal data (such as avoiding sharing real names, locations, or personal information in user profiles or game chat features).

Spring 2

STORY PROJECT

Sunny Side Up

RSHE / safeguarding focus

Alcohol; consent; control; drugs; peer pressure; vaping; water

POL-ED • Strand 2

• What does the law say about drugs?
• What is anti-social behaviour?
• What is a weapon?
• What is shop theft?

E-safety: data privacy, how personal data is collected, stored, and shared online, and the importance of keeping personal financial and demographic data secure.

Summer 1

STORY PROJECT

Making a Baby

RSHE / safeguarding focus

Birth; pregnancy; sex

POL-ED • Strand 3

• How can I manage moving to high school positively?
• How can I get ready for secondary relationships?
• What does adulthood look like?

E-safety: intellectual

property when sharing online, online content ownership, and respectful feedback when reviewing and collaborating on digital designs.

Summer 2

STORY PROJECT

Finding My Voice

RSHE / safeguarding focus

Careers; goals; secondary school; transition

POL-ED • Strand 3

• How can I seek support for my mental health?
• What is grief?
• How can I re-frame my thinking?

Real Love Rocks: Safe relationships

E-safety: Smart Tech, the 'Internet of Things' (IoT), location tracking, and how physical devices collect and transmit environmental and user data safely.