

### Safeguarding in the Curriculum

Our safeguarding in the curriculum is underpinned by 'No Outsiders' and the Equality Act 2010.

| Year Group    | Curriculum Area   | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|---------------|-------------------|--|--|---|--|---|---|
| Whole Academy | Oasis Habits      | Getting things together & Becoming the best version of ourselves takes practice  | Hopeful & Joyful   | Patient & Compassionate   | Forgiving & Considerate  | Considerate & Self-Controlled   | Humble & Honest   |
|               | Oasis Ethos       | Oasis Ethos Value Two<br><i>'A desire to treat people equally respecting differences'</i><br><b>I am Unique</b><br><b>Likes &amp; Dislikes</b><br><b>Class Rules</b><br><b>The Watermead Way</b>   | Oasis Ethos Value Four<br><i>'A deep sense of hope that things can be changed and be transformed'</i><br><b>Setting Targets</b>  | Oasis Ethos Value Five<br><i>'A sense of perseverance to keep going for the long haul'</i><br><b>Being Patient</b><br><br><b>Learning from our mistakes and saying sorry</b>  | Oasis Ethos Value One<br><i>'A passion to include everyone'</i><br><b>Being Welcoming</b><br><b>Team Work</b><br><b>Including Everyone</b>   | Oasis Ethos Value Three<br><i>'A commitment to healthy open relationships'</i><br><b>Being Kind</b><br><b>Being Friends</b><br><b>What to do when feeling sad/angry</b><br><b>Saying Sorry</b>        | Oasis Ethos Value Four<br><i>'A deep sense of hope that things can be changed and be transformed'</i><br><b>Change</b><br>Oasis Ethos Value Two<br><i>'A desire to treat people equally respecting differences'</i><br><b>Respecting Differences</b>  |
|               | Contextual        | <b>Gender Identity</b>   | <b>Discrimination</b>  | <b>Gang culture</b>   | <b>Knife Crime</b>   | <b>Anti- social behaviour</b>   | <b>Criminality</b>  |
|               | Events            | International Day of Peace<br>School Nursing Team<br>Road Safety<br>Parents/AC Prevent & British Values Session<br>Care Home visits<br>Visit to Parliament<br>Black History Month<br>International Day of Peace                          | Anti bullying<br>Bonfire Night CPO's<br>Diwali<br>STOP the Traffik<br>PAC meetings<br>Care Home visits<br>Visit to Town Hall<br>Children In Need   | Railway Safety<br>PAC meetings<br>Care Home visits<br>Parents Online Safety<br>Safer Internet Day   | Fairtrade Fortnight<br>PAC meetings<br>Care Home visits<br>International Women's Day   | Water safety CPO's<br>Refugee Week<br>PAC meetings<br>Care Home visits  | PAC meetings<br>Care Home visits<br>School of Sanctuary workshops<br>Afternoon tea with the Mayor/ PAC members<br>PRIDE   |
|               | School Parliament | Setting the agenda   | The Environment  | Healthy eating and looking after ourselves  | Anti-bullying  | Outdoor learning  |   |
|               | Parent Engagement | Harvest Festival   | Christmas Services and performances  | E-Safety for parents  |  | Garden Party / Hub event  | Sports Day<br>Community Day   |
|               | Assemblies        | Understand that families are important for children growing up because they can give security and stability.<br><br>Understand how important friendships are in making us feel happy and secure, and how people choose and make friends. | Understand that bullying (including cyberbullying) has a negative and often long lasting impact on mental wellbeing.<br><br>Understand that mental wellbeing is a normal part of daily life, in the same way as physical health. | Understand that for most people the internet is an integral part of life and has many benefits.<br><br>Understand how their own online actions can impact on others and know how to display respectful behaviour online and the importance of keeping personal information private. | Understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.<br>Understand the conventions of courtesy and manners. | Understand that in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. | Understand how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br><br>Understand that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. |

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| Reception | British Values | <u>Rules &amp; Laws</u><br>Nobody has the right to hurt us   | <u>Democracy</u><br>Every grown up should be allowed to choose their own leader       | <u>Individual Liberty</u><br>We all have the right to belong to a country   | <u>Being Part of Britain</u><br>We all have the right to believe in whatever we like, to have a religion and change it if we wish       | <u>Respect &amp; Restoration</u><br>We all have the right to make up our own minds.   | <u>Mutual Respect &amp; Tolerance</u><br>We all have the right to a good life.                               |
|           | KUW            | What sort of clothes do we need to wear in different types of weather?   | Setting targets for trying new foods  |   |   |   |  |
|           | Contextual     | Role play dressing up<br>Members of the family<br>Who am I books<br>Making choices - linked to you choose – having your own opinion<br>Kind words<br>Noticing similarities and differences                             | Noticing similarities and differences<br>Cultural celebrations<br>Heroes and villains | PSED – tolerating others, team building<br>Working through a problem/disagreement<br>Problem solving without adult help | Cooking<br>Appropriate use of tools (wood bench)<br>Health and safety – manage own risk<br>PE equipment<br>Awareness of personal space. | Graffiti<br>Littering<br>Caring for our school possessions – and eg own uniform<br>Purpose of things – drawing on paper not walls<br>Honesty<br>No electricity day – different places in the world. | Having your own opinion<br>We are all born free<br>Agreeing and disagreeing<br>Understanding right and wrong |
| Year 1    | British Values | <u>Rules &amp; Laws</u><br>Nobody has the right to hurt us   | <u>Democracy</u><br>Every grown up should be allowed to choose their own leader       | <u>Individual Liberty</u><br>We all have the right to belong to a country   | <u>Being Part of Britain</u><br>We all have the right to believe in whatever we like, to have a religion and change it if we wish       | <u>Respect &amp; Restoration</u><br>We all have the right to make up our own minds.   | <u>Mutual Respect &amp; Tolerance</u><br>We all have the right to a good life.                               |
|           | E Safety       | Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. |   |   |   |   |  |
|           | Curriculum     | What types of food keep us healthy?<br>Preparing food hygienically   | Preparing food hygienically   | Using tools safely to cut materials   | Using tools safely to cut materials<br><br>Sun and Water Safety   | Graffiti<br>Littering – playground and community  | Glorify criminality – superheroes and villains   |

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|        | Contextual     | Making a group choice – group voice as opposed to individual identity<br>Gender stereotypical toys<br>Physical appearance eg hair (art work)<br>Similarities and differences   | We are all different  | Playground friendships - problems  | Cooking – bladed tools<br>Toys – real and fake  |   |   |
| Year 2 | British Values | <u>Rules &amp; Laws</u><br>Nobody has the right to hurt us   | <u>Democracy</u><br>Every grown up should be allowed to choose their own leader     | <u>Individual Liberty</u><br>We all have the right to belong to a country  | <u>Being Part of Britain</u><br>We all have the right to believe in whatever we like, to have a religion and change it if we wish | <u>Respect &amp; Restoration</u><br>We all have the right to make up our own minds.                       | <u>Mutual Respect &amp; Tolerance</u><br>We all have the right to a good life.  |
|        | E Safety       | Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. |   |  |   |   |   |
|        | Curriculum     | What types of food keep us healthy?<br>What would be a healthy meal?<br>Cut, peel and grate ingredients safely   | Prepare ingredients hygienically  |  | Sun and Water Safety  |   |   |
|        | Contextual     | Careers aspirations – eg. make-up artist, nurse<br>Clothing  | Diversity and equality<br>Bullying  | Peer pressure  | Play crime/fighting   | Online – use of language  | How to report crime   |
| Year 3 | British Values | <u>Rules &amp; Laws</u><br>The law is the Same for Everyone it must Treat us all fairly.   | <u>Democracy</u><br>We all have the right to life and to live in freedom and safety | <u>Individual Liberty</u><br>We all have the right to belong to a country<br>We all have the right to go where we want in our own country and travel abroad as we wish | <u>Being Part of Britain</u><br>We all have the right to believe in whatever we like, to have a religion and change it if we wish | <u>Respect &amp; Restoration</u><br>We all have the right to make up our own minds and think what we like | <u>Mutual Respect &amp; Tolerance</u><br>We all have the right to a good life. Mothers & children, young and old, unemployed and disabled |

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|        | E Safety       | Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |   |  |   |   |  |
|        | Curriculum     | How can we look after ourselves and keep ourselves fit?  |   | STOP healthy Lifestyle programme   | STOP healthy Lifestyle programme  |   |  |
|        | Contextual     | Different representation of male and female  | Human rights – we are all born free   | Peer pressure  | Sun and Water Safety  | Escalating from play fighting to physical harm  | Victimising vulnerable members of the community  |
|        | Swimming       | Water safety & Poolside safety   |   |  |   |   |  |
| Year 4 | British Values | <u>Rules &amp; Laws</u><br>The law is the Same for Everyone it must Treat us all fairly.   | <u>Democracy</u><br>We all have the right to life and to live in freedom and safety | <u>Individual Liberty</u><br>We all have the right to belong to a country<br>We all have the right to go where we want in our own country and travel abroad as we wish | <u>Being Part of Britain</u><br>We all have the right to believe in whatever we like, to have a religion and change it if we wish | <u>Respect &amp; Restoration</u><br>We all have the right to make up our own minds and think what we like | <u>Mutual Respect &amp; Tolerance</u><br>We all have the right to a good life. Mothers & children, young and old, unemployed and disabled. |
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|        | Curriculum     | How can we look after ourselves and keep ourselves fit?  |   | STOP healthy Lifestyle programme   | STOP healthy Lifestyle programme  |   |  |
|        | Contextual     | LGBTQ – linked to family relationship books  | Hate crime  | Dares  | Sun and Water Safety  | Video games/films   | Laws of ASBO – within the community  |
|        | Swimming       | Water safety & Poolside safety   |   |  |   |   |  |

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| Year 5 | British Values | <u>Rules &amp; Laws</u><br>Nobody has the Right to make us a slave.<br>We cannot make anyone else a slave  | <u>Democracy</u><br>We all have the right to take part in the government of our country.<br>Every grown up should be allowed to choose their own leaders. | <u>Individual Liberty</u><br>Nobody has the right to harm our good name.<br>Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason. | <u>Being Part of Britain</u><br>Every grown up has the right to a job, to a fair wage for their work, and to join a trade union | <u>Respect &amp; Restoration</u><br>We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people. | <u>Mutual Respect &amp; Tolerance</u><br>We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to. |
|        | E Safety       | Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |   |   |   |  |   |
|        | Curriculum     | What are some of our favourite foods? Discuss and plot on a bar chart  |   |   | Sun and Water Safety  |  |   |
|        | Contextual     | FGM<br>Plastic surgery<br>Difference between sex and gender  | Martin Luther king  | Blackmail<br>Coercion   | Punishment given – laws (10 years old)<br>Knife crime stats<br>Searching and screening and confiscation                         | How and where to get support   | Glorify crime – eg music videos/films/games   |
| Year 6 | British Values | <u>Rules &amp; Laws</u><br>Nobody has the Right to make us a slave.<br>We cannot make anyone else a slave  | <u>Democracy</u><br>We all have the right to take part in the government of our country.<br>Every grown up should be allowed to choose their own leaders. | <u>Individual Liberty</u><br>Nobody has the right to harm our good name.<br>Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason. | <u>Being Part of Britain</u><br>Every grown up has the right to a job, to a fair wage for their work, and to join a trade union | <u>Respect &amp; Restoration</u><br>We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people. | <u>Mutual Respect &amp; Tolerance</u><br>We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to. |

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|  | Curriculum | What are some of our favourite foods? Discuss and plot on a bar chart  |   |                | Sun and Water Safety  |  |  |
|  | Contextual | Transgender<br>LGBTQ<br>Difference between sex and gender<br>Plastic surgery<br>FGM  | Normality<br>Bullying<br>Living with a disability | Radicalisation | News – Sheffield (local area surrounding school) knife crime<br>Weapons in school | Laws – fines, community service, young offenders | Why do young people commit crime<br>How does the media influence our perception of crime |