



# Safeguarding in the Curriculum

|                | Safeguarding/Child Protection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| implementation | General Whole School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                | <ul style="list-style-type: none"> <li>➤ Posters of Designated Safeguarding Leads (DSLs) are clearly displayed around school</li> <li>➤ MyConcern is used to ensure clear communication across the school and records are shared instantly through email to appropriate people</li> <li>➤ All school staff have completed annual SafeSmart training in Sept 2025</li> <li>➤ DSLs completed the Prevent Duty training on <a href="https://www.gov.uk">Gov.Uk</a> during summer 2025</li> <li>➤ Safeguarding assemblies held to provide children with information on how to keep themselves safe and how to get help and support in school</li> <li>➤ Childline posters are displayed in all cloakroom areas</li> </ul> |

| Relationship and Sex Education (RSE)                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                |                                                                                                                                                    |                                                                                                                                                   |                                                                                                                                               |
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| General Whole School                                                                                                                                                                                                                                                                                                                                                                  | Foundation                                                                                                                                     | Years 1/2                                                                                                                                          | Years 3/4                                                                                                                                         | Years 5/6                                                                                                                                     |
| <ul style="list-style-type: none"> <li>➤ The following publications and resources are used to support our delivery of Relationships and Sex Education:</li> </ul> <p><a href="#">Relationships and Sex Education Statutory Document</a><br/>           Kapow Primary Statutory RSE and PSHE Guidance Coverage<br/>           PSHE Association programmes of study and core themes</p> | <p><b>PSHE/RSE</b></p> <p>To understand that families are valuable and special</p> <p>To talk about people who hold a special place in our</p> | <p><b>PSHE/RSE</b></p> <p>To understand that families look after us</p> <p>To begin to understand the characteristics of a positive friendship</p> | <p><b>PSHE/RSE</b></p> <p>To understand that families love and support each other and that sometimes problems can occur and help is available</p> | <p><b>PSHE/RSE</b></p> <p>To understand how to form and maintain positive relationships</p> <p>To explore the ups and downs of friendship</p> |



# Safeguarding in the Curriculum

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| <p>Kapow Primary Progression of skills and knowledge/Long term plan<br/>PSHE/RSE unit knowledge organisers</p> <ul style="list-style-type: none"> <li>➤ Positive relationships and behaviours are modelled by staff on a daily basis to ensure that children experience what good relationships look like</li> <li>➤ RSE Policy outlines key information on rationale, our curriculum and parent withdrawal - this is reviewed and updated annually by Governors</li> <li>➤ RSE Consultation with parents annually before review. Policy and curriculum overview is shared so that all parents can see what is taught when, question and comment on this</li> <li>➤ Y6 parents are shown the visual resources used to deliver the RSE lessons and advised on the lessons that can withdraw their child from if they wish</li> <li>➤ New parents are informed on RSE and directed to the PSHE and RSE information on our website</li> <li>➤ NSPCC Pantosaurus assembly - Information for children on how to keep themselves safe (Spring term)</li> </ul> <p><b><u>Extra curricular opportunities</u></b></p> | <p>lives</p> <p>To understand why it is important to share and cooperate with others</p> <p>To understand that it is okay to like different things</p> <p>To learn the importance of supporting others by being kind</p> | <p>To begin to understand how friendships make us feel</p> <p>To begin to understand what is meant by stereo type</p> <p>To know how to respond to adults in a safe and familiar context</p> <p>To recognise how to respond to adults in a range of situations</p> <p>To begin to understand the difference between acceptable and unacceptable physical contact</p> <p>To understand that there are people in the local community that help to keep us safe</p> <p>To begin to understand a range of families they may encounter</p> <p>To understand that some</p> | <p>To understand that friendships have ups and downs</p> <p>To understand why trust is an important part of positive relationships</p> <p>To recognise that stereotypes are present in everyday life</p> <p>To understand that role I can take in an emergency situation</p> <p>To understand how to help if someone has been stung or bitten</p> <p>To begin to understand the physical and emotional boundaries in friendships</p> <p>To understand that my behaviour can have an impact on others</p> <p>To recognise that stereo types can relate</p> | <p>To understand the concept of marriage</p> <p>To understand that family relationships can sometimes make children feel unhappy and what they can do if this happens.</p> <p>To recognise how attitudes to gender have changed over time</p> <p>To explore how stereotypes can lead to discrimination</p> <p>To understand physical changes during puberty</p> <p>To understand the menstrual cycle</p> <p>To understand emotional changes during puberty</p> <p>To understand that respect it two way</p> <p>To understand stereotypes and begin to share information on them</p> |
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## Safeguarding in the Curriculum

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| <p>Y3 visit to The Safety Centre MK</p> <p>Book and Biscuit/ First Aid parent workshops</p> <p>Foundation/Y4 Dentist visit</p> <p>Lower school choir visit to Burlington Hall residential Home</p> <p>Electric umbrella Whole school performance and workshops</p> |  | <p>friendships make us feel unhappy and how to deal with this</p> <p>To begin to understand the differences between secrets and surprises</p> <p>To begin to understand the term privacy and the correct vocabulary for body parts</p> <p>To understand safe and unsafe touches</p> <p>To know my body is important and belongs to me</p> <p><b>Science</b></p> <p>To name the parts of the body</p> <p>To identify different stages of the human lifecycle</p> | <p>to a number of factors</p> <p>To begin to understand that families are varied in this country and across the world</p> <p>To explore how we can help following a bereavement</p> <p>To develop an understanding of privacy</p> <p>To recognise that change is part of growing up</p> <p>To recognise the physical difference between children and adults</p> <p><b>Science</b></p> <p>Plant reproduction</p> | <p>To resolve conflicts through negotiation and compromise</p> <p>To understand the changes that happen during puberty</p> <p>To understand the biology of conception</p> <p>To understand the development of a baby during pregnancy</p> <p><b>Science</b></p> <p>To describe the life cycle of a mammal</p> <p>To describe the life cycle of a bird</p> <p>To describe the life cycle of an insect</p> <p>To describe asexual reproduction in plants</p> <p>To describe the changes in males and females during puberty</p> |
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# Safeguarding in the Curriculum

| Bullying                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                            |
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| General Whole School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Foundation                                                                                                                                                                                                                                                                                                        | Years 1/2                                                                                                                                                                                                                                           | Years 3/4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Years 5/6                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>➤ Half termly values assemblies focus on core 6 values for being a good citizen</li> <li>➤ Foundation curriculum is based on the core 6 values, focussing on 1 each half term which is taught through key stories</li> <li>➤ Anti-Bullying week is celebrated annually across the school. Theme of the week is taken from the Anti-bullying Alliance.</li> <li>➤ Behaviour curriculum addresses bullying (Wavendon Gate Way)</li> <li>➤ Termly WGW assemblies focus on behaviour</li> <li>➤ Class Charts records positive and negative behaviours</li> <li>➤ Pupils collect positive behaviour points for their house teams</li> <li>➤ Termly rewards are given for house teams with most positive behaviour points</li> <li>➤ Positive behaviour points are shared in celebration assembly weekly</li> <li>➤ Play leaders support younger pupils at lunchtime with instigating games</li> </ul> | <p><b>PSHE/RSE</b></p> <p>To identify and express my feelings</p> <p>To explore different coping strategies to help regulate our emotions.</p> <p>To identify different feelings and how to moderate behaviour socially and emotionally.</p> <p>To understand why it is important to share and cooperate with</p> | <p><b>PSHE/RSE</b></p> <p>To describe feelings and describe simple strategies for managing them.</p> <p>To recognise how others show feelings and how to respond</p> <p>To begin to understand that some friendships might make us feel unhappy</p> | <p><b>PSHE/RSE</b></p> <p>To understand that friendships have ups and downs and that friendships can be resolved</p> <p>To begin to understand the impact of bullying</p> <p>To understand why trust is an important part of positive relationships</p> <p>To begin to understand the differences between people and why it is important to respect these differences</p> <p>To recognise that stereotypes are in everyday life</p> <p>To understand that cyberbullying involves being</p> | <p><b>PSHE/RSE</b></p> <p>To use vocabulary to describe their feelings and take responsibility for them</p> <p>To learn about staying safe online</p> <p>To understand what we mean by respect and why it is important</p> <p>To understand that respect is two-way and how we treat others is how we can expect to be treated</p> <p>To explore other</p> |



## Safeguarding in the Curriculum

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| <u>Extra curricular opportunities</u><br><br>Electric umbrella whole school performance- inclusivity<br>Arts1 sixth form performance - always has an antibullying message | others.<br><br>To understand that it is okay to like different things |  | unkind online<br><br>To begin to understand the physical and emotional boundaries in friendships.<br><br>To understand that my behaviour can have an impact on others<br><br>To understand the impact of bullying and the impact of bystanders to help<br><br>To understand the benefits and risks to sharing information online | people's attitudes and ideas and begin to challenge these<br>To resolve disputes and conflict through negotiation and compromise |
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| Keeping Safe                                                                                                                                                                                                                                                                                                           |                                                                     |                                                                             |                                                                                |                                                                      |
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| General Whole School                                                                                                                                                                                                                                                                                                   | Foundation                                                          | Years 1/2                                                                   | Years 3/4                                                                      | Years 5/6                                                            |
| <ul style="list-style-type: none"> <li>➤ Keeping safe is underpinned across the entire PSHE curriculum particularly through the family and relationship units and safety and the changing body units</li> <li>➤ Health and safety sections are included in the PE, DT and science curriculums and policies.</li> </ul> | <b>PSHE</b><br><br>To understand why we have rules<br><br>To follow | <b>PSHE</b><br><br>To begin to understand the risks associated with the sun | <b>PSHE</b><br><br>To understand the role I can take in an emergency situation | <b>PSHE</b><br><br>To understand how to help someone who is bleeding |



# Safeguarding in the Curriculum

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| <p>These are related to the use of equipment</p> <p><b><u>Extra curricular opportunities</u></b></p> <p>➤ Water safety<br/>Y3 Safety Centre visit explicitly teaches water safety<br/>Y5 Swimming lessons - children taught poolside safety<br/>Y6 residential visit to Willersley Castle explicitly teaches water safety through the kayaking experience</p> <p>➤ Road Safety<br/>Y1 Local area walk to the church<br/>Y3 MK Safety Centre<br/>Y5/6 Bikeability focuses on safety on the roads</p> <p>➤ Sun Safety<br/>PSHE curriculum<br/>Summer term assembly</p> <p>➤ Fire Safety<br/>PSHE curriculum<br/>Y3 MK Safety Centre<br/>Foundation visit from the Fire Brigade</p> <p>First Aid parent workshop<br/>Online parent workshop<br/>Basic skills parent workshop - tying shoe laces</p> | <p>instructions</p> <p>To know how to be a safe pedestrian</p> | <p>To recognise what to do if you get lost</p> <p>To know what an emergency is and how to make a phone call if needed</p> <p>To recognise there are dangerous at home and how these can be avoided</p> <p>To understand there are people in the local community who help to keep us safe</p> <p>To understand ways to keep safe on and near roads</p> <p>To begin to understand how to stay safe with medicines</p> | <p>To understand how to help if someone has been bitten or stung</p> <p>To develop an understanding of being safe on the roads</p> <p>To understand that age restrictions are designed to protect us</p> <p>To understand how to help someone with asthma</p> <p><b>Science</b></p> <p>To work safely with electricity</p> | <p>To understand how to help someone who is choking</p> <p>To understand how to help someone who is unresponsive</p> |
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# Safeguarding in the Curriculum

| Online Safety and Artificial Intelligence (AI)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| General Whole School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Foundation                                                                            | Years 1/2                                                                                                                                                                                                                                                                                                                                                                                                         | Years 3/4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Years 5/6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>➤ PSHE/RSE and computing curriculums contain explicit units of work for online safety</li> <li>➤ Digital Leaders act as ambassadors for online safety and lead monthly competitions and assemblies that focus on online safety</li> <li>➤ Wake up Wednesday - parents online safety posters linked to specific applications that are shared to parents</li> <li>➤ Online safety page on our website provides information to support parents</li> <li>➤ Online Safety week is celebrated annually across the school to keep the pupils up to date with new concerns</li> </ul> <p><b><u>Extra curricular opportunities</u></b></p> <p>Y3 visit to MK Safety Centre<br/>Online safety parent workshop</p> | <p><b>Computing</b></p> <p>To log in and out safely</p> <p>To follow instructions</p> | <p><b>Computing</b></p> <p>To know that passwords are important for security and keep us safe</p> <p>To recognise what the internet is and how to use it safely</p> <p>To identify how people's feelings and emotions can be affected by online content</p> <p>To recognise how to treat others both online and in person</p> <p>To recognise the importance of being careful when posting and sharing online</p> | <p><b>Computing</b></p> <p>To understand who the internet can be used to share beliefs, opinions and facts</p> <p>To explain what should be done before sharing information online</p> <p>To identify the effects that the internet can have on people's feelings</p> <p>To understand the ways personal information can be shared online</p> <p>To understand the rules for social media platforms</p> <p>To describe how to search for information within a wide group of technologies and make a</p> | <p><b>Computing</b></p> <p>To understand how apps can access personal information and how to alter permissions</p> <p>To be aware of the positive and negative aspects of online communication</p> <p>To understand how online information can be used to form judgements</p> <p>To discover ways to overcome bullying online</p> <p>To understand how technology can affect health and wellbeing</p> <p>To explore the basics of AI</p> <p>To recognise how AI processes and responds to</p> |



## Safeguarding in the Curriculum

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|  |  | <p>To discuss ways to balance time both on and offline</p> <p>To decide which information is safe to share online</p> <p>To practise keeping information safe and private online</p> <p>To recognise when to deny permission online</p> <p>To recognise that not everything is true online</p> <p><b>PSHE/RSE</b></p> <p>To understand what the internet is and how it can help us</p> <p>To understand how to stay safe when using the internet</p> | <p>judgement about the probable accuracy</p> <p>To describe some of the methods used to encourage people to buy online</p> <p>To explain why lots of people sharing the same beliefs or opinions online do not make it true</p> <p>To explain that technology can be designed to act like or impersonate living things</p> <p>To explain how technology can be a distraction</p> <p><b>PSHE/RSE</b></p> <p>To understand the importance of being kind online and what it looks like</p> <p>To understand that cyberbullying involves</p> | <p>text prompts</p> <p>To recognise how AI can be used to explore and generate images</p> <p>To apply AI generated HTML code</p> <p>To debate the ethical implications of AI</p> <p>To describe issues online that give us negative feelings and know how to help</p> <p>To explore the impact and consequences of sharing online</p> <p>To know how to create a positive online reputation</p> <p>To describe how to capture bullying content as evidence</p> <p>To manage personal passwords effectively</p> |
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## Safeguarding in the Curriculum

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|  |  |  | <p>being unkind online</p> <p>To understand that not all emails are genuine</p> <p>To understand the choices people make and those that are made by others</p> <p>To understand that age restrictions are put in place to protect us</p> <p>To understand the benefits and risks of sharing information online</p> | <p>To be aware of the strategies that protect people online</p> <p><b>PSHE/RSE</b></p> <p>To begin to understand the issues related to online friendships</p> <p>To learn about staying safe online</p> <p>To start to become a discerning consumer of information online</p> <p>To understand that online relationships should be treated the same way as face to face relationships</p> |
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| Mental Health and Well-Being                                                                                                                                                                         |                                            |                                                          |                                                          |                                                            |
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| General Whole School                                                                                                                                                                                 | Foundation                                 | Years 1/2                                                | Years 3/4                                                | Years 5/6                                                  |
| <ul style="list-style-type: none"> <li>➤ Explicit wellbeing curriculum taught across the school in the summer and autumn terms</li> <li>➤ Units within the PSHE curriculum link to mental</li> </ul> | <p><b>Wellbeing</b></p> <p>To discover</p> | <p><b>Wellbeing</b></p> <p>To discover it is good to</p> | <p><b>Wellbeing</b></p> <p>To discover that practise</p> | <p><b>Wellbeing</b></p> <p>To discover the benefits of</p> |



## Safeguarding in the Curriculum

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| <p>health and well-being</p> <ul style="list-style-type: none"> <li>➤ PE and science curriculum units link to mental health and well-being</li> <li>➤ Senior member of staff has completed the mental health in schools training</li> <li>➤ Termly parent newsletter 'Helping Hands' is sent out to parents focussing on strategies to support child and adult mental health</li> <li>➤ Mental Health in Schools Team (MHST) work closely to deliver interventions in school for pupils and parents</li> <li>➤ Mental Health governor meets termly with mental health lead teacher</li> <li>➤ Play Leaders support younger pupils with instigating games at lunchtimes</li> <li>➤ A range of lunchtime and after school clubs are available to support positive mental health and well-being</li> <li>➤ Mental Health Week is celebrated annually across the school. Children take part in activities to promote and support a positive mental attitude.</li> <li>➤ Celebration assembly held weekly and children's achievements both in and out of school are recognised</li> <li>➤ A range of books on positive mental health and overcoming difficulties are stocked in the school's library.</li> <li>➤ A selection of focus curriculum books are</li> </ul> | <p>something new and describe how it feels</p> <p>To take notice of the space around me</p> <p>To connect to others by understanding similarities and differences</p> <p>To give kind words</p> <p><b>PSHE</b></p> <p>To identify and express my feelings</p> <p>To explore different coping strategies</p> <p>To learn about the importance of exercise</p> <p>To explore guided</p> | <p>make mistakes</p> <p>To take notice of feelings and emotions when listening to music</p> <p>To connect with others by showing empathy</p> <p>To give through sharing</p> <p>To discover the importance of perseverance</p> <p>To take notice of different feelings</p> <p>To connect with others by giving and receiving compliments</p> <p>To give generously</p> <p><b>PSHE</b></p> <p>To describe feelings and develop simple strategies for managing them</p> | <p>makes progress</p> <p>To take notice of opportunities to make positive change</p> <p>To connect with others through shared interests</p> <p>To give appreciation</p> <p>To discover how to overcome mental or physical hurdles</p> <p>To take notice of my thoughts</p> <p>To connect with others by writing to them</p> <p>To give through an act of kindness</p> <p><b>PSHE</b></p> <p>To understand and plan for a healthy lifestyle</p> <p>To perform a range of relaxation stretches</p> | <p>having a growth mindset</p> <p>To take notice of others</p> <p>To connect with others</p> <p>To give and receive kindness</p> <p>To discover how to set achievable goals</p> <p>To take notice of what I need</p> <p>To connect with others in my community</p> <p>To give an authentic apology</p> <p><b>PSHE</b></p> <p>To use yoga poses and breathing to relax</p> <p>To understand the benefits of sleep</p> <p>To understand the purpose of failure</p> |
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## Safeguarding in the Curriculum

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| <p>themed around mental health e.g You are Awesome by M Syed (Y6)</p> <p>➤ The golden mile used to promote healthy wellbeing. Distances calculated and shared during Friday assemblies</p> <p><b><u>Extra Curricular opportunities</u></b></p> <p>Y4 residential to Gullivers' Land<br/>Y6 residential to Willersley Castle<br/>Y5/6 Young Voices concert<br/>Y4 MK Theatre Mary Poppins<br/>Y4 LegoLand<br/>Y6 Harry Potter studios</p> | <p>meditation and relaxing</p> <p>To understand why it is impotence to take care of oneself</p> <p><b>Science</b></p> <p>To recognise some ways to look after the planet</p> | <p>To recognise and celebrate my strengths and set goals</p> <p>To understand the benefits of physical activity and rest</p> <p>To know how to relax in different ways</p> <p>To describe a range of feelings and develop strategies for managing them</p> <p>To understand the benefits of physical activity</p> <p>To use breathing exercises to relax</p> <p>To understand strengths and set achievable goals</p> <p>To identify strategies to overcome barriers or manage difficult</p> | <p>To identify my own strengths</p> <p>To break down barriers into achievable goals</p> <p>To understand what relaxation feels like</p> <p>To develop a growth mindset</p> <p>To begin to understand individual strengths</p> <p>To identify what is important to me and makes me happy</p> <p>To begin to understand what mental health is and who can help</p> | <p>To understand how to set short term, medium term and long term goals</p> <p>To use vocabulary to describe your feelings</p> <p>To identify long term goals and how to work towards them</p> <p>To use mindfulness</p> <p>To understand the potential impact of technology of technology on mental health</p> <p>To understand how habits can be good and bad for our health</p> |
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# Safeguarding in the Curriculum

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| Keeping Healthy including Drugs, Alcohol and Tobacco (Substance Misuse)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                   |
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| General Whole School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Foundation                                                                                                                                                                                                                                                | Years 1/2                                                                                                                                                                                                                                                                 | Years 3/4                                                                                                                                                                                                                                                                  | Years 5/6                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>➤ Keeping healthy is taught within the PSHE, Design and Technology and Science curriculums</li> <li>➤ Annual Sports Day</li> <li>➤ Lunchtime and After school sports clubs and cooking clubs promote keeping healthy</li> <li>➤ The Golden Mile promotes keeping healthy and fit</li> <li>➤ Lunches include salad and daily fruit option</li> <li>➤ All classes take part in 2 hours of physical education a week</li> <li>➤ PLayer Leaders encourage younger children to be active during lunchtimes</li> </ul> <p><b>Extra Curricular opportunities</b></p> <p>Sports competitions and leagues<br/>Y6 residential to Willersley Castle<br/>Foundation/Y4 dentist visit<br/>Foundation nurse visit</p> | <p><b>PSHE</b></p> <p>To learn about the importance of exercise</p> <p>To explore what it means to eat healthily</p> <p>To understand the importance of healthy food choices</p> <p><b>Science</b></p> <p>To design a fruit and vegetable soup recipe</p> | <p><b>PSHE</b></p> <p>To begin to understand what is safe to put into our bodies</p> <p>To begin to understand how germs are spread and what we can do to stop them spreading</p> <p>To understand there are people in the local community who help to keep s healthy</p> | <p><b>PSHE</b></p> <p>To understand the benefits of healthy eating and healthy teeth</p> <p>To understand how we can look after our teeth</p> <p>To begin to understand the risks associated with smoking and the benefits of being a non-smoker</p> <p><b>Science</b></p> | <p><b>PSHE</b></p> <p>To understand and be able to plan healthy meals</p> <p>To understand ways that we help ourselves and others from becoming ill</p> <p>To understand what happens when we are ill and begin to understand when to seek support</p> <p>To understand how habits can be good or bad for our</p> |



## Safeguarding in the Curriculum

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|  |  | <p>To understand what it means to have a healthy diet</p> <p>To understand ways to look after our teeth</p> <p><b>Science</b></p> <p>To recognise the importance of exercise and personal hygiene</p> <p>To understand how to have a balanced diet</p> <p><b>DT</b></p> <p>To prepare fruits and vegetables to make a healthy smoothie</p> <p>To identify the balance of food groups in a meal</p> | <p>To explain how food is an essential course for animals</p> <p>To identify the main nutrient groups and their functions</p> <p>To explain what makes a balanced diet</p> <p>To explain how to take care of our teeth</p> <p><b>DT</b></p> <p>To evaluate seasonal ingredients</p> <p>To understand safety and hygiene rules when cooking</p> | <p>health</p> <p>To begin to understand the influence others can have on us</p> <p>To begin to understand the risks associated with alcohol</p> <p><b>Science</b></p> <p>To identify factors that identify our health</p> <p>To investigate the relationship between exercise and fitness</p> <p><b>DT</b></p> <p>To evaluate nutritional content</p> <p>To research and design a three course healthy meal</p> |
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## Safeguarding in the Curriculum