

Anti- Bullying

- Explain the difference between unkindness, teasing and bullying.
- Understand that bullying and unkind behaviour are both unacceptable ways of behaving.
- Give examples of what they can do if they experience or witness bullying.
- Say who they could get help from in a bullying situation.
- Recognise emotions and physical feelings associated with feeling unsafe.
- Identify people who can help them when they feel unsafe.
- Understand and describe strategies for dealing with bullying; rehearse and demonstrate some of these strategies.

Teaching opportunities include: weekly assemblies, anti-bullying week and PSHE lessons, follow up playtime incidents.

Keeping Safe

- Understand that classroom rules help everyone to learn and be safe.
- Explain the difference between a secret and a nice surprise.
- Identify situations as being secrets or surprises.
- Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
- Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
- Identify special people in the school and community who can help to keep them safe.
- Know how to ask for help.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.
- How to make a clear and efficient call to emergency services if necessary.
- Identifying 'safer' adults and 'strangers'.
- Bonfire night and the firework code.
- Rail safety.
- Fire safety.

Teaching opportunities include: weekly assemblies, visitors into school, PSHE/RSE lessons.

E-Safety

- Understand the importance of consent.
- Think about the benefits and the risks of the internet.
- Recognise ways to stay safe online.
- Know that talking to strangers online is a risk.
- Understand that we should never share personal information online.
- Learning the SMART rules.

Teaching opportunities include: e-safety week, computing lessons, PSHE lessons with SCARF.

Awareness of other cultures

- Identify some of the physical and non-physical differences and similarities between people.
- Know and use words and phrases that show respect for other people.
- Empathise with those who are different from them.
- How to show respect for others.
- Finding out about different beliefs and religions in our community and around the world both in lessons and assemblies.
- Learning about and celebrating festivals of different faiths especially those observed by children in our key stage.

Teaching opportunities include: RE, visitors from our community, assemblies and geography topics.



Key Stage One

British Values

- Understand that classroom rules help everyone to learn and be safe; take part in creating and agreeing classroom rules.
- Suggest actions that will contribute positively to the life of the classroom; make and undertake pledges based on those actions.
- Demonstrate respect and responsibility for looking after something.
- Recognise and describe acts of kindness and unkindness.
- Suggest ways they can show kindness to others.
- Identify the differences and similarities between people.
- Empathise with those who are different from them. Begin to appreciate the positive aspects of these differences.
- Explain how it feels to be part of a group; explain how it feels to be left out from a group and identify groups they are part of.

Teaching opportunities include: weekly assemblies about school values, British values and cultural and religious festivals. PSHE and RE lessons.

Relationships

- Understand and learn the PANTS rules. Name and know which parts should be private.
- Explain where someone could get help if they were being upset by someone else's behaviour.
- Explain the difference between appropriate and inappropriate touch. Understand that they have the right to say "no" to unwanted touch. Identify the types of touch they like and do not like.
- Recognise that friendship is a special kind of relationship.
- Recognise the range of feelings that are associated with losing with a person they are close to.
- Recognise that people have different ways of expressing their feelings.
- Identify people who are special to them and explain some of the ways those people are special to them.
- Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation.
- Explain, and be able to use, strategies for dealing with impulsive behaviour.

Teaching opportunities include: weekly assemblies, PSHE/RSE and RE lessons, anti-bullying week.

Road Safety

- Learning basic road safety rules including staying with our adults; holding hands; stop, look and listen; finding safer places to cross; zebra crossing, red/green man etc.
- Take opportunities to practise good road safety.
- Be Bright, be seen.

Teaching opportunities include: walk to school week, Junior Road Safety Officer assemblies, school trips, Be Bright Be seen Day.

Health and wellbeing

- Recognise the importance of regular hygiene routines.
- Recognise that exercise is an important part of a healthy lifestyle.
- Recognise the importance of sleep in maintaining a healthy, balanced lifestyle.
- Recognise the importance of fruit and vegetables in their daily diet.
- Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.

- Explain the importance of good dental hygiene.
- Describe simple hygiene routines such as hand washing.
- Names for parts of my body, differences between boys and girls and personal privacy.

Teaching opportunities include: weekly assemblies, mental health and wellbeing weeks, science, DT, PSHE and PE lessons.