

Curriculum Map
Highlighting safeguarding and consent
2025-26




EYFS & KS1						
	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
EYFS	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety / safety with household items Road safety Linking health and happiness	Belonging to a family Making friends / being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies Linking growing and learning Coping with change Transition



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Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating the difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Medicine Safety Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies Assertiveness Preparing for transition
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Year 3						
	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Outline Content	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition




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			Managing feelings Simple budgeting	Healthy and safe choices	Awareness of how other children have different lives Expressing appreciation for family and friends	
Assessment Outcomes	No assessment	I can tell you about a time when my words affected someone's feelings and what the consequences were I can give and receive compliments and know how this feels	I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help I can express how being anxious or scared feels	I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I recognise how I feel about these changes happening to me and know how to cope with these feelings
Safeguarding Focus	<ul style="list-style-type: none"> • What to do if there is no one there to collect you. • Our online safety rules • Stranger danger • Cycle safety • Road safety • Keeping safe online • Animal safety • Firework safety • Emergency services • Safety at home 					



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	<ul style="list-style-type: none"> • Safety around railways 		
Special Events			

Year 4						
	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Outline Content	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decisionmaking Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Assessment Outcomes	No assessment	I can tell you a time when my first impression of someone changed as I got to know them	I know how to make a new plan and set new goals even if I have been disappointed	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to	I can explain different points of view on an animal rights issue and express my own opinion and feelings on this	I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to




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		I can explain why it is good to accept people for who they are	I know what it means to be resilient and to have a positive attitude	I can identify feelings of anxiety and fear associated with peer pressure		make when I am in Year 5 and can describe how to go about this
Safeguarding Focus	<ul style="list-style-type: none"> • What to do if there is no one there to collect you. • Our online safety rules • Stranger danger • Cycle safety • Road safety • Keeping safe online • Animal safety • Firework safety • Emergency services • Safety at home • Safety around railways 					
Special Events						



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Year 5						
	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Outline Content	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and antisocial behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Assessment Outcomes	No assessment	I can explain the differences between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied	I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body	I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others	I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty




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<p>Safeguarding Focus</p>	<ul style="list-style-type: none"> • What to do if there is no one there to collect you. • Our online safety rules • Stranger danger • Cycle safety • Road safety • Keeping safe online • Animal safety • Firework safety • Emergency services • Safety at home • Safety around railways 		
<p>Special Events</p>			



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Year 6						
	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Outline Content	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Assessment Outcomes	No assessment	I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation	I can describe some ways in which I can work with other people to help make the world a better place I can identify why I am motivated to do this	I can evaluate when alcohol is being used responsibly, antisocially or being misused I can tell you how I feel about using alcohol when I am older and my reasons for this	I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and I recognise how I feel when I reflect on the development and birth of a baby



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Safeguarding Focus	<ul style="list-style-type: none"> • What to do if there is no one there to collect you. • Our online safety rules • Stranger danger • Cycle safety • Road safety • Keeping safe online • Animal safety • Firework safety • Emergency services • Safety at home • Safety around railways 		
Special Events			

The grid below outlines a selection of lessons from each year group (Year 3 to Year 6) where safeguarding and/or consent are covered – implicitly or explicitly.

Year Group	Puzzle (unit)	Piece (lesson)	Content	Link to safeguarding
Year 3	Celebrating Difference	2 – Family conflict	This lesson explores how sometimes conflict occurs in families and how children can calm themselves down and use solution-based techniques to help themselves.	Children think about a possible source of family conflict and of ways to help solve it. Teachers need to be aware of all children’s domestic situations (particularly any that may be violent) before teaching this lesson; notes in the lesson plan are provided to help.
	Celebrating	3 & 4 – Witness and	Children learn the role of witnesses in bullying	Homophobic bullying is covered in these



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	Difference	feelings & Witness and solutions	situations, and that sometimes a witness can hinder rather than help.	lessons, as well as what children can do if they see bullying taking place. The Jigsaw 'Solve It Together' technique is especially helpful for children to have a strategy to help themselves and others.
	Healthy Me	4 – Being safe & 5 Safe or unsafe	Children identify things, people and places that they need to keep safe from, and can share some strategies for keeping themselves safe, including who to go to for help.	Using the 'We are keeping safe from...' cards, children can come up with strategies for Jigsaw Jino to keep safe in different situations, including online. Children can also complete the 'Keeping Safe' templates to form their contributing chapter for the school's Healthy, Happy Me Recipe Book (assessment task). They can learn how to take responsibility for keeping themselves and others safe, and why this is important (and that adults do not always have to be present).
	Relationships	3 – Keeping myself safe online	Children discuss things that they might need to keep safe from when online.	Children rank the top tips for keeping safe online and discuss their ranking decisions, while learning about the importance of trust.
Year 4	Celebrating Difference	3 – Understanding bullying	Reinforcing the messages from previous year groups, this lesson focuses on more surreptitious bullying and how to better understand bullying behaviour.	For older children, it is timely to look at the intricacies of bullying and how sometimes it can be difficult to spot. Teachers are encouraged to know what the school's anti-bullying policy states and to ensure that this lesson adheres to the guidance.
	Healthy Me	5 – Healthy Friendships	This Piece looks at how children can learn to recognise when people are putting them under pressure and how to resist this when they want.	Through the context of healthy friendships, children can explore their possible feelings of anxiety and fear and how this might be



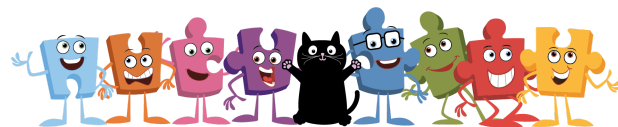
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				associated with peer pressure; it could also be applied to the pressure they might feel from other people.
	Healthy Me	6 – Celebrating My Inner Strength and Assertiveness	Helping children learn that they can have a clear picture of what they believe is right and wrong, and to know how to be assertive when they need to be.	Children can learn to draw on their own sense of right and wrong to help make decisions that suit them. Using some simple assertiveness techniques can help children feel more empowered in their lives and can help to keep them from harm.
Year 5	Celebrating Difference	2 – Racism	Children learn about what racism is and how their own attitudes can affect how they treat others.	The concepts of racism and discrimination are introduced to children and they are invited to share their thoughts. Particular emphasis is given to the words that people use, often without understanding them, and how they can be racist.
	Celebrating Difference	3 & 4 – Rumours and name calling & Types of bullying	Children learn about how rumours are spread and how name-calling can both be bullying behaviours. They also learn the difference between direct and indirect bullying.	Both lessons help children to learn ways that they can be empowered to help themselves, and to report anything that feels wrong to them.
	Relationships	2-6 – Online safety lessons x5	Lessons on staying safe when using technology. Children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others.	Rights and responsibilities are being online, staying safe, and relationships with technology all refer implicitly to safeguarding within these lessons.
Year 6	Celebrating Difference	3 – Power struggles	Children explore power in different contexts – how sometimes it is needed, and how sometimes it is unwarranted and can feel unsafe.	This lesson focuses on power scenarios, how to identify them and how to deal with them practically in real life.



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	Celebrating Difference	4 – Why bully?	Children learn about some of the reasons why people bully, using various example scenarios.	Children are encouraged to practise and use a variety of strategies in managing their feelings in bullying scenarios – and how they can help solve problems if they are part of a bullying situation.
	Relationships	4 – Power and Control	Returning to more assertiveness training, where children learn to recognise when people are trying to gain control or power, and how they can stand up for themselves (and their friends) in situations when others try to gain control or power.	Power and Control headlines and scenario cards are used to facilitate discussion among the children so they can decide on whether someone is being ‘controlling’ – and then to practise some helpful assertiveness techniques, which demonstrate how to deal with some of these situations.
	Relationships	5 – Being Online: real or fake? Safe or unsafe?	Linked to previous lessons, children learn how to judge whether something online is safe and helpful	Online scenario cards are used to give examples of what might happen if someone tried to use technology to gain power over another.
	Relationships	6 – Using technology responsibly	Children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their own safety and wellbeing.	This lesson focuses on the SMARRT rules and how to stay safe and happy online – and what to do if you don’t feel safe.



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Safeguarding Area	Provision within school
<p>Keeping safe in the school community</p>	<p>Regular and informed training on safeguarding systems and provision in school, ensures a robust safety of culture within the school. This is supported by assemblies, the Jigsaw curriculum and the on-going Early Help support undertaken by the Safeguarding Team. Safeguarding assemblies take place throughout the course of the year led by the Safeguarding Team. The intention of these is to help children deepen their awareness of the importance of their safety and what they can do to make sure they are always safe, including when online. The assembly topics include:</p> <p>Safeguarding assemblies include road/rail safety and cover the following areas:</p> <ul style="list-style-type: none"> • How to keep safe using various modes of transport? • How to cross the road safely? • How to keep safe near railway lines? • How to read and understand road symbol? • Consequence of not crossing the road safely • Identifying hazards (including symbols linked to rail safety) <p>Safeguarding assemblies include swim safety and cover the following areas:</p> <ul style="list-style-type: none"> • The dangers of swimming in open water • The differences of indoor and outdoor swimming • Effects of cold water • Water safety tips <p>Safeguarding assemblies include online safety and cover the following areas:</p> <ul style="list-style-type: none"> • Guidance on CEOP (Child Exploitation and online Protection Command) and how to report concerns • Stranger danger online • Sharing personal information/ passwords • Gaming age restrictions/age appropriate content • Who to report a concern to at home at school • Safer Internet Day



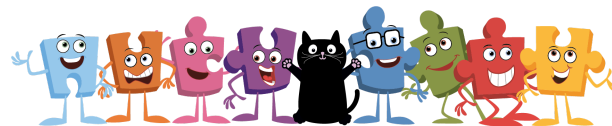
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	<p>Safeguarding assemblies include anti-bullying and cover the following areas:</p> <ul style="list-style-type: none"> • Safe touch and PANTS Programme • Tooth paste assembly – kind words • Children’s rights (including peer-on-peer abuse) • Getting help - which adults to talk to • Childline Worry Monsters and boxes are in use in all classrooms so that children have a means of raising their concerns, in addition to the care card system used by adults in the school. <p>Pupil voice (mixed and single-sex) groups take place on a termly basis and these discussions inform whole school safeguarding practice and provision.</p> <p>The Jigsaw Programme (PSHE and RSE curriculum) teaches children how to keep themselves and others safe, through age appropriate lessons and resources.</p> <p>Safeguarding information is shared with parents through workshops, in the weekly newsletter, on the website.</p> <p>The Safeguarding Team have developed an extensive Early Help offer for families which acts as a protective factor around families and includes: TAF networks, partnerships with external agencies for mental health support, food bank referrals, free uniform, subsidising new school uniform and free places at breakfast club.</p>
Online Safety	<ul style="list-style-type: none"> • Jigsaw KS2 (Healthy me and Relationships Unit) <p>Keeping Myself Safe Online – Children explore how to keep themselves safe when using the internet including apps.</p> <ul style="list-style-type: none"> • Online safety assemblies. • Online safety workshop for parents. • Guidance shared with parents on the website and in the weekly newsletter.
Anti Bullying	<ul style="list-style-type: none"> • Anti-Bullying Week • Anti-Bullying Week and NSPCC workshops • Assemblies • Positions of pupil responsibility in the school which include: Prefects, Monitors,, House Captains, Eco Representatives and School council.



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	<ul style="list-style-type: none"> • Jigsaw KS2 (Healthy Me Unit) – Being Safe and Safe or Unsafe – Children explore how to keep themselves safe and who to go to if they don't feel safe. • Jigsaw KS2 (Healthy Me Unit)- Healthy Friendships – Children learn how to recognise when others are putting pressure on them and how to resist this. • Jigsaw KS2 (Celebrating Difference Unit) – Am I Normal? Children consider what we mean by the term 'normal' and are encouraged to see that the points of view of a majority does not mean something is necessarily right.
Sexual harassment	<ul style="list-style-type: none"> • Staff training on sexual harassment informed through the Review of Sexual Abuse in Schools and Colleges (Ofsted). • NSPCC PANTS programme • Jigsaw KS2 (Healthy Me Unit) – Being Safe – Children learn about safe people, places and situations with strategies for keeping themselves safe and who to go to for help. • Jigsaw KS2 (Healthy Me Unit) – Safe or Unsafe – Children explore when something feels safe/unsafe and how they can take responsibility for themselves and others. • Jigsaw KS2 (Relationships Units) – Keeping Myself Safe Online – Children explore safety online, including the use of apps. • Jigsaw KS2 (Changing Me Unit) – Outside Body Changes – Children recap on the names of different body parts and how these changes are healthy, and that it is important to talk to a trusted adult about our bodies. What is consent? • Jigsaw KS2 (Healthy Me Unit) – Inner Strength and Assertiveness – Children learn to draw on their own sense of right and wrong, to help make decisions. Children learn some simple assertiveness techniques to keep them from harm. • Jigsaw KS2 (Relationships Unit) My Mental Health – Children consider the cycle of thoughts, feelings and actions to help themselves, including how they can find a trusted adult. • Jigsaw KS2 (Relationships Unit) – Power and Control – Children learn to recognise situations where people are trying to gain control and power, so that they can decide whether they are being controlling and practice assertiveness techniques to deal with these situations. • Safeguarding assemblies: Relationships and Friendships – How to keep myself safe with others? • Pupil voice (mixed and single-sex) groups take place on a termly basis and these discussions inform whole school safeguarding practice and provision.



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<p>Pupil mental health and wellbeing</p>	<p>MHST/ CAMHS support, as required. Termly -Class workshops on mental health from Maria at A Quiet Place Establishment of 'My Safe Space' and 'My Safe Activities' - Mentally Healthy School</p> <ul style="list-style-type: none"> • Each year the pupils participate in Wellbeing Week, the aim of this week is to help children deepen their understanding of keeping their minds and bodies in good condition through: <ul style="list-style-type: none"> • Participating in a range of different sporting activities. • Class workshop on health eating and mental health. • Held 1st-7th March to coincide with Eating Disorders Awareness Week which would have an impact on both under and overeating and body awareness. <p>Jigsaw KS2 (Healthy me and Relationships Unit) – My Mental Health – Children explore different types of difficulties and how they can find help. NeuroDiversity Week - May each year - recognising the difficulties that come with anxiety with all conditions and understanding about this within a positive environment. September - World Suicide Prevention Day - Inside Out day November - Kindness Day and Anti-bullying week and Charter December - Gender Awareness - Anti-violence against women linked to cyber-bullying 4th February - Time to Talk Day 1-7th February - Children's Mental Health Week - Anna Freud Centre and MHST resources</p>
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