

Inspirational people

School value – Safe – Esther Rantzen

School value – Brave – Lopez Lomong



Personal Development – Cavendish Curriculum Long Term Plan

Spring 2

Theme – Keeping Safe

Protected Characteristics

Inspirational people

EDB

The Story Project

Assemblies

Picture News

Pol'Ed resources

MHST sessions

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5
PD assemblies	<p>Introduction to Safe (School Value)</p> <p>How can I stay safe in the community?</p>	<p>World Book Day Assembly (In house author)</p> <p>How can I stay safe online?</p>	<p>Who keeps us safe?</p> <p>Introduction to Brave (School Value)</p>	<p>Physical safety at home, school and in the community</p> <p>OPAL assembly</p>	<p>Is it worth it? Positive / negative risks</p>
Cavendish Curriculum Sessions	<p><u>All - Do you know your personal details? What would you do if you got lost?</u></p> <p>EYFS – Safety at home (Pol'Ed)</p> <p>Year 1 – Basic road crossing rules. Stop, Look and Listen</p> <p>Year 2 – Dangers around railways</p> <p>Year 3 – Pedestrian training</p> <p>Year 4 – Safety within the local area (Pol'Ed)</p> <p>Year 5 – Dangers around canals / waters</p> <p>Year 6 – Being safe on public transport Transition to secondary</p>	<p>EYFS – Stranger danger (offline)</p> <p>Year 1 – What is online? Only talking to people you know.</p> <p>Year 2 - How can I stay safe online? (Pol'Ed)</p> <p>Year 3 – How to report inappropriate or unkind online behaviour.</p> <p>Year 4 - Sharing data – digital footprints</p> <p>Year 5 – Deep fakes (Po'Ed)</p> <p>Year 6 - Why does media have age restrictions? (Pol'Ed) Online reputation and long-term consequences</p>	<p>EYFS – Who keeps you safe at home and at school?</p> <p><u>All KS1 – When should a secret not be kept?</u></p> <p>Year 1 – Who are my trusted adults? (Pol'Ed)</p> <p>Year 2 – What are private body parts? (Pol'Ed) or PANTS NSPCC</p> <p><u>All KS2 – Secrets vs Surprises</u></p> <p>Year 3 – How can I share my worries? (Pol'Ed)</p> <p>Year 4 - Responsibilities and boundaries in friendships</p> <p><u>UKS2 - Understanding the agencies that keep children safe / Operation Encompass</u></p> <p>Year 5 – Managing peer pressure.</p> <p>Year 6 – Respect, consent, coercive / appropriate relationships.</p>	<p>EYFS / Year 1 – Safe vs unsafe items around the home. Spotting dangers in pictures</p> <p>Year 2 – Identifying harmful household products – medicines and safe use</p> <p>Year 3 – Recognising electrical, kitchen and bathroom hazards. First Aid basics</p> <p>Year 4 – What measures are in place to keep you safe at school?***</p> <p>Year 5 – Risk assessments at school – link to OPAL / Risk benefit</p> <p>Year 6 – Children missing from home (Ash) Friday 20th March</p>	<p>EYFS / Year 1 – Making a risky situation safer – wearing a seatbelt, crossing the road at a pedestrian crossing, wearing armbands to swim etc</p> <p>Year 2 - What is out of your comfort zone and what is too risky scenarios?</p> <p>Year 3 – Risks (Pol'Ed)</p> <p>Year 4 – Harmful substances and the risks involved – starting with caffeine, energy drinks</p> <p>Year 5 - Too good to be true? (including gambling, online adds, online shop scams)</p> <p>Year 6 – Grooming / County Lines / CCE (Ash)</p>

Safeguarding Qs of the Week	<p>KS1 – What would I do if I got lost?</p> <p>LKS2 – In an emergency who I know my personal details?</p> <p>UKS2 -Is it to share my personal details or my families with anyone?</p>	<p>KS1 – How do I stay safe online?</p> <p>LKS2 – What do I do if something online makes my feel uncomfortable?</p> <p>KS2 – Can online activity have repercussions?</p>	<p>KS1 – When should a secret not be kept?</p> <p>KS2 – When is a secret not a surprise?</p>	<p>KS1 / Year 3 – There are dangers all around us but what keeps me safe in my home?</p> <p>Years 4 and 5 – What measures are in place to keep us safe in school?</p> <p>Year 6 – Why is it still so important to share my worries as I get older?</p>	<p>KS1 – How can I make a riskt situation safer?</p> <p>LKS2 – When does something become harmful?</p> <p>UKS2 – When is it 'too good to be true'</p>
	<p>PCSO Visit The different roles within the police force (crime scene investigating)</p>			<p>PCSO visit Children missing from home</p> <p>** speak to DN/RD</p>	<p>PCSO visit Grooming – first week after Easter</p>

Refugees – 20th June – inspirational people – supplementary materials – Rachel's poem (backwards)