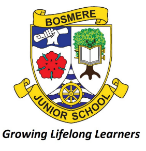
**Year 5**

**Safeguarding within the wider curriculum**

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| **Safeguarding focus** | **Skills/knowledge** | **Within the wider curriculum.** | **Possible activities** |
| Being part of a team.  Teamwork  Empathetic respectful | Realise we are all part of a team and that we all have our own unique talents which contribute to the team. | Class time, circle time, assemblies, pupil roles,  Christmas fair, Year 5 teambuilding afternoon and picnic. | Class charters agreed by pupils.  Golden rules.  Group decision making in various curriculum tasks.  Taking an active role to make the Christmas fair a success.  GROWIT (teamwork focus)  HEARTS (Empathetic and respectful focus) |
| Understanding rules.  Safe  Respect  Teamwork  Trustworthy | Realise we all have responsibilities to behave in a certain way. Realise there are rewards for positive behaviours. | Assemblies, Circle time, Year group meetings, HTA and house point rewards. | Behaviour policy introduced in assemblies and reinforced throughout school.  Golden rules linked to HEARTS values shared in assembly.  Applying these rule on school trips  GROWIT (teamwork focus)  HEARTS (Trustworthy focus) |
| Seeing things from other people’s perspective.  Empathetic  Respect | Value everyone’s input and learn to work within a preselected group. | Christmas fair, PBL. Group work within school and visits | Opportunities to work with different pupils and to appreciate and value differences.  HEARTS (Empathetic and Respectful focus)  Planetarium, Milestones Visits |
| Respectful relationships.  Respect | Pupils take responsibility for themselves and others. | School council, Esafety representatives | Pupils elect class member to the school council.  Esafety Reps are selected from the year group.  Cyber ambassadors chosen from the cohort.  HEARTS ( Respectful focus) |
| Economic wellbeing | Pupils understand the monetary value of items. | Pupil cake sales,  Poppy appeal Christmas fair, fundraising activities. | Pupils are responsible for their own small amount of money to purchase items at sales at school.  Sponsored events |
| Recognise the difference between right and wrong.  Independence  Trustworthy | Pupils realise there are consequences associated with actions. Pupils can explain why something is right or wrong and makes informed decisions. | Assemblies, circle time, Year group meetings. | Restorative practises introduced and used as part of behaviour management. |
| Getting along with others  Teamwork  Respect | Pupils realise that we are all different and should all be tolerant of each other. | Year 5 teambuilding afternoon and picnic | Pupils have opportunity to complete fun activities with their group. Pupils work in a team to plan and hold a picnic. |
| Safety outside of school  Safe | Pupils are taught how to cross roads safely  Pupils are made aware of basic water safety | Visit to planetarium.  River trip. |  |
| **Safeguarding within the Autumn Term curriculum** | | | |
| **Safeguarding focus** | **Skills/ knowledge** | **Curriculum Subject** | **Suggested activity referenced on planning** |
| Value and support others  Empathetic  Teamwork | Discuss and review own and others work, expressing thoughts and feelings. | Art | Offer positive, constructive feedback to others after they have completed their artwork. |
| Choose and use information and basic criteria to evaluate their own and others’ work. | PE | Offer positive, constructive feedback to others’ completed activities. |
| Show resilience  Resilience | To evaluate my skills and troubleshoot bugs in my code. | DT | Children can troubleshoot simple problems by finding a bug and fixing. Begin to evaluate their work both during and at the end of a project using key questions |
| To debug program and offer solutions | Computing | Pupils create Powerpoint quiz and work independently to create solutions and debug their program. |
| Economic wellbeing. | Empathise and understand the life of a cocoa farmer. | Geography | Pupils find out how people in Mexico make money and compare the types of jobs.  Pupils discuss what they would like to do when they are older and if there are opportunities for the work in the local area |
| Show empathy  Empathetic | Explain some difficulties faced by Mayan people and understand how these impacted on daily life | History | Offer some reasons for different versions of events and draw conclusions as to why things might have happened the way they did. |
| Physical safety  Safe | To safely use science equipment. | Science | Before all units of work in science please consider Health and Safety aspects of work.  It is important to carry out risk assessments before any practical work is undertaken and provision should be noted on planning where appropriate relating to whole class and individuals. It is also important to develop children’s understanding of risks/hazards and on occasion for them to undertake their own risk assessments. Generally, please consider:  Looking directly into the sun can damage eyes  Use resources sensibly  Do not put batteries in mouth! Dispose of flat batteries properly  Reminding children of slippery, uneven surfaces outside  Reminding children to be careful of brambles, nettles and insects outside  Also refer to ‘Risk assessment in primary science’ - HIAS |
| Personal hygiene  Healthy | To know the importance of appropriate clothing for games lessons. | PE | Pupils understand the importance of changing for PE and Games. Pupils know that need for good hygiene after physical exercise. |
| My body is my body  Healthy  Safe | What sorts of boundaries are appropriate in friendships with peers and others .  About the concept of privacy, including secrets.  That each person’s body belongs to them – differences between safe/unsafe appropriate/inappropriate contact.  How to respond safely to adults.  How to recognise and report feelings of being unsafe around any adults.  How to ask for advice or help.  How to report concerns – what vocabulary should be used.  Where to get advice.  How their online communication affects others.  How to protect personal information online;  How to recognise disrespectful behaviour online and know how to respond to it. | PSHE | Play islands game. Discuss the various stages of the game and how the children felt as the Islands became more crowded. Explain/discuss the concept of ‘body space’ and feeling uncomfortable when people get too close. Identify different situations where ‘body space’ might be invaded and how to respond eg. Playing a game, on a busy train, someone sitting too close, being asked to give someone a hug etc.  Read the story Harold’s day of secrets and surprises.  Discuss ‘safe secrets’ and ‘unsafe secrets’. Explore how children feel when they are safe and unsafe (for example, they may get butterflies in their stomach, feel hot or sick or sweaty, they may feel they need the toilet and so on). Explain that these are the body’s way of telling us that things aren’t right and alerting us that a situation is unsafe. Scenarios activity.  Make a list of the sort of people at school and at home they could talk to if they felt they had been told an ‘unsafe’ secret.  Share story and discuss advice that could be offered. Introduce confidentiality.  Year 5 - Communication – responsible online independence and responsibility. Communicating with friends online – recognising feelings activity – say a number, convey a feeling/emotion. Identify how this is easier face-to-face and that we have a responsibility to communicate carefully online/ respecting boundaries. Be RESPECTFUL and SAFE  Recognising how physical changes in our body (feeling hot, heart racing) can be an indicator of how a situation is making us feel. Circles of trust activity. PANTS campaign.  Be HEALTHY and SAFE.  http://code-it.co.uk/wp-content/uploads/2018/01/CommunicatingOnline.pdf  SCARF – Year 5 – play, like share  https://www.thinkuknow.co.uk/8\_10/watch/  Playing online games safely, being careful what you share, things we see online. |
| Have a positive body image  Healthy | To know key facts about puberty and the changing adolescent body, particularly age 9-11, including physical and emotional changes.  To understand menstrual wellbeing, including key facts about the menstrual cycle.  To know that body images in the media (male and female) are not always a true reflection of reality. | PSHE | Be HEALTHY – Talk about your feelings.  Body outline activity – introduce correct terms for genitalia.  Facts about the menstrual cycle.  Create a feelings wordbank. Discuss how hormones can impact feelings and cause conflict. Introduce the concept of compromise – hot seating activity. Alternatively children could create an ‘agony aunt’ style page for a magazine.    Be HEALTHY, EMPATHETIC and RESPECTFUL. |
| Respect views of others  Respect | Simply explain their own responses to the concept of good and evil through discussion and writing. | RE | Class discussion followed by independent writing activity involving responding to questions on their views and the views of Hindus on the concept of good and evil. |
| Online safety and online relationships.  Safe | Understand some of the risks online. | Computing | Cyber Ambassadors deliver series of 5 lessons:  Phishing and scams, Understanding people are not always who they say they are online, Digital footprints, Safe selfies, Making the internet a happy place. |
| **Safeguarding within the spring term curriculum** | | | |
| Show resilience  Resilience | Design, write and debug a program in Scratch, making sensible suggestions for their possible errors. | Computing | Users create a program that calculates and records how many coins there are in a given number of pence. Pupils debug as they create their program. |
| Show empathy  Empathetic | Pupils can imagine the dangers facing evacuees and explain how evacuated children and parents fel**t**. | History | Role play lively debate in Parliament using symbolic props, dividing class into pro and anti-war camps and selecting most powerful arguments in small groups. EMPATHY TEAMWORK  Zone of inference deduction activity to investigate necessity for evacuation and critique a very positive BBC website which gives an overly positive view of evacuees’ experiences. |
| RE | Can you think of a time when you put yourself last, spent your time helping someone else, stuck up for someone even though you might have got into trouble … How did it make you feel? Can you think of someone who has sacrificed something for you? Children talk in pairs. Take a few ideas. Ask children to briefly write/draw their own experiences of sacrifice - who sacrificed what for whom and place on a ‘Thank You wall’. Or pupils write a play scene – half write about someone sacrificing something for no reward; the other half when sacrifice is unexpectedly ‘rewarded’.  WONDER |
| Work as part of a team  Teamwork | To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  To choose and use information and basic criteria to evaluate their own and others’ work.  To choose and use information to evaluate their own and others’ work.  To suggest improvements in their own and others’ performances. | Music | Perform, evaluate and change compositions throughout to achieve the desired effects. Then put all the pieces together, record, analyse and try to make changes to the performance to make it more fit for purpose. |
| PE | Inform pupils that the live band is playing jazz. Energetic, athletic and full of fun, the Lindy Hop evolved with the jazz music of the time. The American soldiers stationed in Britain during World War Two brought their dances with them and a craze began. Lindy was a fusion of many dances that preceded it, combining partner and solo dancing. It is mainly based on jazz, tap, breakaway and the Charleston. |
| Healthy bodies  Healthy | To know about sun safety, the importance of sleep, dental health and personal hygiene.  To know about facts and science related to immunisations and vaccines | PSHE | This is an ideal opportunity for children to engage in a small or large-scale PBL activity; researching and presenting information on the following subjects:  Sun safety, the importance of sleep, dental health and personal hygiene (which will have been taught explicitly during the autumn term). |
| Understand and respect the views of others  Respect | To simply explain that people will have different ideas about the concept of resurrection. | RE | Explore ready-prepared statements about death. If people believe in the Resurrection, how might this affect their beliefs about life after death? If people believe in life after death, how might this affect how they live? Debate: People who believe in an afterlife are likely to behave better in their earthly lives. Teacher to chair in order to widen the exploration of these ideas. Photo of debate Children to write short personal response  E.g. I believe/ don’t believe and this will/ will not affect my life by…  I think people who believe (The opposite) will behave differently / the same because …. |
| **Safeguarding within the Summer Term curriculum** | | | |
| Keeping safe online  Safe | To safely use search functions | Computing | Children safely use the Internet for research and follow lines of enquiry.  Children understand the function of a search engine and the importance of using correct search criteria. |
| Physical safety  Safe | Use DT equipment safely  Use science equipment safely | DT  Science | Use needles effectively and carefully to create a variety of stitches. |
| Evaluation of risk  Safe  Trustworthy | Explain how to reduce the risks around school. | Geography | Fieldwork – where in school is the riskiest? Chn design and carry out an environmental quality survey in 3-5 places around school to find out where is the riskiest \*see additional information  Chn to use new specific vocabulary to talk about volcanoes.  Chn to think of the school as if it were in the shadow of a volcano, e.g. Vesuvius, Etna or Kilauea.  Chn describe possible impacts by identifying specific risks on the school site |
| Work as a team  Teamwork | Play a critical role within a small group. | Music | Make audio recordings of the children’s ideas so that they can listen, to help them evaluate the sound effects they have chosen. Continue creating music for each section of Spacedust. Make a large wall chart of the cue score and use this to rehearse the music without the movie, following a conductor if necessary. Finalise ideas and fill in the cue score for each section. Rehearse the cue scores to a second count, then perform the music with the animation. |
| Healthy bodies  Healthy | Know and understand the basic principles of warming up and why it is important for good quality performance.  Understand why physical activity is good for health. | PE | In a defined area mark six to eight stations with cones. Organise children into groups of four or six. At each station indicate a dynamic warm up or mobility exercise. These might include the following: arm circling, jumping jacks, trunk twists, leg swings, marching on the spot, heel flicks, etc. |
| Managing online relationships  Safe  Respect | Understand that being a bystander in online bullying can make them complicit.  To know that the same principles of respect apply online as to face to face relationships.  To know the rules for stating safe online and know how to critically consider online relationships.  Consider sources of information and how data is shared and used online. | PSHE | Safety Jigsaw film  <https://www.thinkuknow.co.uk/parents/Primary/Conversation-Starters/Go-to-the-movies/jigsaw/>  Why it can be difficult to understand the meaning and intention of text and email messages. For example, when we are with people face-to-face we get clues about their feelings. Think about what kind of clues we get from people during face-to-face discussions, [e.g. tone of voice, volume, facial expression, body language) that we lose online.  If we look at something online, can we tell if it is true or not?  Emphasise that it's much harder to tell if something is true if we don’t have the person right in front of us.  If we look at something written in a book, can we tell if it is true or not?  Show the Facebook-style profile page - What do we think her life is like? How do we know? Could it be different to what we think?  When we look at a picture or a post online, can we tell whether the information it presents is an accurate record of the reality or not? Even if it's someone we know, it might not be what we think it is.  People posting online choose how they want to present themselves. They often only present certain information (or images), to make themselves look a particular way. |
| Self-worth  Healthy  Respect | Explain why some things are special and sacred to themselves and others. | RE | Imagine and discuss a world where nothing and no one was allowed to be made sacred or worshipped in some way? Nothing was special and there were no special places. How might a Christian feel? How might you feel? |
| Environmental issues  Respect | Understand how their actions impact upon the environment | Science | Discuss and explain what impact environmental changes have on habitats? How do environmental changes affect organisms differently e.g. water temp rise increases algae growth, less oxygen – fish die, toxins etc (ensure progression from Year 4)  Investigate, discuss and explain what positive and negative impacts humans have on the environment. |
| Value the views of others  Empathy  Respect | To listen and respond constructively to other children’s opinions. | Spanish | Discuss the features of the artwork, say how it makes them feel, give their opinions on whether they like or do not like it.  Reproduce their own art work in the style of Picasso. |