



Holy Trinity Church of England Primary School

To be the best we can be: for God, for others and for ourselves

Safeguarding Progression Grid

Our safeguarding curriculum map sets out how to help children at Holy Trinity CE Primary School keep themselves safe. This can be covered through Relationship and Sex Education and the PSHE curriculum as well as Collective Worships, workshops and focus days/weeks in school. Our aim is to provide the children with age appropriate skills, knowledge and understanding to help them recognise and respond to issues. Children will be supported to develop their understanding of risks, at an age appropriate level, including when using technology, the internet, gang and criminal exploitation, misusing drugs and alcohol and risks associated with grooming. Children will also learn about road safety, anti-bullying, and know how to seek support when needed.

	Autumn	Spring	Summer
Whole School	Keeping safe in the dark (Safety badges for children) Bonfire and Firework Safety. People we Trust (Collective Worship) Anti- Bullying week (Collective worship and in class)	World Faith Day (Collective Worship) Safer Internet Day (Collective worship) NSPCC – Speak Out, Stay Safe	Sun Safety NSPCC – Keeping Children Safe (PANTS) https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule

PSHE Theme	Health and Wellbeing	Relationships	Living in the Wider World
Reception	To manage their own needs and personal hygiene • Toothbrushing • Sensible amounts of screen time • A good sleep routine • Being a safe pedestrian.	To express their feelings and consider the feelings of others.	To develop their sense of responsibility and membership of a community.
Year 1	To learn what constitutes, and how to maintain a healthy lifestyle, including benefits of physical activity, rest, healthy eating and dental health. To learn about good and not so good feelings, a vocabulary to describe their feelings to others.	To learn to recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask', 'I'll tell', including knowing that they do not need to keep secrets.	To learn that people have rights and that everyone has a responsibility to protect those rights.
Year 2	To learn the importance and how to maintain personal hygiene. To learn household products, including medicines, can be harmful if not used properly.	To learn to judge what kind of physical contact is acceptable, comfortable, unacceptable and how to respond (including who to tell and how to tell them).	To learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

	To learn rules for and ways of keeping physically and emotionally safe including responsible use of ICT and use online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.		
Year 3	To learn what positively and negatively affects their physical, mental and emotional health. To learn which, why and how commonly available substances and drugs (including alcohol, tobacco and ‘energy’ drinks can damage their immediate and future health and safety, that some are restricted and others are illegal to own, use and give to others.	To understand what makes a positive, healthy relationship, including friendships.	To understand that there are basic human rights shared by all people in all societies and that children have their own special rights set out in the ‘United Nations Declaration of the Rights of the Child’.
Year 4	To learn to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in the local environment). To learn how pressure to behave in unacceptable, unhealthy and risky ways can come from a variety of sources, including people they know in the media.	To learn the concept of ‘keeping something confidential or secure’ and when they should or should not agree to this and when it is right to ‘break confidence’ or ‘share a secret’.	To learn to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice language, ‘trolling’ and how to respond and ask for help).
Year 5	To learn how to make informed choices and begin to understand the concept of a balanced healthy lifestyle.	To learn that marriage is a commitment freely entered into by both people, that no one should marry if they don’t absolutely want to do so or are not making this decision freely by themselves.	To understand that there are basic human rights shared by all people in all societies and that children have their own special rights set out in the ‘United Nations Declaration of the Rights of the Child’.
Year 6	To recognise when they need help to develop the skills to ask for help, to use basic techniques for resisting pressure to do something dangerous, unhealthy, that might make them uncomfortable or anxious or that they think is wrong.	To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact, understanding that these actions constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.	To learn to recognise how their increasing independence brings increased responsibility to keep themselves and others safe.