



# Safeguarding in the Wider Curriculum

An overview of where links to Safeguarding are made across the curriculum, outside of PDL, Computing and Collective Worship/Assemblies

<b>EYFS</b>	<p>The nature of the EYFS curriculum means that key messages such as safe touch and consent, risk assessing and safe use of equipment, using words and speaking up, and hygiene and keeping ourselves clean are constantly given and referred to. Book choices are deliberate to help represent key issues and reinforce safety messages. Three of our Hamble Primary Aspirations link directly to safety and keeping safe:</p> <ul style="list-style-type: none"> <li>Children will be able to manage personal needs independently and talk about how to look after their bodies.</li> <li>Children will be able to use strategies that have been taught to help them to feel calm and cope with a range of situations they will experience.</li> <li>Children will be able to solve problems within the outside environment, including forest play, which will develop resilience, physical confidence and an understanding of risk.</li> </ul>							
<b>Cycle A</b>	<b>Year 1</b>		<b>Year 2</b>		<b>Year 3/4</b>		<b>Year 5/6</b>	
<b>Autumn</b>	English: Getting lost; caring for an animal. Outdoor Learning: being safe in the woods.	English: toys and following instructions. Outdoor Learning: map reading.	Outdoor Learning: Using simple tools. Science: Materials and what is safe to touch (e.g. glass). PE: importance of keeping healthy.	History: Fire safety. Science: Safe uses of different materials. English: Fire safety. Outdoor Learning: survival skills.	English: Getting lost, adults knowing where you are. Science: Bright lights, sun safety, eye protection. RE: Hygiene and cleansing.	History: Disabilities and ensuring safety for all. Science: Sound and safe noise levels. DT: Safe use of tools. Outdoor Learning: Campfire safety.	History: Discrimination, viewpoint, propaganda and potential for radicalisation. Science: Safety with electricity and electrical circuits. Outdoor Learning: Using tools and moving heavy equipment safely.	English: Children's rights, safe adults. Science: Bright lights, sun safety, eye protection. DT: Electrical safety – building own circuits. Outdoor Learning: Using tools and moving heavy equipment safely.
<b>Spring</b>	English: Getting lost, adults knowing where you are. DT: Safe use of tools. Outdoor Learning: using simple tools.	English: Safety by the sea. DT: food hygiene, safe use of tools for food preparation, healthy eating. PE: importance of keeping fit.	English: Hygiene and cleanliness. History: Hygiene and medicine, people who will listen to you. Outdoor Learning: map skills.	History: Safe demonstrations, people who will listen to you. DT: food hygiene, safe use of tools for food preparation, healthy eating. PE: Safe touch.	English: Questioning versions of events, healthy curiosity. Science: Boiling and freezing – safety around appliances. DT: Safe use of tools. PE: Use of equipment (skipping rope)	Geography: Water safety and being around a river (tides, depths etc). PE: Tag rugby – appropriate touch.	PE: Fitness circuits – importance of keeping healthy. Languages: Healthy eating.	English: Don't be a bystander. Geography: Migration and power imbalance. Economics and making sensible choices. Science: Sun safety. DT: Cooking – food hygiene, safe use of tools for food preparation, healthy eating.
<b>Summer</b>	English and History: Children's	English: Local area and litter.	Geography: Keeping safe in	DT: food hygiene, safe use of tools for	English: Fireworks and experiments.	Science: Keeping healthy – dental hygiene.	Geography: What to do if you are lost, keeping	Science: Reproduction – linked to RSE.

	rights and speaking up. Science and Outdoor Learning: Safety around plants (e.g. touching, eating)	Geography: Fieldwork – areas of school.	our local area – roads and water. Science: Important of hygiene.	food preparation, healthy eating. Outdoor Learning: safe use of tools.	Geography: Staying safe in a natural disaster (and where in the world these are most likely). Outdoor Learning: Soil study – hand hygiene. PE: Swimming (Y4) – water safety.	DT: Cooking – food hygiene, safe use of tools for food preparation, healthy eating.	safe in new places. Using a map online.	Art: Charlie Mackesy - Mental Health and Wellbeing.
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Cycle B	Year 1		Year 2		Year 3/4		Year 5/6	
<b>Autumn</b>	English: Getting lost; caring for an animal. Outdoor Learning: being safe in the woods.	English: toys and following instructions. Outdoor Learning: map reading.	Outdoor Learning: Using simple tools. Science: Materials and what is safe to touch (e.g. glass). PE: importance of keeping healthy.	History: Fire safety. Science: Safe uses of different materials. English: Fire safety. Outdoor Learning: survival skills.	Science: Diet, exercise and healthy lifestyles. Outdoor learning: Getting lost, map skills.	Science: Muscles and bone health. DT: Safe use of tools. Outdoor learning: Getting lost, map skills.	English: 'Stranger Danger' and pastoral care. DT: Computer-aided design – password protecting, accessing own work. Science: bacteria, hygiene. PE: Fitness – keeping healthy, heart rate, muscles.	English: Rights and freedoms. DT: Safety with tools. RE: Candles.
<b>Spring</b>	English: Getting lost, adults knowing where you are. DT: Safe use of tools. Outdoor Learning: using simple tools.	English: Safety by the sea. DT: food hygiene, safe use of tools for food preparation, healthy eating. PE: importance	English: Hygiene and cleanliness. History: Hygiene and medicine, people who will listen to you. Outdoor Learning: map skills.	History: Safe demonstrations, people who will listen to you. DT: food hygiene, safe use of tools for food preparation, healthy eating. PE: Safe touch.	English: Survival skills, staying safe outside. Science: Safety with electrical devices. DT: Electrical circuits.	English: Animal welfare. Geography: Safe demonstrations, people who will listen to you.	DT: Healthy eating and using tools safely, cooking times and knowing when something is cooked/raw.	Science: Heating/boiling History: Democracy – rights and speaking out. English: Safe demonstrations, people who will listen to you. Art: Cutting tools for stencils, safe ways to get a message across.

		of keeping fit.						
<b>Summer</b>	English and History: Children's rights and speaking up. Science and Outdoor Learning: Safety around plants (e.g. touching, eating)	English: Local area and litter. Geography: Fieldwork – areas of school.	Geography: Keeping safe in our local area – roads and water. Science: Important of hygiene.	DT: food hygiene, safe use of tools for food preparation, healthy eating. Outdoor Learning: safe use of tools.	PE: Swimming (Y4) – water safety. DT: Safe use of tools. Science: Water safety.	English: Questioning versions of events, healthy curiosity. Geography: Fieldwork - collecting data from the public, road and traffic safety.	English: Water safety Art: Photography – sharing images, consent, photoshopping/editing, safe images. Science: Reproduction – links to RSE. Outdoor Learning: Orienteering and map skills – what to do if you are lost.	English: Rights of a child (schooling, work etc) Geography: Fieldwork – collecting data from the public, water safety (being by the coast). Science: Physical health. Orienteering and map skills – what to do if you are lost.