

Whole School Online Safety & Safeguarding Curriculum Overview: How key safeguarding messages are embedded and explicitly taught within our curriculum

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Cherry Online Safety</p> <p>*Rolling curriculum: repeat with content from Y3 and 4 curriculum if there is a need to extend or respond to issues as they arise either across the school, in Cherry or nationally/other.</p>	<ul style="list-style-type: none"> - Know what personal information is and keep it private. - Use simple passwords and ask an adult before sharing anything online. 	<ul style="list-style-type: none"> - Understand that information online can stay there and be copied. - Know not to share personal information and who to ask for help. 	<ul style="list-style-type: none"> - Know what bullying looks like and how it makes people feel. - Tell a trusted adult if bullying happens. 	<ul style="list-style-type: none"> - Know that work created is your own and needs saving with a name. - Understand that others' work belongs to them. 	<ul style="list-style-type: none"> - Use simple tools to find information. - Seek help if something online feels upsetting or confusing 	<ul style="list-style-type: none"> - Know that some people online may not be who they appear to be. - Ask for help if something or someone online makes you uncomfortable.
Year 3 Online Safety	<ul style="list-style-type: none"> - Create simple rules for staying safe online. - Use and protect passwords; share information only with trusted people. 	<ul style="list-style-type: none"> - Search safely for information and think carefully before sharing online. 	<ul style="list-style-type: none"> - Be kind online and recognise unkind behaviour. - Know what bullying looks like and how to get help. 	<ul style="list-style-type: none"> - Know that online friends may not be real-life friends. - Ask permission before sharing anything about others. 	<ul style="list-style-type: none"> - Understand that not everything online is free to use. - Use key words to find reliable information. 	<ul style="list-style-type: none"> - Tell fact from opinion. - Know how to get help if online content feels worrying or upsetting.
Year 4 Online Safety	<ul style="list-style-type: none"> - Keep personal information private. - Know online activity is monitored and not always private. 	<ul style="list-style-type: none"> - Stay safe in online games or platforms. - Recognise respectful and disrespectful behaviour. 	<ul style="list-style-type: none"> - Recognise emotions online and how posts affect others. - Know how online bullying can happen. 	<ul style="list-style-type: none"> - Understand online information about you may not be accurate. - Know others may post things about you without permission. 	<ul style="list-style-type: none"> - Know who owns online content. - Recognise when you can reuse material. 	<ul style="list-style-type: none"> - Understand online identities can differ from real life. - Know how behaviour affects how others see you.
Year 5 Online Safety	<ul style="list-style-type: none"> - Protect accounts and personal information. - Create strong passwords and know how apps request data. 	<ul style="list-style-type: none"> - Know how tech affects sleep/wellbeing. 	<ul style="list-style-type: none"> - Recognise online bullying and keep evidence. 	<ul style="list-style-type: none"> - Understand info online may be inaccurate. 	<ul style="list-style-type: none"> - Decide when using others' work is acceptable. 	<ul style="list-style-type: none"> - Understand online identity choices.

		- Tell reliable information from fake content.	- Know how to block/report abuse.	- Know how online info shapes opinions.	- Recognise fair use and public domain.	- Know posts online can be seen/changed by others.
Year 6 Online Safety	- Know age restrictions for apps/games. - Manage passwords and recognise scams.	- Understand age-rating systems. - Recognise persuasive design and manage screen time.	- Recognise cyberbullying and how to report it. - Identify trusted adults who can help.	- Understand online reputation and how it forms. - Use strategies to protect online identity.	- Reference and acknowledge online sources. - Choose content appropriate for reuse.	- Identify harmful/discriminatory content. - Know how to get help and persist until supported.
Whole school/additional	National Online Safety Day E-Safety Week Police talks about online safety Staff training in online safety and safeguarding updates Posts to the school community when incidents occur					

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<p>Cherry Safeguarding</p> <p>4-year rolling curriculum</p> <p>*2026-2027 is Year 1</p> <p>*2027-2028 is Year 2</p> <p>*2028-2029 is Year 3</p> <p>*2029-2020 is Year 4</p>	<ul style="list-style-type: none"> PSHE My Family and Me (Y1) In this unit children will explore what makes them and other people special focussing on similarities and differences. They will name the different parts of the body. They will learn about different community groups they are a part of . They will discuss the different people in their families and compare different types of families. They recognise how different people care for them and talk about who to tell if they are worried PSHE How am I feeling? (Y2) In this unit children will discuss about what is a feeling and be taught to understand and name a range of feelings. They will recognise and explain the similarities and differences between physical and emotional feelings and learn how to make themselves feel good and better. They will recognise how their feelings can 	<ul style="list-style-type: none"> PSHE Being the Healthiest Me (Y1) In this unit children will be taught to recognise their own strengths and what they want to be better at. They will be given strategies to recognise their own feelings and how to deal with them and will learn about people in their community who could help (doctors, dentist etc) and to know how to ask for support. PSHE My Friends and Me (Y2) In this unit children will focus on how to make friends and be a good friend. They will be taught to know what they can do when they are lonely. They will learn how 	<ul style="list-style-type: none"> PSHE Citizenship (Y1) No direct safeguarding links PSHE Healthy Me (Y2) No direct safeguarding links PSHE Looking After Me (Y3) * PSHE Respecting the Individual (Y4) * <p>* For content see below</p>	<ul style="list-style-type: none"> PSHE Caring for the wider world (Y1) No direct safeguarding links PSHE Jobs in our Community (Y2) No direct safeguarding links PSHE People in Our Community (Y3) * PSHE Managing Myself & My Behaviour Y4 * <p>* For content see below</p>	<ul style="list-style-type: none"> PSHE Safe Me (Y1) In this unit children will explore what safety means and how to respond safely to adults. They will learn about the people within the community that keep them safe and how to ask for help when feeling unsafe. They will work on developing resilience and knowing the different ways they can ask for support. PSHE My Body (Y2) In this unit children will learn what appropriate and inappropriate touch is and explore what is appropriate and 	<ul style="list-style-type: none"> PSHE Economics (Y1) No direct safeguarding links PSHE What's the Risk? (Y2) In this unit children will understand the need for rules to help us keep safe. They will recognise the signs of peer pressure and begin to use strategies to manage it. They will be taught to recognise unsafe situations/ environments and know how to take steps to remove themselves including how to keep themselves safe online. PSHE First Aid (Y3) *

	<p>affect their body and behaviour. They will learn how to manage and share their feelings and other people's feelings and explore different ways of asking for help/support (Ref: teasing and bullying).</p> <ul style="list-style-type: none"> • PSHE Pressures I May Face (Y3) * • PSHE My Feelings and Me (Y4) <p>* For content see below</p>	<p>actions can affect others feelings and understand what is meant by personal space. They will explore what bullying is and recognise why someone needs help and what they can do.</p> <ul style="list-style-type: none"> • PSHE Great Friends (Y3) * • PSHE Responsible Me (Y4) * <p>* For content see below</p>			<p>inappropriate in different situations. They will talk about what makes me uncomfortable and how to respond and will distinguish between safe and unsafe secrets.</p> <ul style="list-style-type: none"> • PSHE We Are Family (Y3) * • PSHE Collective Responsibility (Y4) * <p>* For content see below</p>	<ul style="list-style-type: none"> • PSHE Puberty (Y4) * <p>* For content see below</p>
Year 3 Safeguarding	<p>Pressures I May Face</p> <p>In this unit, children will explore the pressures they may face in everyday life from false advertisements to peer pressure. Children will learn the importance of managing conflicting and challenging feelings and behaviours. Finally, children will learn the importance of asking and giving permission to touch and that their bodies belong to them. They will continue to develop their resilience skills when asking for support.</p>	<p>Great Friends Think Alike</p> <p>The children continue to develop their understanding of friendships from Year Two, focusing on how a friendship can affect one's wellbeing and what an unhealthy friendship looks like. The children develop the skills to manage these situations and who they can go to for help and support.</p>	No direct link but PSHE unit Looking After Me with a focus on hygiene, physical and mental health	No direct link but PSHE unit People and Our Community, includes diversity and stereotyping	<p>We are family</p> <p>In this unit, the children will build upon their knowledge of families from Year One. They explore different family types and focus on why we should respect these differences. The children learn about common features of families and how a healthy family is built on a foundation of love and caring. Finally, the children develop their understanding of who can help them if they have family issues such as Childline.</p>	<p>First aid</p> <p>In this unit, we will introduce the children to what "First aid" is and how they will deal with situations that may arise. In year 3 they will focus on "bites and stings" following the St John's ambulance service resources. They will also look at the importance of washing their hands and how to keep themselves safe.</p>

<p>Year 4 Safeguarding</p>	<p>My Feelings and Me (mental health)</p> <p>In this unit, children will recognise how everyday events can affect their feelings and behaviour. They will consider strategies to help manage feelings in these situations. Children will begin to think about their own character traits and how these can be used positively to build their self esteem. They will also set goals and consider how to overcome barriers in their quest to achieve their goals.</p>	<p>Responsible Me</p> <p>This unit goes back to understanding what a healthy relationship is, then takes the learning forward by exploring what rights and responsibilities people should be given and receive. This is challenged by exploring when privacy rights may be broken to protect someone's safety.</p>	<p>No direct link but PSHE unit Respecting the Individual, rights and protection by law</p>	<p>Managing Myself and My Behaviour</p> <p>In this unit, children will focus on their behaviours and how they can be influenced and changed by external pressures e.g. their peers and online use. Children develop their self-esteem and self-worth and make that link between them and recognising personal qualities. Children will think about their goals and setting realistic goals. Children learn about rules and laws that are made to keep us safe and the importance of them. Finally, children continue to work on the skill of resilience.</p>	<p>No direct links but PSHE focus on Collective responsibility, environmental focus</p>	<p>Health and Wellbeing Puberty</p> <p>In this unit, children will be introduced to the human life cycle. They will understand what puberty means and learn about physical and emotional changes that may occur. They will know what menstruation is and how they can seek support if needed. Children will know ways in which they can keep themselves clean, as they grow older.</p>
<p>Year 5 Safeguarding</p>	<p>No direct link but PSHE unit on Similarities, Differences and Stereotypes (identity)</p>	<p>Careers Week</p> <p>Indirect link as gambling and advertising risks considered as part of broader safeguarding and maintaining a healthy income.</p>	<p>Online Safety</p> <p>This unit builds of previous lessons of privacy and keeping safe online by exploring the different images and interactions the children will have with others. The children develop their understanding of the consequences of their online footprint and</p>	<p>First Aid and Head Injuries</p> <p>The children develop their understanding of first aid from their lessons within year three by going into more detail on what to do in the event of a head injury and also if someone is having an asthma attack.</p>	<p>Growing Up</p> <p>How can we deal with changes in our body? This unit allows children to gain a greater understanding of how their bodies will change throughout puberty. The children will have the chance to learn more detail on menstruation and wet dreams. They will also</p>	<p>What do I know about Drugs?</p> <p>In this unit, children will develop their knowledge on the different types that people may take – from legal to illegal drugs. Children will understand why people take drugs and delve into the dark side of drug taking e.g. the risks and side effects</p>

			how they should be cautious about what they post online.		have a chance to discuss how the media portrays body image and how this can affect confidence and self-esteem (mental health)	and the reasons for addiction. Children will work in groups to think of ways of how they can ask for help and support and how they can avoid the threat of taking a drug.
Year 6 Safeguarding	<p>My Mental Health and Me</p> <p>In this unit, children will focus on mental health. With mental health becoming a big issue for children in today's society, it's important that we teach children what mental health is, the causes of poor mental health and the signs of poor mental health. Most importantly, in this unit, children will also learn about different strategies to help with their mental health and why self confidence is important when it comes to having a good mental health. Finally, children will learn to whom they ca</p>	<p>Choices, Choices, Choices...</p> <p>Throughout this unit, the children will learn the importance of good physical and mental health. They will develop their knowledge of a balanced diet to include calorie intake and nutritional value. When exploring the use of drugs, the children will consider the effect on the wider family and the implications that this might have. Finally, children will develop strategies in order to say no to their friends when under pressure.</p>	<p>Living in an online world</p> <p>In this unit, the children will have a chance to recap what they have learned about staying safe online. They will also become "teachers" and support another year group with understanding what acceptable behaviour is online. The final section to this unit will give the children a chance to reflect and ask questions about being safe online.</p>	<p>Changing Relationships</p> <p>In this unit, children will learn about the diversity of different kinds of relationships and how these can change over time. They will consider what makes a healthy loving relationship and some of the reasons relationships may come to an end.</p>	No direct link but PSHE unit on Reproduction	<p>Moving On Up Summer</p> <p>The purpose of this unit to prepare children with their transition to high school. The children will learn about the need to take responsibility for their own learning and resources to have a successful move to high school. This will involve working closely with the children's next school to help address any worries the children may have and create strategies to help them manage the transition.</p>
Whole school/additional	<p>Anti Bullying/Friendship Week, Odd Socks Day, Children's Mental Health Week, School Counsellor, Hot Heads, Thrive (external), Vulnerable Pupil Hot Clinics, Zones of Regulation, Worry Box, Touchpoints, PWO led groups and check-ins, Buddies, referrals to external support e.g. Young Carers, Subwise, Holiday Activity Fund, assisted/free club places</p> <p>* For staff: full induction with all staff trained in L2, KCSIE, Prevent, SLT are L3 & Brook Traffic Lights trained, half termly refreshers for all staff, TeamTeach training for Cherry and ARP staff, Safer Recruitment training for SLT, SCR and Safeguarding reviews from the Trust. See training log for full records.</p>					