

Whole School Online Safety & Safeguarding Preventative 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
Cherry Online Safety	To explain how passwords are used to protect information, devices and accounts. To recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names). To explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. To describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).	To understand that information that is shared online can stay there for a very long time. To know that information can copied off the internet. To understand that information about me can be copied by others. To know that I should not share my personal information online. To name different types of personal information that can be shared (photos, text, video). To name 3 adults that can help me if I am unsure about information I want to share.	To explain what bullying is, how people may bully others and how bullying can make someone feel. To explain why anyone who experiences bullying is not to blame. To explain how anyone experiencing bullying can get help.	To explain why work I create using technology belongs to me. To be able to say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). To be able to save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content). To understand that work created by others does not belong to me even if I save a copy.	To give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. To know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. To know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	To recognise that there may be people online who could make me feel sad, embarrassed or upset. To know when I should ask an adult for help with things online that upset me. To give examples of different adults I can ask for help. To know that people can choose different pictures online to what they actually look like in real life. To explain why someone might want to change their appearance online. To describe ways in which people might make themselves look different online.
Year 3 Online Safety	Make sensible e-safety rules. To describe simple strategies for creating and keeping passwords private.	To explain how to search for information about others online. To give examples of what anyone may or	To explain why I should be kind online vs. Unkind. To know how I should act online.	To describe ways people who have similar likes and interests can get together online.	To explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	To explain what autocomplete is and how to choose the best suggestion.

	To give reasons why someone should only share information with people they choose to and can trust. To explain that if they are not sure or feel pressured then they should tell a trusted adult. To describe how connected devices can collect and share anyone's information with others. Understand the importance of not spending too much time looking at screens.	may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. To explain who someone can ask if they are unsure about putting something online. Be polite and sensible when writing online	To explain how I make sure I am being kind online. To know to talk to someone if an online image or text makes them unhappy. To say what bullying behaviour is To describe methods people may use to bully others including online and offline methods To provide simple examples of where online bullying can take place and what it might look like	Choose which sites are appropriate. To explain what it means to 'know someone' online and why this might be different from knowing someone offline. To explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. To explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. To explain how someone's feelings can	To understand that we all have rights over the content we create. To know that whilst the internet may be 'Free' not all content is 'Free to use'. To demonstrate how to use key phrases in search engines to gather accurate information online.	To explain how the internet can be used to sell and buy things. To explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. To explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). To describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.
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				be hurt by what is said or written online. To explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.		
Year 4 Online Safety	To describe strategies for keeping personal information private, depending on context. To explain that internet use is never fully private and is monitored, e.g. adult supervision. To describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. To know what the digital age of consent is and the impact this has on online services asking for consent.	To describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). To give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. To explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.	To understand that these are emotions that can be expressed online. To understand how being upset, hurt or angry could look online and what someone who is feeling these emotions likely exhibit online. To understand bullying behaviour can make someone feel upset, hurt or angry. To describe ways people can be bullied through a range of media e.g. image, video, text, chat. I can explain why people need to think carefully about how	To understand that others may search my name online to find information about me. To know that not all information about me online may have been posted online by me. To understand that people may alter information or put untrue information about me online with or without my knowledge. To understand that others may search my name online to find information about me To know that not all information about me	Demonstrate ways of recognising who might own online content. Explain what reuse is. Give examples of when they are/are not permitted to reuse online content. To give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.	To explain how my online identity can be different to the identity I present in 'real life'. To explain the reasons for and against changing your identity online and explain how someone might do so. To describe the right decisions about how I interact with others online and how this will impact on how others perceive me. To describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.

			content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	online may have been posted online by me To understand that people may alter information or put untrue information about me online with or without my knowledge.		To explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.
Year 5 Online Safety	Identify the risks posed by not protecting accounts and information online. Suggest appropriate strategies for creating strong passwords and explain why these are effective. Understand how apps request permission to access data and functions on a device. Suggest some reasons as to why apps/companies request access to personal data. Recognise that app permissions allow access to our personal information. Understand the relationship between the value of data and the ethics of collecting that data. Be aware that the data we share is valuable to app developers. To understand the importance of protecting my personal information and not leaving a digital footprint.	Understand simple properties of healthy sleep. Can recount simple benefits of sleep on body's health. Can offer suggestions on how use of technology before sleep could affect quality of sleep. Can offer simple strategies to manage technology before bedtime. Differentiate between fact and fake information. Make a balanced judgement when researching information online. Know what a trusted source of online website/information looks like.	To understand the importance of being respectful online. To recognise online bullying can be different to bullying in the physical world and can describe some of those differences. To understand the importance of keeping any negative texts and emails as evidence of potential cyberbullying. To explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. To explain how to block abusive users. To describe how what one person perceives as playful joking and	I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect. I can use a search engine to search for information about other people and present that information for others to read. I understand that the information I find may not be accurate. I understand that people may make judgements against others on the information that they find.	To assess and justify when it is acceptable to use the work of others. Recognise fair dealing situations. Understand that some work is in the public domain. Know that even copyrighted work can be used, if this use is fair.	To explain someone's online identity can be different to their identity in 'real life'. To describe how someone might change their identity online. To explain the positive reasons for changing your online identity and the negative reasons for doing so. To understand that I can show my online identity in different ways. To know that my online identity can have an impact on others, both positively and negatively.

			teasing (including 'banter') might be experienced by others as bullying. To identify a range of ways to report concerns and access support both in school and at home about online bullying. To describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).			To demonstrate responsible choices about my online identity, depending on context. To know that everything posted online is public property can be seen by all and can be edited and manipulated.
Year 6 Online Safety	To understand age restrictions of social media and games. To describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). To explain what to do if a password is shared, lost or stolen. To describe how and why people should keep their software and apps up to date, e.g. auto updates. To describe ways in which some online content targets	To describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. To recognise and discuss the pressures that technology can place on someone and how / when they could manage this. To recognise features of persuasive design and how they are used to keep users engaged (current and future use). To be able to assess and action different	To inform an adult if there is evidence of cyber bullying. To know that cyber bullying is against the law and has long term consequences. To understand the importance of being respectful online. To know I should try and screenshot the bullying behaviour. To know I should reach out to responsible adults with evidence of the bullying behaviour.	To understand what an online reputation is. To understand that people may do an online search to find out information about me To understand that the information that people find about me will allow them to form an opinion about me. To explain what a digital personality is. To explain strategies anyone can use to protect their 'digital	To demonstrate how to make references to and acknowledge sources I have used from the internet. Demonstrate ways of searching for reusable content. Select content that is appropriate for reuse in my own work. Understand how to reference online sources in my own work.	To identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. To describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. To explain the importance of asking

	people to gain money or information illegally. To describe strategies to help me identify such content (e.g. scams, phishing). To know that online services have terms and conditions that govern their use.	strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).	To list people who can help me with this. To understand there are different ways to report concerns of bullying behaviour.	personality' and online reputation. To explain how online anonymity can protect online reputation.		until I get the help needed.
Whole school/additional	National Online Safety Day E-Safety Week Police talks about online safety Online safety briefings at the start of every computing lesson Online safety information posted on Class Dojo for parents Acceptable Usage for children and parents * For staff: Flick training Online Safety, AI and Safeguarding refreshers					

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SEN Framework Units	Self- Awareness	Self-Care, Support and Safety	Managing Feelings	Changing and Growing	Healthy Lifestyles	The World I Live in
Cherry Safeguarding	The content in Self-Awareness supports safeguarding by helping children develop a sense of identity, belonging and emotional awareness. Pupils are encouraged to recognise that they are unique, explore family relationships, understand feelings such as anger and upset, and begin to engage positively with others through listening, turn-taking and cooperative play. This early work helps children build confidence, recognise healthy relationships, communicate emotions appropriately and identify trusted people in their lives, providing important foundations for emotional wellbeing and protective behaviours.	The content in Self-Care, Support and Safety has direct safeguarding links through teaching children about protective adults, personal safety and seeking help. Pupils learn who cares for them, explore ways to keep physically safe, begin to understand trust, secrets and communication with adults, develop awareness of online communication, and are introduced to concepts of privacy and personal belongings. These experiences help children recognise safe and unsafe situations, understand the importance of trusted adults and begin developing the skills	The content in Managing Feelings focuses on emotional literacy and regulation, both of which are key protective factors for safeguarding. Pupils explore different emotions through facial expressions and experiences, learn to recognise feelings in themselves and others, and begin to understand ways of communicating emotions and needs. This supports children in expressing worries, identifying emotional distress and seeking support when needed, reducing vulnerability and	The content in Changing and Growing introduces age-appropriate learning about growth, body awareness and personal boundaries. Children explore how people change from babies to adults, learn correct names for body parts, and begin to understand different kinds of physical contact and family relationships. These early experiences contribute to safeguarding by supporting body awareness, helping children understand personal space and touch, and laying foundations for future learning about	The content in Healthy Lifestyles promotes safeguarding through developing children's understanding of physical health and wellbeing. Pupils explore what it means to be healthy, learn about caring for their bodies, recognise pain and illness, and identify adults who help them when they are unwell. This encourages children to communicate health concerns, develop healthy habits and understand the importance of seeking support when they are hurt, ill or uncomfortable.	The content in The World We Live In supports safeguarding by helping children make sense of the wider world and their place within it. Pupils explore differences between people, become aware of adults' roles and responsibilities, learn about school rules, understand caring for people, animals and the environment, and recognise the groups and communities they belong to. These experiences promote inclusion, respect, community awareness and social responsibility, helping children feel connected, valued

		needed to seek help when worried or unsafe.	promoting positive mental health.	consent, healthy relationships and bodily autonomy.		and safe within their wider environment.
Whole School Jigsaw Units	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Unit Summary	This unit opens each academic year by establishing the foundations for everything else in PSHE: belonging, emotional safety and shared expectations. Children explore what it means to be part of a class, a school, a wider community and, as they progress, a global community. They experience democracy, British Values, rights and responsibilities, and how this related to the rule of law. Alongside this, they develop the emotional literacy to recognise and manage feelings, understand how their behaviour affects others, and build the self-respect and empathy that underpin all healthy relationships.	Celebrating Difference helps children understand, respect and value diversity. It aligns naturally with Anti-Bullying Week and provides a rich context for exploring similarities and differences in families, cultures, abilities, appearance and beliefs. Children learn what bullying is and isn't (including cyberbullying) and develop the language and strategies to challenge it, support those affected, and seek help. As they progress, pupils examine stereotypes, prejudice, discrimination and protected characteristics, building empathy and critical thinking to stand up for fairness and inclusion.	Dreams and Goals helps pupils to learn how to and practice building their resilience, motivation and ambition. This Puzzle plays an important role in helping children set goals, develop a growth mindset, and manage the emotions that come with both achievement and disappointment. Pupils consider wants and needs, explore jobs and careers, and learn how teamwork, enterprise and community participation can make a difference. Financial education is woven through, helping children understand how money, spending decisions and career choices shape the lives we build. As they progress, children examine how opportunities and barriers differ across cultures and develop empathy for those whose aspirations look very different from their own.	Healthy Me covers both physical and emotional health, helping children understand how everyday choices affect their bodies and minds and how these two aspects are linked. Children learn about balanced diets, physical activity, rest, sleep, personal hygiene, dental health, sun safety and first aid, alongside the facts about drugs: starting with medicines and unknown substances moving to alcohol, tobacco and vaping and them illegal drugs. Equally important is the focus on emotional wellbeing: friendships, peer pressure, body image, relationships with food, and strategies for managing stress and anxiety. Safety education runs throughout, with the Safety STAR framework (Stop, Think, Assess, React) helping children identify hazards and manage risk across contexts including road, water, fire and rail safety.	Relationships is where RSHE Relationships Education is most fully expressed. Children explore the full range of relationships in their lives; families, friendships, communities and, as they grow, early ideas about romantic relationships, learning what makes these healthy, safe and respectful. They develop skills to negotiate, compromise, manage conflict and repair friendships, while learning to recognise when a relationship is making them unhappy or unsafe, and where to get help. Digital literacy and online safety become increasingly prominent, covering screen time, social media, online friendships, data privacy, recognising harmful or AI-generated content, and knowing how to respond when something online feels worrying. This unit also addresses love, loss and bereavement.	Changing Me supports children through the physical and emotional changes that come with growing up — from exploring life cycles in the early years through to learning about puberty, reproduction and the transition to secondary school. Children develop accurate, age-appropriate knowledge and the emotional vocabulary to feel confident about changes happening to their bodies and lives. Self-image, body confidence and challenging negative body-talk are important threads, alongside correct anatomical vocabulary, understanding privacy and consent, and recognising appropriate and inappropriate contact. The unit also addresses wider changes in families, friendships and circumstances, helping children build strategies for coping and seeking support.

Year 3 Safeguarding	This unit supports safeguarding by helping children recognise and manage worries, fears and a range of emotions whilst developing confidence to seek help when needed. Pupils learn about belonging, self-worth and inclusion, and begin to understand how exclusion and loneliness can affect wellbeing. They are introduced to trusted adults and learn that different adults may provide support for different concerns. The unit also develops children's understanding of assertive and controlling behaviour, helping them build safe, respectful relationships and recognise when they may need support.	This unit promotes safeguarding by helping children understand and celebrate differences in families, friendships and communities. Pupils learn about bullying, including the important role of bystanders and witnesses, and explore how hurtful language can negatively impact others. The unit teaches children how to support those who feel excluded, challenge stereotypes and develop respectful relationships based on kindness and empathy.	This unit contributes to safeguarding by developing resilience, self-esteem and emotional wellbeing. Pupils learn how to overcome obstacles, manage frustration and persevere when facing challenges. They explore responsible decision-making and learn how to seek support from others when pursuing personal goals, promoting positive mental health and confidence.	This unit has strong safeguarding links through learning about personal safety, healthy lifestyles and risk awareness. Pupils explore water safety, emergency services and how to recognise unsafe situations. They begin learning about medicines and drugs in an age-appropriate way and develop confidence in identifying trusted adults and seeking help when they feel frightened, worried or unsafe.	This unit supports safeguarding by developing pupils' understanding of friendships, family relationships and online safety. Children learn strategies for keeping themselves safe online, recognising unreliable information and knowing who to ask for help if something online causes concern. They also learn conflict resolution skills and develop empathy for people from different cultures and backgrounds.	This unit supports safeguarding through age-appropriate puberty education, personal hygiene and body awareness. Children learn about changes that happen as they grow, identify trusted adults who can support them and develop confidence in discussing worries about change. The curriculum promotes body respect and helps pupils understand that changes are a normal part of growing up.
Year 4 Safeguarding	This unit strengthens safeguarding knowledge by helping children understand inclusion, exclusion and the importance of positive relationships. Children learn about rights, responsibilities and democracy, developing respect for diversity and recognising the value of every individual. They explore conflict resolution and peaceful problem-solving strategies, learning that violence is never an appropriate response to disagreements. The unit also reinforces help-seeking behaviours through learning	This unit builds safeguarding understanding by encouraging children to challenge assumptions and recognise that first impressions can be misleading. Pupils learn that bullying is not always obvious and develop awareness of why some children may join in or fail to report incidents. Through learning about diversity, protected characteristics and acceptance, children develop empathy and learn how to seek help	Through discussions about hopes, dreams and setbacks, children learn healthy ways to manage disappointment and build resilience. The unit supports safeguarding by helping pupils develop coping strategies, emotional awareness and positive attitudes towards challenge, enabling them to better manage difficulties and seek support when needed.	This unit focuses on friendship groups, peer influence and personal safety. Pupils learn about smoking, vaping and alcohol and explore how peer pressure can influence decision-making. The unit develops assertiveness skills and teaches children how to resist pressure, make safe choices and seek support when faced with uncomfortable or risky situations.	This unit develops safeguarding through exploring complex emotions such as jealousy, loss and change. Pupils learn how to maintain healthy friendships, negotiate and compromise during disagreements and understand that relationships change over time. The curriculum helps children recognise pressure within relationships and develop skills to	This unit develops pupils' understanding of body changes, puberty and menstruation in a safe and supportive environment. Children learn about identity, self-esteem and personal development whilst building confidence to ask questions and seek support from trusted adults. The focus on emotional wellbeing helps children manage anxieties about growing up.

	about trusted adults within their school community.	when concerned about bullying or unfair treatment.			manage emotions in a healthy way.	
Year 5 Safeguarding	This unit supports safeguarding through developing pupils' understanding of citizenship, democracy and their role within a wider community. Children learn how their actions affect others and explore fairness, empathy and social responsibility. The curriculum promotes inclusion and belonging whilst giving pupils opportunities to recognise loneliness and social challenges. Through understanding rights and responsibilities, pupils develop greater awareness of how to contribute positively to a safe and supportive community.	This unit explores racism, discrimination and prejudice explicitly, helping children understand how harmful attitudes and behaviours affect individuals and communities. Pupils learn about different forms of bullying, including cyberbullying, rumour spreading and name-calling, and develop strategies to challenge these behaviours. Through exploring cultural differences and global diversity, the unit promotes inclusion, respect and social responsibility.	This unit develops safeguarding through critical thinking, particularly when exploring careers, aspirations and online information. Pupils learn to question information sources, recognise influences on decision-making and develop respect for different cultures and opportunities. The focus on community action and supporting others promotes empathy, responsibility and active citizenship.	This unit deepens children's understanding of health-related risks, including smoking, vaping and alcohol. Pupils learn basic emergency first aid skills and how to respond calmly in emergencies. The curriculum also explores body image and the influence of social media and advertising, helping children develop healthy attitudes towards themselves and recognise potentially harmful influences.	This unit has a strong online safety focus. Pupils learn about online communities, social networks, gaming and data privacy. They develop the skills needed to recognise unsafe online situations, manage screen time effectively and protect personal information. The emphasis on responsible online behaviour helps prepare children for increasing digital independence.	This unit supports safeguarding through discussions about puberty, body image and media influence. Pupils learn about trusted sources of information and are encouraged to develop positive attitudes towards themselves and others. The curriculum promotes body confidence, healthy self-esteem and awareness of the responsibilities that come with increasing independence.

Year 6 Safeguarding	This unit prepares pupils for increased independence by developing their understanding of transition, resilience and personal responsibility. Children learn about stereotypes, racism and discrimination and develop the confidence to challenge prejudice. The unit includes online safety, risk awareness, hazard identification and safety reporting procedures, alongside teaching pupils how to seek support from trusted adults. Through exploring children's rights locally and globally, pupils develop empathy and a broader understanding of vulnerability and safeguarding concerns.	This unit develops pupils' understanding of discrimination, prejudice and power imbalances in society. Children examine the impact of protected characteristics and explore the experiences of people who may face exclusion or unfair treatment. Through learning about empathy, respect and equality, pupils develop the confidence to challenge discrimination and support others who may be vulnerable.	This unit strengthens safeguarding by encouraging pupils to think about global issues, vulnerability and inequality. Through leadership opportunities, fundraising and community action, children develop empathy and a sense of responsibility towards others. The unit also promotes resilience, self-belief and emotional wellbeing, helping pupils understand how positive actions can make a difference both locally and globally.	This unit provides extensive safeguarding coverage through learning about exploitation, gangs, substance misuse, mental health and emotional wellbeing. Pupils explore how pressure can influence decision-making, recognise the signs of stress and learn strategies for managing emotional challenges. The unit encourages help-seeking behaviours and raises awareness of vulnerability, criminal exploitation and unhealthy influences.	This unit addresses safeguarding through mental health awareness, online safety, power and control in relationships and personal wellbeing. Pupils learn to identify controlling behaviours, understand healthy relationship boundaries and recognise online manipulation and misinformation. The curriculum also develops confidence in seeking support and standing up for themselves and others when faced with unsafe situations.	This unit prepares pupils for adolescence by addressing self-esteem, body image, consent and respectful relationships. Children learn about reproduction, changing relationships and the importance of trusted adults. The curriculum also explores pressures linked to adolescence, helping pupils challenge negative self-talk, understand healthy relationship expectations and approach transition to secondary school with confidence and resilience.
Whole school/additional	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, Road Safety workshops with ones specifically for SEND, Bikeability, iCATs, * 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, Safer Handling training for all staff with L2 for Cherry and ARP staff, Safer Recruitment training for SLT, SCR and Safeguarding reviews from the Trust. See training log for full records, contextual safeguarding updates for staff.					