

SafeSkills Curriculum Grid

Links to Ofsted - The education inspection framework, published May 2019

Inspectors will make a judgement on the quality of education by evaluating the extent to which:

- leaders adopt or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life
- the providers curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment

Behaviour and attitudes

- relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.

Personal development

- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.
- the provider prepares learners for life in modern Britain by:
 - equipping them to be responsible, respectful, active citizens who contribute positively to society

Leadership and management

the provider has a culture of safeguarding that supports effective arrangements to:

- identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation

help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help

Relationship & Sex Education – Published June 2019

Families and people who care for me

That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care

Respectful Relationships

the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

what a stereotype is, and how stereotypes can be unfair, negative or destructive

Being Safe

about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe

how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

how to report concerns or abuse, and the vocabulary and confidence needed to do so

where to get advice from e.g. family, school and/or other sources

how to ask for advice or help for themselves or others, and to keep trying until they are heard

Mental Wellbeing

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)*

Caring friendships

how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

Internet Safety and Harms

that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted

Online relationships

that people sometimes behave differently online, including by pretending to be someone they are not

the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

how information and data is shared and used online

PSHE Association Programme of Study October 2014 – KS2
Core Theme 1: Health and wellbeing
Pupils should have the opportunity to learn:

What positively and negatively affects their physical, mental and emotional health (including the media).

How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.

To deepen their understanding of positive and negative feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.

To recognise that they may experience conflicting emotions and determine when they might need to listen to their emotions or need to overcome them.

To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment). To use this as an opportunity to build resilience.

To recognise that their increasing independence brings increased responsibility to keep themselves, and others, safe.

That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including the media, as well as people they know.

To recognise when, and how, to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.

School rules about health and safety, basic emergency aid procedures, where, and how, to get help.

Strategies for keeping physically and emotionally safe.

The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.

About people who are responsible for helping them stay healthy and safe and the ways that they can help these people.

Core Theme 2. Relationships
Pupils should have the opportunity to learn:

To recognise and respond appropriately to a wider range of feelings in others.

To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.

To recognise ways in which a relationship can be unhealthy and, also, who to talk to if they are in need of support.

To be aware of different types of relationships, including those between acquaintances, friends, relatives and families.

That their actions affect themselves *and* others.

The concept of 'keeping something confidential or secret', when we should, or should not, agree to this and when it is right to 'break a confidence' or 'share a secret'.

To listen and respond respectfully to a wide range of people, to feel confident in raising their own concerns, to recognise and care about other people's feelings and to try to see, respect and, if necessary, constructively challenge others points of view.

Core Theme 3. Living in the wider world
Pupils should have the opportunity to learn:

To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.

To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.

To understand that everyone has human rights, *all* peoples and *all* societies. That children have their own special rights set out in the United Nations Declaration of the Rights of the Child.

Spiritual, moral, social and cultural development

Moral:

Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives.

Understanding of the consequences of their behaviour and actions.

Interest in investigating, and offering reasoned views, about moral and ethical issues and the ability to understand the viewpoints of others on these issues.

The national curriculum in England Framework document July 2014

Spoken Language

The national curriculum for English reflects the importance of spoken language in pupil development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and improving their understanding in reading and writing. Teachers should therefore ensure the continual development of pupil confidence and competence in spoken language and listening skills.

Pupils should also be taught to understand and employ the conventions for discussion and debate. All pupils should be enabled to participate in - and gain knowledge, skills and understanding associated with - the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in performance. Pupils should have opportunities to improvise, devise and script drama for one another - and a range of audiences - as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupil confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Key Stage 2 Computing Programmes of Study

use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact