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| **Topics covered in lessons/assembly programme** | | |
|  | **F1** | **F2** |
| **Types of Abuse – Including rights of the child.** | PSED and CAL  We talk about feet not being for kicking and arms not for hitting etc. We talk about what kind words we can use and how it makes others feel.  We also identify key adults in the child’s life and build relationships with them, so they trust staff members and feel like they can tell us things if it is upsetting them.  UTW, PSED and EAD  We teach the children about different body parts. When the children are getting changed, going to the toilet or playing with dolls in the role play, if needed, we will talk about what parts of the body are private. Where on the body it is okay to be touched, where we need to ask if it is okay, and where we shouldn’t touch.  We may talk about who we kiss and hug (show affection to and in what ways). | PSED In Foundation 2 we conduct the NSPCC Speak out. Stay safe assembly:  Children’s Rights  The rights of every child to:  • Speak out and be heard  • Be safe  • Get help when they need it  PSED NSPCC Pantosaurus the children learn that some areas are private and introduce consent to the children. ·  recognise and repeat the Talk PANTS rules  · talk about some everyday rules that help to keep children safe  · demonstrate some strategies for seeking support  · apply the Talk PANTS rules to real-life scenarios.  PSED The children are regularly reminded that they can speak to an adult they trust if they are worried.  PSED C&L Kind hands, kind feet and kind words are taught through behaviour management and through stop start behaviours.  PSED Linked Jigsaw lessons:  Standing Up for Yourself- I know which words to use to stand up for myself when someone says or does something unkind  Falling Out and Bullying –the effect of kind and unkind words |
| **Mental Health and Well-being** | PSED  Each week when we do make and bake with the children, we may have conversations about which foods are healthy. This is also done during milk and fruit time and in the role play area.  PSED and EAD  We talk about the need to keep our teeth healthy and brush them and role play going to the dentist or brushing a baby doll’s teeth.  PSED and PD  We teach about having a healthy body and participate in different exercises, such as PE lessons or yoga.  PSED  We have a calm corner, which children can access at any point, that has a wobble cushion, fidget toys, books and breathing activities. | PSED Linked Jigsaw lessons:   * Everybody’s Body-I understand that I need to exercise to keep my body healthy * We like to move it, move it! -I understand how moving and resting are good for my body * Food, Glorious Food-I know which foods are healthy and not so healthy and can make healthy eating choices * Sweet Dreams-I know how to help myself go to sleep and understand why sleep is good for me * Keeping Clean-I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet   PSED linked wellbeing lessons KAPOW  -discover (trying something new)  -take notice (paying attention to the present)  -connect (learning to develop friendships)  -give (learning kindness)  -move (learning the importance of being active)  PSED Literacy Through a comprehensive range of literature we explore mental health and discuss strategies for looking after our mind. One of our special books is the Colour Monster. While focussing on this book we learn to label our emotions and learn how to manage our feelings.  EAD Children have the opportunity to express themselves through expressive arts, music, dance and role play.  PSED PD Foundation 2 children participate in yoga sessions during the weekly P.E sessions  UTW Through the People Who Help Us topic we learn about our teeth and the dentists. We talk about how to brush our teeth and act out the role of dentists in the role play area. |
| **Online Safety** | PSED  We address online safety as it comes up in nursery. If children are playing on games at home that have multiplayer chat functions, we will discuss it with the parents and talk to the children about being safe online.  We may also talk about not watching films that are for older children or grown-ups and being with an adult when they are accessing their tablets.  We provide website ideas such as CBeebies to the parents for the children to go on at home. | PSED NSPCC Speak out. Stay safe assembly:  Children’s Rights: Online abuse  Literacy Introduce the concept of having ownership/intellectual property over learning encouraging children to write their names on their work.  PSED Linked Jigsaw lessons:   * Stranger Danger I know what a stranger is and how to stay safe   Literacy When creating a fact file for an input the class use a child safe internet search engine  PSED Literacy Online safety day covered through EYFS appropriate literature: Chicken Clickin’ and Once Upon a Time Online |
| **CSE/Risk of Exploitation** | PSED  We help the children to understand that they have choices and there may be some things that they like and don’t like.  We build relationships with the children and also get them to identify key family members who they can trust. | PSED Pantasaurus introducing consent to children, some areas are private and you are able to say no  Through the NSPCC Pantosaurus the children learn that some areas are private and introduce consent to the children.  · recognise and repeat the Talk PANTS rules  · talk about some everyday rules that help to keep children safe  · demonstrate some strategies for seeking support  · apply the Talk PANTS rules to real-life scenarios.  PSED NSPCC speak out stay safe class assembly  PSED The children are regularly reminded that they can speak to an adult they trust if they are worried |
| **Domestic Abuse (Healthy Relationships)** | PSED   * We provide opportunities for children to play in different sized groups, planning activities that promote turn-taking. * We encourage boys and girls to play alongside one another and avoid gender stereotyping.   PSED and CAL   * We ask children what they like or dislike about an activity to help them express their thoughts and feelings in different ways and listen to the views of others. * Where possible, we allow children to decide whether or not they want to join in with an activity. Help them to say “no” if they don’t want to do something. * We talk about the ways that people are different and similar. For example we may have different hair, eye or skin colour but we all eat, breathe and have feelings. * We talk about personal space and explain that some people might like more or less than others. We teach children that it’s OK to say “no” if they don’t want someone to touch them. | PSED Linked Jigsaw lessons:   * My Family and Me! I can identify some of the jobs I do in my family and how I feel like I belong * Make friends, make friends, never ever break friends! Part 1 I know how to make friends to stop myself from feeling lonely * Make friends, make friends, never ever break friends! I can think of ways to solve problems and stay friends * Falling Out and Bullying I am starting to understand the impact of unkind words * Falling Out and Bullying Part 2 I can use Calm Me time to manage my feelings * Being the best friends we can be I know how to be a good friend   PSED NSPCC speak out stay safe class assembly.  PSED The children are regularly reminded that they can speak to an adult they trust if they are worried |
| **Female Genital Mutilation** | PSED and CAL  NSPCC – Talk Pants Age 3-4  Learning opportunities  Children will experience opportunities to:  · say yes or no  · show acceptance or refusal in various situations  · ask questions; ask and check for permission  · talk or interact with a key person about their own lives  · put on some of their own clothes  · demonstrate aspects of self-care such as handwashing  · demonstrate some aspects of cooperative play. | PSED NSPCC speak out stay safe class assembly  Through the NSPCC Pantosaurus the children learn that some areas are private and introduce consent to the children.  · recognise and repeat the Talk PANTS rules  · talk about some everyday rules that help to keep children safe  · demonstrate some strategies for seeking support  · apply the Talk PANTS rules to real-life scenarios.  PSED The children are regularly reminded that they can speak to an adult they trust if they are worried  PSED NSPCC speak out stay safe class assembly. |
| **Forced Marriage**  **Honour Based Violence** | PSED and CAL  We teach children that they have a choice and can say if they don’t like something. | PSED The children are regularly reminded that they can speak to an adult they trust if they are worried  PSED NSPCC speak out stay safe class assembly  PSED Linked Jigsaw lessons:   * My Family and Me! I can identify some of the jobs I do in my family and how I feel like I belong * Make friends, make friends, never ever break friends! I know how to make friends to stop myself from feeling lonely * Make friends, make friends, never ever break friends! * I can think of ways to solve problems and stay friends * Falling Out and Bullying I am starting to understand the impact of unkind words * Falling Out and Bullying I can use Calm Me time to manage my feelings * Being the best friends we can be I know how to be a good friend |
| **Substance Misuse** | PSED and UTW  In the classroom we teach children what things are not safe to put your mouth or are not good to inhale.  Sometimes, if the need arises, we have spoken to children about ‘grown up’ drinks.  We have spoken to children about adults looking after medicines and them always asking an adult if they need something and if they find medicines, to hand it to a grown up straight away. | UTW Through the People Who Help Us topic we learn that doctors can prescribe medication for people when they are sick.  PSED The children are regularly reminded that they can speak to an adult they trust if they are worried  PSED NSPCC speak out stay safe class assembly |
| **Gang Activity**  **Youth Violence**  **Knife crime** | PSED, UTW and PD and EAD  At lunch times, and during some make and bake activities, we learn to use cutlery correctly.  We also discourage games where objects are being used as weapons, like a stick at playtime and talk to the children about it. | PSED The children are regularly reminded that they can speak to an adult they trust if they are worried  PSED NSPCC speak out stay safe class assembly  EAD Adults model how to use roleplay knives in the home corner, we learn that knives must be used carefully  EAD Foundation we stop any gun or knife roleplay and speak to the children about how knives and guns ruin a lot of lives |
| **Prevent - Radicalisation and Extremism** | PSED  The children are encouraged to tell a staff member if they are worried about anything. We have different colour monster dolls, one of which represents the scared emotion and another sadness. | PSED The children are regularly reminded that they can speak to an adult they trust if they are worried  PSED NSPCC speak out stay safe class assembly  PSED Literacy Online safety covered through EYFS literature  PSED Celebrating difference linked Jigsaw lessons:   * What I am good at? I can identify something I am good at and understand everyone is good at different things * I’m Special, I’m Me! I understand that being different makes us all special * Families I know we are all different but the same in some ways * Houses and Homes I can tell you why I think my home is special to me * Making Friends I can tell you how to be a kind friend * Standing Up for Yourself I know which words to use to stand up for myself when someone says or does something unkind   PSED Linked Jigsaw lessons:  Being me in my world   * Who…Me? I understand how it feels to belong and that we are similar and different. * How am I feeling today? I can start to recognise and manage my feelings. * Being at School I enjoy working with others to make school a good place to be. * Gentle hands I understand why it is good to be kind and use gentle hands. * Our Rights I am starting to understand children’s rights and this means we should all be allowed to learn and play. |
| **British Values** |  | |
| **1. Democracy** | PSED and CAL - Stop/start behaviours – class tokens.  Taking steps to resolve conflicts.  PSED and UTW  Remembrance Day, Children in Need and Comic relief.  PSED and PD  Sports day  PSED and UTW  Show an interest in different occupations.  All areas of learning – children’s interests shape our learning environment. | PSED Linked Jigsaw topics:  PSHE – Jigsaw Being me in my world  PSHE – Jigsaw Celebrating Difference  PSHE - Jigsaw Developing Goals  PSHE – Jigsaw Relationships  Literacy Children are given opportunities to make decisions such as voting for a story to be read to the group.  Maths The children’s interests have an impact on the classroom enhancements put out in the provision, for example number blocks in the maths area.  PSED C&L Children create and adhere to class rules (start stop behaviour, talk charters, class token prizes)  Children’s interests are followed in the provision e.g. dinosaurs added to the small world area after children expressed their interest in dinosaurs |
| **2. The rule of law.** | PSED  Establishing and following classroom rules and token towers  Taking responsibility for own actions – being honest, taking others’ feelings into account in the nursery environment. | PSED C&L Establishing classroom rules, points system and token towers  Literacy PSED Knowledge of traditional British stories eg Goldilocks-link to honesty and stealing  PSED C& Pupils follow, respect and understand the need for rules in different situations i.e. P.E lessons, school visits, classrooms and playground  UTW Visits from emergency services/councillors reinforces the rule of law and the reasoning/purpose behind them.  PSED The school supports pupils in regulating their own behaviour to make choices for the well-being of themselves and others. |
| **3. Individual liberty.** | PSED  Children are taught that they can make their own choices within the classroom (within reason) as to what they want to play with in continuous provision.  In guided activities, they are given the freedom to express themselves in different ways, using different resources. | PSED •pupils are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment.  PSED •school has a robust anti-bullying culture and has in place a comprehensive Behaviour for Learning Policy  PSED •Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely  PSED C&L •Throughout curriculum- Oracy is giving pupils the skills and confidence to speak up and believe in themselves enhancing their sense of happiness and well-being.  PSED Linked Jigsaw lessons Being me in my world:  •Understand how it feels to belong  •Begin to understand a child’s rights and that this means we should be allowed to learn and play.  •Learning what being responsible means.  •The right to have a turn during circle times  PSED Linked Jigsaw lessons Being me in my world:  • I know which words to use to stand up for myself when someone says or does something unkind.  • The right to have a turn during circle times  PSED Linked Jigsaw lessons Dreams and Goals:  • I can set a goal and work towards it.  •I understand the link between what I learn now and the jobs I might like to do when I am older.  •I can say how I feel when I achieve a goal and know what it means to feel proud.  •The right to have a turn during circle times  PSED Linked Jigsaw lessons Healthy Me:  •I know which foods are healthy and not so healthy and can make healthy eating choices.  •The right to have a turn during circle times  PSED Linked Jigsaw lessons relationships:  •I can identify some of the jobs I do in my family.  •I can use calm me time to manage my feelings.  •The right to have a turn during circle times  PSED Linked Jigsaw lessons Changing me:  •Taking part in races/ sports days  •The right to have a turn during circle times |
| **4. Mutual respect** | * C&L Oracy embraced throughout the curriculum by providing the opportunity for students to express their views in a safe environment and listening to others’ opinions. * PSED Behaviours for learning: * These habits are: * linked to character (Being); * how we relate to others (Relating); * about how we act, the skills needed to complete tasks (Doing); * about how we think related to our learning (Thinking)   LIT and PSED  We have lots of different texts available in the classroom and celebrating differences and respecting each other. We choose these often to read at home time together.  PSED and UTW  In our Autumn 1 topic, ‘Wonderful, Colourful Me!’, we learn about what makes us unique.  In Summer 2, we learn about different occupations and challenge gender stereotypes, ensuring we use vocabulary such as, firefighter, not fireman. | C&L Oracy embraced throughout the curriculum by providing the opportunity for students to express their views in a safe environment and listening to others opinions.  PSED Behaviours for learning:  These habits are:   1. linked to character (Being); 2. how we relate to others (Relating); 3. about how we act, the skills needed to complete tasks (Doing); 4. about how we think related to our learning (Thinking)   UTW Senses and celebrations topic where we learn about and celebrate all celebrations, learning that we have similarities and differences  • Harvest festival  •Christmas customs.  •Children in need  Literacy Reading corners have a diverse range of fiction and non-fiction books that promote respect and inclusivity  UTW Use of the outdoor area to support respecting nature and our wider world.  UTW Parents are encouraged to share stories of their home that reflect the values and diversity of their experiences and families (and use Seesaw to share photos and videos)  •Comic relief/sport relief  Literacy We provide resources and activities that challenge gender, cultural and racial stereotyping  PSED Linked Jigsaw lessons Developing Goals  •I can use kind words to encourage people.  PSED Linked Jigsaw lessons  •I know how to make friends to stop myself from feeling lonely.  •I am starting to understand the impact of unkind words  •I know how to be a good friend  PSED Linked Jigsaw lessons Being Me In My world  •Recognise and manage feelings  •Work together and consider other people’s feelings  •Understand why it is good to be kind and use gentle hands.  PSED Linked Jigsaw lessons relationships:  •I understand that being different makes us all special.  •I know we are all different but the same in some ways  •I can tell you how to be a kind friend. |
| **5. Tolerance of those of different faiths and beliefs** | PSED and UTW  We celebrate lots of different festivals and special occasions. We share our intended learning with parents/carers and ask them if there are any other events they celebrate at home, that we can also share with the children. These include:   * Remembrance day * Diwali * Hanukkah * Christmas * Chinese New Year * Holi * Easter * Eid | PSED Linked Jigsaw lessons Being me in my world  Work together and consider other people’s feelings  UTW Parents are encouraged to share stories of their home that reflect the values and diversity of their experiences and families (and use Seesaw to share photos and videos)  •Christmas customs  PSED Linked Jigsaw lessons Being me in my world  • I understand that being different makes us all special.  • I know we are all different but the same in some ways  PSED Linked Jigsaw lessons Relationships  •I am starting to understand the impact of unkind words |
| **Child on child Abuse (Including Bullying)** | PSED and CAL  We develop the children’s social skills in our nursery class. We encourage children to play side by side and then teach children sharing and turn taking, helping them play together.  We create a class charter together at the start of the year and revisit often, which includes how we should treat others and expect to be treated. | PSED  **NSPCC Speak out. Stay safe assembly:**  **Children’s Rights: Bullying**  PSHE Relationships   1. Know how to make friends 2. Try to solve friendship problems when they occur 3. Help others to feel part of a group 4. Show respect in how they treat others 5. Know how to help themselves and others when they feel upset and hurt 6. Know and show what makes a good relationship   PSED and CAL  **Class charter for behaviour**  **Following the school behavioural policy alongside the EYFS behaviour policy** |