

Our Safeguarding Curriculum in Year 2



Year 2 Core Knowledge

Keeping safe - What should I know?

- Have an understanding of families and friendships.
- What caring for others means.
- What makes me special and how to manage my feelings.

Keeping safe - What will I know?

- I will know how to keep fit and healthy.
- I will know how to keep safe.
- I will know how to be a good friend.
- I will understand the importance of being part of a

Our school intent

Oak Meadow Primary School acknowledges the duty of care to sa fequard, protect and promote the welfare of children. We are committed to ensuring safequarding practice reflects statutory responsibilities, government quidance and complies with Wolverhampton Local Authority's requirements and best practice.

Key facts

My class and school are a group that I am a part of but I may also belong to other groups.

The internet can be fun but needs to be treated with caution.

All feelings are valid feelings.

Our bodies should be respected and we should always do our best them fit and healthy.

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group and my role within it.	Misconceptions		
	We can't talk to people about how we fe	el.	
Key Safeguarding Knowledge Pictorial			
. ROLES AND RESPONSIBILITIES!			

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Key Vocabulary	Pictoral	<u>Definition</u>		
role	role	Part played by a person in a situation.		
responsibility	responsibility	To be able to deal with something.		
bullying	bullying	When someone physically hurts or verbally abuses someone else constantly.		
community	community	A group of people living in a particular area.		
kindness	kindness	An act that shows a selfless concern for others without expecting anything in return.		
peer pressure	peer pressure	When dassmates/friends try to get you to act a certain way or try to get you to do something.		
choice	choice	Choosing between two or more possibilities.		
digital	digital	Relating to computing technology.		





Anti-Bullying

An anti-bullying message is one that is repeated throughout the year. Children are taught that adults are always approachable to talk to about any friendship issues. Within PSHE lessons, children undertake tasks to further enhance their understanding of friendship issues and the best ways to resolve any conflict.

Safety

As part of our PSHE curriculum and superheroes topic, children learn about keeping safe in different situations such as road safety, fire safety and water safety. They also learn about keeping safe in their own homes, including understanding the dangers of some household substances and the need for the correct use of substances

Online Safety

Online safety is at the forefront of our online computing lessons. As well as dedicated online safety lessons, children are reminded continually of the need to undertake safe online searches and to not give out personal information.

Physical Health and Well-being

Within Year 2, as part of our science curriculum, children learn about the importance of maintaining a healthy lifestyle through a balanced diet and regular exercise. Children learn about, and make their own, 'Eatwell Plate' and healthy lunch-box understanding different food groups and the impact of these on our body. We also learn about the main parts of our body and how it changes as we get older.

Safeguarding - Year 2

Assemblies

At the start of the school year, an assembly is shared with the children from the NSPCC's 'Speak Out, Stay Safe' campaign. Each week, there is a well-being assembly. We use our assembly times to discuss various issues we may encounter on our own and what steps we should take to deal with them, such as 'Stranger Danger'. Additionally, school councillors feedback any information shared within their meetings as well as taking ideas from the class to their next meeting.

British Values

Ingrained into our curriculum are the core British Values. Children learn about these through stories, RE lessons, assemblies and our All Around the World topic. This is also linked within our PSHE curriculum, where children learn of their roles and responsibilities in society.

Emotional Wellbeing

Through PSHE lessons and class assembly times, children are given opportunities to discuss their emotions and feelings.
Emotions such as anger, loss and anxiety are given as much time as needed for the children to fully process, understand and ask questions.

Behaviours

From the start of every year, rules and behavioural expectations are dearly established for all pupils. Children are involved in the rule making process so they take ownership and responsibility for their own actions and behaviours.