



Protective Behaviours Curriculum at Stoneydelph Primary School

As a whole school we teach Protective Behaviours to our children during the Autumn Term and revisit the themes regularly throughout the school year. Protective Behaviours is based on main two themes, which are used to teach and reinforce the basic concepts on which the process is based.

‘WE ALL HAVE THE RIGHT TO FEEL SAFE ALL OF THE TIME’

‘WE CAN TALK WITH SOMEONE ABOUT ANYTHING EVEN IF IT FEELS AWFUL OR SMALL’

Our school will be further strengthening our safeguarding curriculum by delivering bespoke lessons to children from Reception to Year 6 focused on how to keep safe. This programme is part of the RSHE curriculum and will give children the skills and confidence to assess situations and make their own decisions that are vital to keeping themselves safe as they get older, enabling them to become independent young people. These are called ‘Protective Behaviours’ and children revisit and build on their knowledge of these in every year group.

The skills below will be followed up during the year in Assemblies and PSHE lessons.

Four Key Skills:

1. **Early Warning Signs** – teaching children how to connect with and interpret their bodies messages. Giving them the vocabulary to express them.
2. **Risk Assessment** – teaching children how be skeptical, how to spot risks and to make informed decisions.
3. **Getting Help** – connecting children with their trusted adults. Ensuring they understand that they are still children and when things go wrong, they need adults to help them overcome the problem.
4. **Taking Action** – equipping children with strategies they can use if they find themselves in a hotspot. Normalizing getting help.

What will children be learning?

EYFS - Feeling Safe

Year 1 - Safe and Unsafe, NSPCC Pants Rule

Year 2 - Consent and Control

Year 3 - Identifying ways to keep themselves safe in the community and Safer Together - Understanding choices around their behaviour; appropriate behaviours of others; how to take action if they feel unsafe; understanding their bodies (including correct names for body parts); knowing who can help them.

Year 4 - Developing ways of managing own safety and Safer Together - Knowing the UN Convention Rights of a Child; highlighting their strengths and skills, understanding choice - dares, secrets and bribes; how to take action if they feel unsafe; knowing who can help them.

Year 5 - Introduction to Exploitation - understanding what exploitation is and recognising that there are different stages to this process (focus on Profiling and Ice Breaking); understanding how to get

help and act protectively; scenario-based work to build scripts to support children in removing themselves from uncomfortable situations, both online and real world.

Year 6 - Exploitation - Recap of understanding of Profiling and Ice Breaking; develop an understanding of relationship building and of debt and indebted relationships; understanding the internal conflicts that they could experience and supporting strategies to make safe choices when faced with these dilemmas. Also introducing the idea of associations and personal responsibility.

The Protective Behaviours Curriculum aims to ensure that children are able to make well-informed decisions and encourages them to ask questions to make sure that we are tackling misinformation. It would be fantastic if you could continue these discussions at home, particularly reinforcing the language around Protective Behaviours. We understand that children can generate interesting and sometimes quite in-depth questions around topics such as these. Children may also take time to process information, as with all learning, misconceptions can arise and so if your child comes home and talks about any of these messages or asks any questions that you would like support with, please do speak to your class teacher. Equally so, if your child raises any thoughts that we feel that you should know about or would benefit from a further follow-up at home, we will get in touch with you to let you know.

