

# Safeguarding in Partnership projects –coverage of the statutory content of Personal and Social Education PRIMARY curriculum 2021

<p><b>Project 10 sessions. (P10)</b>          Designed for years 5-8, but adaptable for younger or older children and SEND need</p> <p>1. What is a crime, recognise criminal behaviour and who might be a victim 2. Domestic abuse. Positive and negative family relationships 3. Keeping myself safe 4. Hate crime 5. Age of criminal responsibility 6. Vandalism 7. Theft. 8 Child Crime Exploitation 9. Knife Crime 10. Who can support and help us</p>	<p><b>Project Right Click (RC)</b>          Designed for y7-11 but some materials and the videos can be used for younger children. Focus is around safety while being online</p> <p>1. online and offline behaviours 2. bullying 3. influence on social media 4. drugs and social media 5 grooming 6. child drug exploitation 7. Self- harm, 8. image based sexual abuse 9. hate crime 10 radicalisation 11 relationships 12 pause think plan</p>	<p><b>Through Their Eyes (TTE)</b>          Designed for y7-11 but some materials and videos can be used for younger children. The focus is that our actions have consequences. Most sessions include implicit peer support.</p> <p>The sessions are on the following themes: sexual assault, theft, road traffic safety, railway safety, radicalisation, open water safety, knife crime, hate crime, drugs, domestic abuse, assault, arson, <b>anti-social behaviour</b></p>
	<p>Elements of RSE curriculum</p>	<p>Sessions from Project 10 (P10), Right Click (RC) and Through Their Eyes (TTE) that cover this content</p>
<p><b>Families and people who care for me</b></p>	<p>that families are important for children growing up because they can give love, security and stability</p> <p>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives</p> <p>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up</p> <p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>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</p>	<p>P10 Session 1, 2, 3          TTE domestic abuse, sexual assault</p> <p>TTE radicalisation, hate crime</p>

<p><b>Caring friendships</b></p>	<p>how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>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</p>	<p>P10 Session 1, Session 3, Session 8, Session 10</p> <p>RC Sessions 2, 3, 5, 6, 8, 10, 11, 12</p> <p>TTE sexual assault, radicalisation,</p>
<p><b>Respectful relationships</b></p>	<p>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</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>the conventions of courtesy and manners</p> <p>the importance of self-respect and how this links to their own happiness</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>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</p> <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults</p>	<p>P10 Session 1, Session 2, Session 3, Session 4, Session 10</p> <p>RC Session 1, 2, 3 , 9 , 10, 11, 12</p> <p>TTE sexual assault, radicalisation, hate crime, domestic abuse, assault</p>

<p><b>Online relationships</b></p>	<p>that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>how information and data is shared and used online</p>	<p>P10 Session 1, 2, 3, 4, 8</p> <p>RC 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12</p> <p>TTE radicalisation, hate crime,</p>
<p><b>Being safe</b></p>	<p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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.</p> <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>where to get advice, for example family, school or other sources</p>	<p>P10 Session 1, 2, 3, 8, 10</p> <p>RC 1, 2, 3, 4, 5, 6, 8, 11, 12</p> <p>TTE sexual assault, drugs, domestic abuse, assault</p>

<p><b>Mental wellbeing</b></p>	<p>that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>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)</p> <p>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p>	<p>P10 Session 1, 3, 10</p> <p>RC 1, 7, 10, 12</p> <p>TTE implicit in all sessions are mental health issues associated as a contributory cause or effect of the topic</p>
<p><b>Internet safety and harms</b></p>	<p>that for most people the internet is an integral part of life and has many benefits</p> <p>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>why social media, some computer games and online gaming, for example, are age restricted</p> <p>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</p> <p>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>where and how to report concerns and get support with issues online</p>	<p>P10 session 3</p> <p>RC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>TTE – most sessions refer to the role the online behaviours contribute to each topic</p>