

Making sure that children are taught about how to keep themselves safe.

Article 19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

The Legal Context for Safeguarding Education

These duties are set out in the 2002 Education Act (the 2010 Academies Act also refers to the broad and balanced curriculum). Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). The Equality Act 2010 also places duties on schools to help to reduce prejudice-based bullying and in doing so to keep protected characteristic groups safe. PSHE education plays an important part in fulfilling all the responsibilities (see further detail on PSHE education and safeguarding, below).

All schools have responsibilities relating to the safety of children in their care. Paragraph 41 of statutory guidance - Keeping Children Safe in Education, the Department for Education states:

“Schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE ...”

Our PSHE Programme of Study has been taken from the PSHE association and adapted to fit the needs of the children at Lutley. It includes suggested resources, training and quality key texts and is supported by the United Nations Convention of the rights of the child (UNCRC) and Keeping Children Safe in Education.

The Programme of study is broken down into three core themes:

- Core theme 1. Relationships – Autumn Term
- Core theme 2. Living in the Wider World – Spring Term
- Core theme 3. Health and Wellbeing – Summer Term

| Key Stage One | Suggested Training / Resources / Books | Article |
|---|---|--|
| <p><u>Bullying (including peer on peer abuse)</u> <i>Physical harm, cyber bullying</i></p> <p>POS Autumn: Relationships</p> <ul style="list-style-type: none"> • Friendships and families • Safe relationships • Respecting ourselves and others | <ul style="list-style-type: none"> • Ollie and the Golden Stripe by Alison Knowles • Tomorrow I'll be kind by Jessica Hische • Have You Filled A Bucket Today? by Carol McCloud • How to Be a Friend - By Laurie Krasny Brown | <p>Article 19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.</p> |
| <p><u>Extremism and Radicalisation</u></p> <p>POS Autumn: Relationships</p> <ul style="list-style-type: none"> • Safe relationships <p>POS Spring: Living in the wider world</p> <ul style="list-style-type: none"> • Belonging to a community <p>POS Summer: Health and wellbeing</p> <ul style="list-style-type: none"> • Keeping safe | <ul style="list-style-type: none"> • Fairytale Gone Wrong: You're Not Ugly, Duckling! A Story about Bullying by Steve Smallman • And tango makes three by Justine Richardson • All are Welcome by Alexandra Penfold • What if everybody did that? By Ellen Javernick • www.educateagainsthate.com <p><u>Suggested Training</u></p> <ul style="list-style-type: none"> • Prevent | <p>Article 2 The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.</p> <p>Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.</p> |
| <p><u>Discrimination</u> <i>Faith abuse</i></p> <p>POS Autumn: Relationships</p> <ul style="list-style-type: none"> • Respecting ourselves and others • Safe relationships <p>POS Spring: Living in the wider world</p> <ul style="list-style-type: none"> • Belonging to a community | <ul style="list-style-type: none"> • My world, your world by Melanie Walsh • Tomorrow I'll be kind by Jessica Hische • All are Welcome by Alexandra Penfold <p><u>History Curriculum</u> – Rosa Parkes (year 2)</p> | <p>Article 2 The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.</p> <p>Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.</p> <p>Article 15 Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p> <p>Article 23 A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.</p> |
| <p><u>Drugs and substance abuse</u></p> <p>POS Summer: Health and wellbeing</p> <ul style="list-style-type: none"> • Keeping safe • Physical health and mental wellbeing | <ul style="list-style-type: none"> • The children's book of healthy habits by Sophie Giles <p><u>Suggested Training:</u> Parental drug and alcohol misuse and safeguarding children</p> | <p>Article 33 Governments must protect children from the use of illegal drugs.</p> |
| <p><u>Mental wellbeing</u></p> <p>POS Summer: Health and wellbeing</p> <ul style="list-style-type: none"> • Physical health and mental wellbeing • Growing and changing | <ul style="list-style-type: none"> • How are you feeling today? by Molly Potter • My Many Coloured Days by Dr Seuss • Little Meerkat's Big Panic by Jane Evans • Monkey Needs to Listen - A book about paying attention by Sue Graves | <p>Article 19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.</p> |

| | | |
|--|---|---|
| <ul style="list-style-type: none"> Keeping safe | <ul style="list-style-type: none"> Anna Angrysauros: A Children's Book About Dealing with Anger by Brian Moses The Boy Who Built a Wall Around Himself by Ali Redford The Huge Bag of Worries by Virginia Ironside | |
| <p><u>Relationships and sex education</u> <i>Child Sexual Exploitation (CSE)</i></p> <p>POS Autumn: Relationships</p> <ul style="list-style-type: none"> Friendships and families Safe relationships Respecting ourselves and others <p>POS Summer: Health and wellbeing</p> <ul style="list-style-type: none"> Growing and changing Keeping safe | <ul style="list-style-type: none"> Hands are not for Hitting by Martine Agassi Kit Kitten and the Topsy-Turvy Feelings: A Story About Parents Who Aren't Always Able to Care by Jane Evans The Great Big Book of Families by Mary Hoffman Usborne: All about families by Felicity Brooks My Body Belongs To Me From My Head To My Toes by Dagmar Geisler Some secrets should never be kept by Jayneen Sanders <p><u>Suggested training:</u></p> <ul style="list-style-type: none"> Protecting children from sexual abuse Child Sexual Exploitation and Trafficking Domestic Violence and Abuse Domestic abuse and the impact on children and the toxic trio Forced Marriage, honour based violence and female genital mutilation NSPCC PANTS rule | <p>Article 9 Children must not be separated from their parents unless it is in their best interests (for example, if a parent is hurting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.</p> <p>Article 10 Governments must act quickly and sympathetically if a child or their parents want to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit both of them.</p> <p>Article 11 Governments must do everything they can to stop children being taken out of their own country illegally or being prevented from returning.</p> <p>Article 16 Every child has the right to privacy. The law should protect the child's private, family and home life.</p> <p>Article 34 Governments must protect children from sexual abuse and exploitation.</p> <p>Article 37 No child shall be tortured or suffer other cruel treatment or punishment.</p> <p>Article 39 Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.</p> |
| <p><u>Safety</u> <i>Child Criminal Exploitation, Child missing in education, Domestic violence, Fabricated and induced illness, Abuse (including physical, emotional, sexual, domestic and neglect).</i></p> <p>POS Autumn: Relationships</p> <ul style="list-style-type: none"> Friendships and families Safe relationships Respecting ourselves and others <p>POS Summer: Health and wellbeing</p> <ul style="list-style-type: none"> Growing and changing Keeping safe | <ul style="list-style-type: none"> My Body Belongs To Me From My Head To My Toes by Dagmar Geisler Some secrets should never be kept by Jayneen Sanders Floss the Playground Boss by Corrine Averiss My Body Belongs To Me From My Head To My Toes by Dagmar Geisler Staying safe at the Playground by Lucia Tarbox Raatma <p><u>Suggested Training:</u></p> <ul style="list-style-type: none"> Neglect Fabricated and Induced Illness Safeguarding children | <p>Article 19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.</p> <p>Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.</p> |

| | | |
|---|--|---|
| <p><u>Safety in a digital world</u></p> <p>POS Autumn: Relationships</p> <ul style="list-style-type: none"> • Safe relationships <p>POS Spring: Living in the wider world</p> <ul style="list-style-type: none"> • Media literacy and digital resilience <p>POS Summer: Health and wellbeing</p> <ul style="list-style-type: none"> • Physical health and mental wellbeing • Keeping safe | <ul style="list-style-type: none"> • Chicken Clicking by Jeanne Willis • Chicken Clicking by Jeanne Willis • Goldilocks (A Hashtag Cautionary Tale) (Online Safety Picture Books) • by Jeanne Willis and Tony Ross • Webster's friend by Hannah Whaley • SOL Safety Online: Featuring the Hero Husky by Ria Cairns • https://www.ceop.police.uk/safety-centre/   <p>www.Thinkuknow.co.uk</p> <ul style="list-style-type: none"> • Digital Parenting Magazine published by Vodafone • Thinkuknow PowerPoint • Thinkuknow Steps to Protection • A guide to social media • Media lives by age: a snapshot <p><u>Suggested Training:</u></p> <ul style="list-style-type: none"> • Introduction to online safety • Safeguarding children in a digital world | <p>Article 17</p> <p>Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.</p> |
|---|--|---|

| Key Stage Two | Suggested Resources / Books | Article |
|--|--|--|
| <p><u>Bullying (including peer on peer abuse)</u></p> <p><i>Physical harm, cyber bullying, sexual violence and harassment, gender-based violence and sexting.</i></p> <p>POS Autumn: Relationships</p> <ul style="list-style-type: none"> • Friendships and families • Safe relationships • Respecting ourselves and others <p>POS Summer: Health and wellbeing</p> <ul style="list-style-type: none"> • Physical health and mental wellbeing • Keeping safe | <ul style="list-style-type: none"> • Marlene, Marlene, Queen of Mean by Jane Lynch • Be Kind By Pat Miller • The way I act by Steve Metzger • My mouth is a volcano by Julia Cook • You, Me and Empathy by Jayneen Sanders, | <p>Article 19</p> <p>Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.</p> |

| | | |
|---|---|---|
| <p><u>Extremism and Radicalisation</u></p> <p>POS Autumn: Relationships</p> <ul style="list-style-type: none"> • Safe relationships <p>POS Spring: Living in the wider world</p> <ul style="list-style-type: none"> • Belonging to a community <p>POS Summer: Health and wellbeing</p> <ul style="list-style-type: none"> • Keeping safe | <ul style="list-style-type: none"> • Let's talk about body boundaries Consent and respect by Jayneen Sanders • No means No! by Jayneen Sanders • www.educateagainsthate.com <p><u>Suggested Training</u></p> <ul style="list-style-type: none"> • Prevent | <p>Article 2 The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.</p> <p>Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right</p> |
| <p><u>Discrimination</u></p> <p><i>Faith abuse</i></p> <p>POS Autumn: Relationships</p> <ul style="list-style-type: none"> • Respecting ourselves and others • Safe relationships <p>POS Spring: Living in the wider world</p> <ul style="list-style-type: none"> • Belonging to a community | <ul style="list-style-type: none"> • No Difference Between Us: Teach children about gender equality, respectful relationships, feelings, choice, self-esteem, empathy, tolerance by Jayneen Sanders • Skin I'm in by Pat Thomas • The Journey by Francesca Sanna | <p>Article 2 The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.</p> <p>Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.</p> <p>Article 15 Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p> |
| <p><u>Drugs and substance abuse</u></p> <p>POS Summer: Health and wellbeing</p> <ul style="list-style-type: none"> • Keeping safe • Physical health and mental wellbeing | <ul style="list-style-type: none"> • The Children's Book of Healthy Habits by Sophie Giles • I can be safe by Pat Thomas <p><u>Suggested Training:</u></p> <ul style="list-style-type: none"> • Parental drug and alcohol misuse and safeguarding children | <p>Article 33 Governments must protect children from the use of illegal drugs.</p> |
| <p><u>Mental wellbeing</u></p> <p>POS Summer: Health and wellbeing</p> <ul style="list-style-type: none"> • Physical health and mental wellbeing • Growing and changing • Keeping safe | <ul style="list-style-type: none"> • Elemental Island by Kathy Hoopmann • Billy Bramble and The Great Big Cook Off by Sally Donovan • <i>Not Today, Celeste!</i> by Liza Stevens • The Huge Bag of Worries by Virginia Ironside • When Sophie Gets Angry-Really, Really Angry by Molly Bang • Anna Angrysauros: A Children's Book About Dealing with Anger by Brian Moses • The Boy Who Built a Wall Around Himself by Ali Redford | <p>Article 19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.</p> |
| <p><u>Relationships and sex education</u></p> <p><i>Child Sexual Exploitation (CSE), FGM and Forced marriage.</i></p> <p>POS Autumn: Relationships</p> <ul style="list-style-type: none"> • Friendships and families | <ul style="list-style-type: none"> • The Great Big Book of Families by Mary Hoffman • Usborne: What's happening to me? Boys and Girls versions. • Dudley Safeguarding: Sexting information, guidance and resources | <p>Article 9 Children must not be separated from their parents unless it is in their best interests (for example, if a parent is hurting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.</p> <p>Article 10 Governments must act quickly and sympathetically if a child or their parents want to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit both of them.</p> |

| | | |
|---|---|---|
| <ul style="list-style-type: none"> • Safe relationships • Respecting ourselves and others <p>POS Summer: Health and wellbeing</p> <ul style="list-style-type: none"> • Growing and changing • Keeping safe | <ul style="list-style-type: none"> • ‘Sexting’ in schools: advice and support around self-generated images • ‘Alright Charlie’: This resource is designed for use with children aged 9-11 in primary schools and aims to highlight the warning signs of grooming in an age appropriate way. The film is seen through the eyes of Charlie who is groomed by Danny. The resource was designed in consultation with CSE professionals, primary schools teachers and children in years 5 and 6 in primary schools. The resource is accessible to girls AND boys with the viewer never discovering Charlie's gender. The work book and teacher guidance to accompany the resource is available to download for free from the Blast website <p><u>Suggested training:</u></p> <ul style="list-style-type: none"> • Protecting children from sexual abuse • Child Sexual Exploitation and Trafficking • Domestic Violence and Abuse • Domestic abuse and the impact on children and the toxic trio • Forced Marriage, honour-based violence and female genital mutilation | <p>Article 11 Governments must do everything they can to stop children being taken out of their own country illegally or being prevented from returning.</p> <p>Article 16 Every child has the right to privacy. The law should protect the child's private, family and home life.</p> <p>Article 34 Governments must protect children from sexual abuse and exploitation.</p> <p>Article 37 No child shall be tortured or suffer other cruel treatment or punishment.</p> <p>Article 39 Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.</p> |
| <p>Safety</p> <p><i>Child Criminal Exploitation (including county lines, trafficking and modern slavery), Child missing in education, Domestic violence, Fabricated and induced illness, Abuse (including physical, emotional, sexual, domestic and neglect).</i></p> <p>POS Autumn: Relationships</p> <ul style="list-style-type: none"> • Friendships and families • Safe relationships • Respecting ourselves and others <p>POS Spring: Living in the wider world</p> <ul style="list-style-type: none"> • Belonging to a community <p>POS Summer: Health and wellbeing</p> <ul style="list-style-type: none"> • Growing and changing • Keeping safe | <ul style="list-style-type: none"> • The Children's Book of Healthy Habits by Sophie Giles • I can be safe by Pat Thomas • Lets talk about body boundaries Consent and respect by Jayneen Sanders • The Children's Book of first aid skills by Sophie Giles • <p><u>Suggested Training:</u></p> <ul style="list-style-type: none"> • Neglect • Fabricated and Induced Illness • Safeguarding children | <p>Article 19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.</p> <p>Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.</p> |

Safety in a digital world

Sexting, age restrictions, personal data, online abuse, grooming and live streaming.

POS Autumn: Relationships

- Safe relationships

POS Spring: Living in the wider world

- Media literacy and digital resilience

POS Summer: Health and wellbeing

- Physical health and mental wellbeing
- Keeping safe

- Troll stinks by Jeanne Willis
- Webster's friend by Hannah Whaley
- SOL Safety Online: Featuring the Hero Husky by Ria Cairns
- Usborne Staying Safe Online



<https://www.ceop.police.uk/safety-centre/>



www.Thinkuknow.co.uk

- Sexting Information, Guidance and Resources : <http://www.dudleygraphicsstudio.org.uk/assets/sexting-resources-and-guidance-nov-2016.pdf>
- Digital Parenting Magazine published by Vodafone
- Thinkuknow PowerPoint
- Thinkuknow Steps to Protection
- A guide to social media
- Media lives by age: a snapshot
- Dudley Safeguarding: Sexting information, guidance and resources
- 'Sexting' in schools: advice and support around self-generated images

Suggested Training:

- Introduction to online safety
- Safeguarding children in a digital world
- Dfe: Teaching online safety in school

Article 17

Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

Appendix: PSHE Programme of Study (including key texts)

| | Autumn: Relationships | | | Spring: Living in the wider world | | | Summer: Health and Wellbeing | | |
|-------------------------|---|--|--|---|---|--|---|---|--|
| | Families and friendships | Safe relationships | Respecting ourselves and others | Belonging to a Community | Media literacy and digital resilience | Money and work | Physical health and Mental wellbeing | Growing and changing | Keeping safe |
| EYFS | Understand what a family is and what it means to them. Understanding about similarities and differences between ourselves and others. | How to show feelings. Seeking help from trusted adults should they need to. | Self-confidence and how to feel good about self-success. Understand how to adjust behaviour to different situations. | Talk about own and others' behaviour and its consequences. Understand how to work as a group and understand what rules are. | Understanding that a range of technology is used in places such as homes and schools. | Jobs in familiar environments such as their family and their school. | Understanding basic hygiene including dressing and going to the toilet. | Understand how good practices regarding sleep, exercise, eating and hygiene help with healthy growth. | Understand the need for safety when tackling new challenges. Considering and managing relevant risks such as at home or in the playground. |
| Quality texts in school | Usborne: All about families by Felicity Brooks | Usborne: All about feelings by Felicity Brooks | Tomorrow I'll be kind by Jessica Hische | What if everybody did that? By Ellen Javernick | Clicker the Cat by Kyla Cullinane | What do grown ups do all day? By Virginie Morgand | We can get dressed by Marion Cocklico | The children's book of healthy habits by Sophie Giles | Floss the Playground Boss by Corrine Averiss |
| Year 1 | Roles of different people, families. Feeling cared for. | Recognising privacy; Staying safe. Seeking permission. | How behaviour affects others. Being polite and respectful. | What rules are. Caring for others' needs. Looking after the environment. | Using the internet and digital devices. Communicating online. | Strengths and interests. Jobs in the community. | Keeping healthy. Food and exercise. Hygiene routines. Sun safety. | Recognising what makes them unique and special. Feelings. Managing when things go wrong. | How rules and age restrictions help us. Keeping safe online. |
| Quality texts in school | <i>Usborne: All about families by Felicity Brooks</i> | <i>My Body Belongs To Me From My Head To My Toes by Dagmar Geisler</i> | <i>Have You Filled A Bucket Today? By Carol McCloud</i> | <i>Green Green by Marie Lamba</i> | <i>Chicken Clicking By Jeanne Willis</i> | <i>A Focus on People Who Help Us By John Wood</i> | <i>Use Science books from library</i> | <i>Usborne: All about feelings by Felicity Brooks</i> | <i>Chicken Clicking By Jeanne Willis</i> |
| Year 2 | Making friends; feeling lonely and getting help | Managing secrets; resisting pressure and getting help, recognising hurtful behaviour | Recognising things in common and differences. Sharing opinions | Belonging to a group. Roles and responsibilities. Being the same and different in the community. | The internet in everyday life. Online content and information | What money is. Needs and wants. Looking after money | Why sleep is important? Medicines and keeping healthy. Managing feelings and asking for help. | Growing older. Naming bod parts. Moving class or year. | Safety in different environments. Risk and safety at home. Emergencies. |
| Quality texts in school | <i>How to Be a Friend - By Laurie Krasny Brown</i> | <i>Some secrets should never be kept by Jayneen Sanders</i> | <i>All are Welcome by Alexandra Penfold</i> | <i>All are Welcome by Alexandra Penfold</i> | <i>Goldilocks (A Hashtag Cautionary Tale) by Jeanne Willis and Tony Ross</i> | <i>The children's money book of sense by Sophie Giles</i> | <i>Daisy The Hedgehog - by Tracey Thomson</i> | <i>Use Science books from library</i> | <i>Staying safe at the Playground by Lucia Tarbox Raatma</i> |

| | | | | | | | | | |
|-------------------------|--|--|--|--|---|---|--|---|---|
| Year 3 | What makes a family. Features of family life. | Personal boundaries. Safely responding to others. The impact of hurtful behaviour. | Recognising respectful behaviour. The importance of self-respect. Courtesy and being polite. | The value of rules and laws. Rights. Freedoms and responsibilities. | How the internet is used. Assessing information online. | Different jobs and skills. Job stereotypes. Setting personal goals. | Health choices and habits. Knowing what affects feelings and expressing feelings. | Personal strengths and achievements. Managing and re-framing setbacks. | Risks and hazards. Safety in the local environment and unfamiliar places. |
| Quality texts in school | <i>Usborne: All about families by Felicity Brooks</i> | <i>Marlene, Marlene, Queen of Mean by Jane Lynch</i> | <i>The way I act by Steve Metzger</i> | <i>Children who changed the world by Marcia Williams</i> | <i>Usborne Staying Safe Online by Louie Stowell</i> | <i>My Daddy is a Nurse by Kerrine Bryan</i> | <i>The Children's Book of Healthy Habits by Sophie Giles</i> | <i>My mixed emotions: learn to love your feelings by DK</i> | <i>I can be safe by Pat Thomas</i> |
| Year 4 | Positive friendships, including online. | Responding to hurtful behaviour. Managing confidentiality. Recognising risks online. | Respecting differences and similarities. Discussing differences sensitively. | What makes a community? Shared responsibilities. | How data is shared and used | Making decisions about money. Using and keeping money safe. | Maintaining a balanced lifestyle. Oral hygiene and dental care. | Personal identity. Recognising individuality and different qualities. Mental wellbeing. | Medicines and household products. Drugs common to everyday life. |
| Quality texts in school | <i>Be Kind By Pat Miller</i> | <i>You, Me and Empathy by Jayneen Sanders,</i> | <i>The truth Pixie by Matt Haig</i> | <i>How to make a better world. By Keily Swift</i> | <i>Once Upon Online By David Bedford</i> | <i>Usborne: Money for beginners by Eddie Reynolds</i> | <i>Good Enough to Eat: A Kids Guide to Food and Nutrition by Lizzy Rockwell</i> | <i>What's going on inside my head by Molly Potter</i> | <i>Books from the library for different lessons</i> |
| Year 5 | Managing friendships and peer influence | Physical contact and keeping safe | Responding respectfully to a wide range of people. Recognising prejudice and discrimination. | Protecting the environment. Compassion towards others. | How information online is targeted. Different media types, their role and their impact. | Identifying job interests and aspirations. What influences career choices. Workplace stereotypes. | Healthy sleep habits. Sun safety. Medicines, vaccinations, immunisations and allergies. | Physical and emotional changes in puberty. External genitalia. Personal hygiene routines. | Keeping safe in different situations, including responding in emergencies and first aid. |
| Quality texts in school | <i>Be Kind By Pat Miller</i> | <i>No means No! by Jayneen Sanders</i> | <i>No difference between us by Jayneen Sanders</i> | <i>Caring for the Environment – I'm a Global Citizen by Georgia Amson-Bradshaw</i> | <i>Tek: The modern Cave Boy by Patrick McDonnell</i> | <i>What do you see? By Samantha Ball</i> | <i>Listening to my body by Gabi Garcia</i> | <i>Usborne: What's happening to me? Boys and Girls versions.</i> | <i>The Children's Book of first aid skills by Sophie Giles</i> |
| Year 6 | Attraction to others. Romantic relationships, civil partnerships and marriage. | Recognising and managing pressure. Consent in different situations. | Expressing opinions and respecting others' points of view including discussing topical issues. | Valuing diversity. Challenging discrimination and stereotypes. | Evaluating media sources. Sharing things online. | Influences and attitudes to money. Money and financial risks. | What affects mental health and ways to take care of it. Managing change, loss and bereavement. | Human reproduction and birth. Increasing independence. Managing transition. | Keeping personal information safe. Regulations and choices. Drug use and the law. Drug use and the media. |
| Quality texts in school | <i>The Boy, The Mole, The Fox and The Horse by Charlie Mackesy</i> | <i>Lets talk about body boundaries Consent and respect by Jayneen Sanders</i> | <i>My mouth is a volcano by Julia Cook</i> | <i>Welcome to our World by Moira Butterfield</i> | <i>Dr Christian's Guide to Growing Up online by Dr Christian Jessen</i> | <i>Finance 101 for kids (money lessons children cannot afford to miss) By Walter Andal</i> | <i>Stand Tall Like A Mountain by Suzy Reading</i> | <i>Usborne: What's happening to me? Boys and Girls versions.</i> | <i>Once Upon Online By David Bedford</i> |

UN Convention on the Rights of the Child In Child Friendly Language



A collaborative
Children's Week Project
of the
ACT Children's Week Committee



dhcs IACT
Office for Children, Youth and Family Support



"Rights" are things that every child should have or be able to do. All children have the same rights. These rights are listed in the United Nations (UN) Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about the rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

Article 1
Everyone under 18 has these rights.

Article 2
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4
The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6
You have the right to be alive.

Article 7
You have the right to a name, and this should be officially recognised by the government. You have the right to a nationality (to belong to a country).

Article 8
You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10
If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11
You have the right to be protected from kidnapping.

Article 12
You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15
You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16
You have the right to privacy.

Article 17
You have the right to get information that is important to your well being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18
You have the right to be raised by your parent(s) if possible.

Article 19
You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20
You have the right to special care and help if you cannot live with your parents.

Article 21
You have the right to care and protection if you are adopted or in foster care.

Article 22
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25
If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30
You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.

Article 31
You have the right to play and rest.

Article 32
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33
You have the right to protection from harmful drugs and from the drug trade.

Article 34
You have the right to be free from sexual abuse.

Article 35
No one is allowed to kidnap or sell you.

Article 36
You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37
No one is allowed to punish you in a cruel and harmful way.

Article 38
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

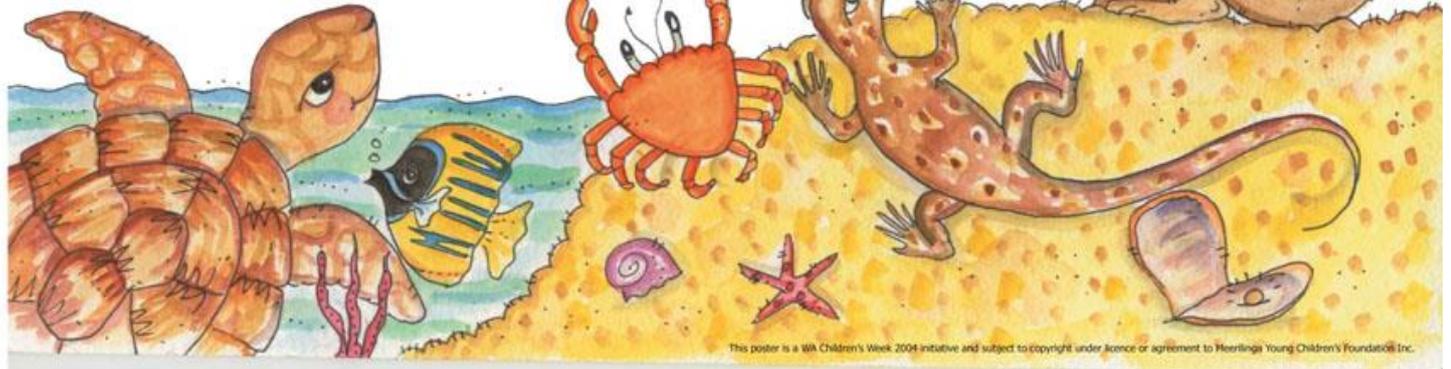
Article 39
You have the right to help if you've been hurt, neglected, or badly treated.

Article 40
You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41
If the laws of your country provide better protection of your right than the articles in this Convention, those laws should apply.

Article 42
You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Article 43 to 54
These articles explain how governments and international organisations like UNICEF will work to ensure children are protected with their rights.



Be smart on the internet



S

SAFE

Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online.



M

MEETING

Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.



A

ACCEPTING

Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!



R

RELIABLE

Information you find on the internet may not be true, or someone online may be lying about who they are.



T

TELL

Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

You can report online abuse to the police at www.thinkuknow.co.uk

**THINK
U
KNOW**



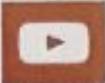
www.kidsmart.org.uk

KidSMART



Visit Childnet's Kidsmart website to play interactive games and test your online safety knowledge. You can also share your favourite websites and online safety tips by Joining Hands with people all around the world.



| Logo What is it? | What is it used for? | One risk for children and young people? |
|---|---|--|
|  YouTube | Video sharing | Access to inappropriate content. |
|  Pinterest | Photo/image sharing | Pin boards can be followed. Offenders may be able to learn of common interests to potentially groom a child. |
|  WhatsApp | Private and group messaging app | Messages can instantly be broadcast to a large group. |
|  Yovo | Send and share photos with a screenshot blocker | The screenshot blocker needs to be controlled by the user, increasing the chance of user error. |
|  Skype | Video/webcam calls online and via the app | Webcam feeds can be recorded/faked. |
|  YouNow | Similar to YouTube but live video streaming | Users 'follow' each other and comment on videos meaning potential for contact with strangers |
|  Ask.fm | Anonymous question based social networking | Cyberbullying. |
|  Snapchat | Photo messaging app | Photos can be grabbed via screenshot and sent on to others. |
|  Spotify | Music sharing | Offenders could learn of common interests through shared playlists to potentially groom a child. |
|  Club Penguin | Massively multiplayer online game set in virtual world | Grooming. |
|  F*** My Life | Blog posts of short, user generated stories of unfortunate happenings | Cyberbullying, trolling and abuse and unwanted contact |
|  YikYak | Anonymous local based 'bulletin board' app | Cyberbullying. |
|  Facebook Messenger | Instant messenger for Facebook Friends | Unwanted contact from strangers. |
|  BlackBerry Messenger | Instant messenger and video calls | Messages can be broadcast to whole network. |

| Logo What is it? | What is it used for? | One risk for children and young people? |
|---|--|--|
|  Vine | Six-second video sharing site | Exposure to inappropriate content. |
|  Moshi Monsters | Virtual gaming aimed at 6-14 years | Grooming. |
|  Tinder | Location based dating app | GPS reveals yp's location. |
|  Instagram | Photo/ image sharing | Feed can be followed. Offenders may be able to learn of common interests to potentially groom a child. |
|  FaceTime | Video/webcam calls online and via the app | Webcam feeds can be recorded/faked. |
|  Kik | Social networking messaging app | Exposure to sexualised conversation. |
|  Twitter | Social networking with limited characters | Trolling abuse. |
|  Grindr | Male-to-male location based dating app | Exposure to highly sexualised conversation and imagery. |
|  Whisper | Anonymous social networking app | Cyberbullying. |
|  Tumblr | Social networking and blog host | Exposure to harmful material. |
|  HER | Female-to-female location based dating app | Exposure to highly sexualised conversation and imagery. |
|  ooVoo | Video chat app allowing video chat with upto 12 people via webcam. | Indecent imagery, exposure to strangers. |