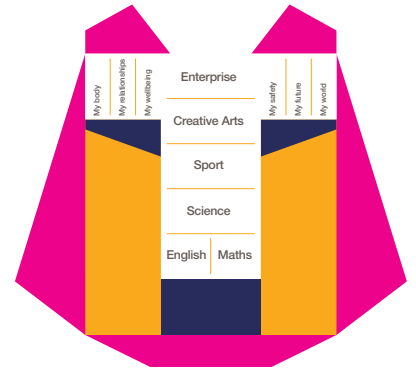


My Safety



The 'My Safety' curriculum consists of three steps.

Build

In the 'Build' stage students will build knowledge of basic safety in a range of areas including in relation to road skills, online activity and other risks in physical spaces. They will learn how to protect keep themselves safe by protecting their minds, bodies and health and develop understanding of their laws, responsibilities and safety in relation to legal and illegal drugs.

Grow

At the 'Grow' stage, students will learn how to stay safe in difficult situations including by exploring online consent, drugs, crime and conviction in relation to county lines and safe sexual behaviours.

Launch

By the time students complete 'Launch' stage they will have a confident understanding of how to stay safe in online, physical, sexual and potentially harmful situations in their wider lives as well as the ability to respect and care for others.

Build

The knowledge and skill to:

- › Knowledge of what safe travel looks like including road safety, cycle safety and the danger of strangers. The skills to walk and travel safely when outside of a school environment.
- › Knowledge of their rights and responsibilities when using a mobile phone including both moral and legal issues surrounding the use of such devices. The skills to report and challenge inappropriate usage of a mobile phone.
- › Knowledge of risks in the online world and risks in the “real” world and the skill to identify potential risks and harms in both.
- › Knowledge of basic first aid and the skill to use it.
- › Knowledge of illegal vs legal drugs. Knowledge of the relationship between illegal drugs and mental health.
- › Knowledge of how time and content on the internet can influence body image and self-esteem and the skill to identify how and where this might be happening to them.
- › Knowledge of why overreliance on online relationships can be damaging.
- › Knowledge of boundaries, privacy and consent and the skill to make their boundaries clear to other people as well as respect the boundaries of others.
- › Knowledge of contraception, contraceptive methods and safe sex.
- › Knowledge of the dangers of tobacco and peer pressure and the skill to challenge peer pressure.

The attitudes of a student who is confident that they can stay safe in the online and physical world and knows how to protect themselves and others in challenging situations that could impact their safety.

Grow

The knowledge and skill to:

- › Knowledge of online consent and their rights and responsibilities when using personal details, images or other content that includes other people. The skill to identify institutions and resources they can use when faced with difficult online consent situations.
- › Knowledge of drugs, crime and convictions including County Lines and the skill to identify institutions, people or resources they could seek support from in this situation.
- › Knowledge of basic first aid and the skill to use it.
- › Knowledge and understanding of a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy.
- › Knowledge of boundaries, privacy and consent and the skill to make their boundaries clear to other people as well as respect the boundaries of others.
- › Knowledge of contraception, contraceptive methods and safe sex.
- › The ability to recognise inappropriate content, contact and conduct in the online world and skill to report concerns.
- › Knowledge of how to make healthy choices for the physical body as well as for emotional and mental wellbeing including the skill to reflect on lifestyle choices that might be negatively impacting their health and safety.

The attitudes of a student who is gaining independence and learning how to make safe choices for themselves. This student knows how to seek support from a range of services and institutions in order to stay safe. This student is also media and internet-savvy and has an understanding of how to be safe online.

Launch

The knowledge and skill to:

- › Knowledge of the dangers and issues surrounding legal highs.
- › Knowledge of how to make healthy lifestyle choices that will support them to be safe and well in the longer term.
- › Knowledge of the effects of alcohol on the teenage brain. Knowledge the short and longer term impacts and effects of alcohol use.
- › Knowledge of drugs, crime and convictions including County Lines and the skill to identify institutions, people or resources they could seek support from in this situation.
- › Knowledge of basic first aid and the skill to use it, including how to respond to drug and alcohol-related emergencies.
- › Knowledge of the laws and potential implications of drink and drug driving including legal repercussions and the skill to identify why it is unsafe to drive while under the influence of these substances.
- › Knowledge of how changes in technology could affect their safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns in these areas.
- › Knowledge of boundaries, privacy and consent and the skill to make their boundaries clear to other people as well as respect the boundaries of others.
- › Knowledge of contraception, contraceptive methods and safe sex.

The attitudes of a student makes active, confident and informed safe choices in a variety of situations. This student independently makes safe decisions and has the tools necessary to take charge if in an unsafe situation with others. This student is inquisitive and conscientious online and values self-protection when in digital spaces.