

## Safeguarding in the Foundation Stage

<p><b>PSED Outcomes</b></p>	<p><b>ELG: Self-Regulation</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>ELG: Managing Self</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>ELG: Building Relationships</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>
<p><b>British Values</b></p>	
<p><i>Democracy</i></p>	<ul style="list-style-type: none"> <li>• Encouraging children to know their views count and their opinions are important, for example following the children's interests for topics and activities.</li> <li>• Encourage children to make decisions together e.g. when sharing a group toy like a large train set.</li> <li>• Encourage children to see their role in the 'bigger picture' e.g. linking to part of a family, class, group, school, community etc.</li> <li>• Encourage children to value each other's views and beliefs and to talk about their feelings -for example when they do or do not need help, topic ideas, ideas about how to organise an activity or circle time activities about likes and dislikes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide opportunities for the children to vote for activity choices, for example, choosing a theme for their role play area, choosing a book for story time or a song for song time by a show of hands.</li> <li>• Encourage children to complete activities that involve turn-taking, sharing, discussion and collaboration e.g. model making, role play activities and using equipment.</li> <li>• Use group times and circle times to encourage children to take turns, listen to others, and to value and respect the contributions made by others in the group.</li> <li>• Work together to create an environment where it is 'safe' to make mistakes, share thoughts and ideas, and to explore different options e.g. promoting forgiveness after an argument, opportunities to retry an activity and tolerance for different views.</li> </ul>
<i>The Rule of Law</i>	<ul style="list-style-type: none"> <li>• Encourage adults and children to work together, to create group rules.</li> <li>• Discuss the need for rules and how they should be administered fairly e.g. the need for rules to keep everyone safe and happy.</li> <li>• Teach children to understand their own and others' behaviour and feelings, along with their consequences.</li> <li>• Work together to create an environment where actions are consistently followed through e.g. adherence to class rules, follow-ups on discussions and other choices explored after taking a group vote.</li> <li>• Encourage and support children to learn how to distinguish right from wrong.</li> <li>• Encourage children to take turns, share and compromise.</li> </ul>
<i>Individual Liberty</i>	<ul style="list-style-type: none"> <li>• Encourage children to develop a positive sense of themselves</li> <li>• Provide opportunities for children to develop their self-esteem and confidence in their own abilities. For example, by sharing achievements and successes and promoting independence.</li> <li>• Provide opportunities to take on risks, challenges and responsibilities and also encourage children to explore and discuss their thoughts, feelings and ideas with those they trust.</li> <li>• Encourage children to try a range of different activities and opportunities, and to discuss and select their own preferences.</li> <li>• Encourage children to ask questions and trust that their opinions and ideas will be respected and valued.</li> <li>• Provide opportunities for children to follow and develop their own interests and ideas.</li> <li>• Provide activities for all children to engage in and actively challenge gender-specific tasks and activities.</li> <li>• Encourage children to reflect upon their similarities and differences, and appreciate and respect that others may have different views.</li> </ul>
<i>Mutual Respect and Tolerance of those of different faiths and beliefs</i>	<ul style="list-style-type: none"> <li>• Work as a group to create an environment that includes, values and promotes different faiths, cultures, views and races.</li> <li>• Provide opportunities for the children to make links with the wider community, for example outings to local places, inviting family members or speakers to visit the setting, or making links with a local charity.</li> <li>• Encourage children to learn about other faiths, cultures, traditions, families, communities and ways of life. Encourage the children to share their experiences with the group and allow the children to recognise similarities and differences between themselves and others.</li> </ul>

		<p>For example, by learning about festivals and special days, different types of family units, different occupations and places around the world.</p> <ul style="list-style-type: none"> <li>Encourage children to learn about the world around them — both locally and further afield. For example: local trips, using books, stories, posters and videos etc. to learn about places far away, cultural days, local events and activities, national celebrations</li> </ul>		
	<p><b>EYFS – Digital Literacy/E-Safety – Education for a Connected World Objectives</b></p>	<p>NC Objectives</p>	<p>EFACW Objectives</p>	<p>Skills</p>
		<p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>They can select and use technology for particular purposes.</p>	<p><b>Self-Image and Identity</b></p>	<ul style="list-style-type: none"> <li>I can recognise, online or offline, that anyone can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset</li> </ul>
			<p><b>Online Relationships</b></p>	<ul style="list-style-type: none"> <li>I can recognise some ways in which the internet can be used to communicate.</li> <li>I can give examples of how I (might) use technology to communicate with people I know.</li> </ul>
			<p><b>Online Reputation</b></p>	<ul style="list-style-type: none"> <li>I can identify ways that I can put information on the internet.</li> </ul>
			<p><b>Online Bullying</b></p>	<ul style="list-style-type: none"> <li>I can describe ways that some people might be unkind online.</li> <li>I can offer examples of how this might make others feel.</li> </ul>
			<p><b>Managing Online Information</b></p>	<ul style="list-style-type: none"> <li>I can talk about how to use the internet as a way of finding information online.</li> <li>I can identify devices I could use to access information on the internet.</li> </ul>
			<p><b>Health, Well-being and Lifestyle</b></p>	<ul style="list-style-type: none"> <li>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</li> <li>I can give some simple examples of these rules.</li> </ul>

			<p>Privacy and Security</p>	<ul style="list-style-type: none"> <li>• I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</li> <li>• I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</li> </ul>
			<p>Copyright and Ownership</p>	<ul style="list-style-type: none"> <li>• I know that work I create belongs to me.</li> <li>• I can name my work so that others know it belongs to me.</li> </ul>
	<p><b>By the age of 3 children at Sycamore Academy will ...</b></p>	<p>Have experience of sitting in a Police car and meeting Police Officers          Have experience of seeing a Fire Engine and meeting Fire Officers          Have learnt to keep safe by staying with their known adult (parent/carer/family member/teacher)          Have experience of handling animals carefully          Know how to wash their hands          Be able to use the toilet          Learn how to clean their teeth          Have had experience of washing babies (using dolls)          Have had experience of road safety whilst holding an adults hand          Have been on the Life Education Van to learn about their body parts          Have visited the local church          Have taken part in special days and celebrations from different cultures and religions          Have been involved in fund raising days for a variety of charities</p>		
	<p><b>By the age of 4 children at Sycamore Academy will ...</b></p>	<p>Have experienced a range of different foods and be aware of healthy food choices          Have experience of watching caterpillars change into butterflies          Have experience of planting and growing beans/seeds          Have visited the local church          Have an awareness of different religious buildings          Have been to the local orchard to experience different environments          Have been to Twycross Zoo/Sundown Adventure Land to experience a range of animals          Be able to name adults who can help them          Learn basic road safety with adult help          Be able to sign/say 'help me' to request help          Be able to say 'No' or 'Stop' if a friend does something they don't like          Be able to wait their turn during activities/games</p>		

		<p>Be able to tidy up after themselves          Use simple tools safely (including scissors)          Be able to clean their teeth          Have taken part in Sports Day races          Have been involved in role play linked to doctors, hairdressers, dentists, vets, shops/supermarkets, cafes/restaurants          Have been on the Life Education Van to learn how to take care of their bodies          Have taken part in special days and celebrations from different cultures and religions          Have been involved in fund raising days for a variety of charities</p>
	<p><b>By the age of 5 children at Sycamore Academy will ...</b></p>	<p>Have experience of watching chicks hatch and grow and learn to take care of them          Know how to cross the road safely          Be able to say 'No' or 'Stop' if someone does something they don't like          Have learnt about healthy bodies – washing, cleaning teeth          Have learnt about healthy minds – relaxing, calming strategies          Have learnt about healthy eating and drinking          Have learnt general safety in school – safe spaces, walking sensibly, kind hands, fire drills, lockdown procedures          Have learnt about keeping private parts private and showing appropriate affection          Have learnt about self-care – dressing and toileting independently          Have learnt about 'stranger danger' and safe adults          Have been on the Life Education Van to learn how to take care of their bodies and being safe with medicines          Have learnt about real life super heroes – paramedics, police, fire service          Have been to the local orchard to experience different environments          Have been on offsite visits and learnt about appropriate behaviours, safety and listening to instructions          Have visited the local church          Have an awareness of different religious buildings          Have taken part in Sports Day races          Have taken part in special days and celebrations from different cultures and religions          Have been involved in fund raising days for a variety of charities</p>

