



Christ the Sower Ecumenical Primary School Safeguarding across the Curriculum 2023-2024

The Christ the Sower Primary School Vision:

At Christ the Sower Ecumenical Primary School we provide the 'good earth' for **all** our children to flourish and achieve their **full potential**; so that every child can learn and explore who they are created to be. With the **highest of expectations**, we, individually and collectively, will **care for, nurture and develop** each and **every child**.

A loving place where we all care, learn and grow together. OUR CARE ETHOS AND CHRISTIAN VALUES

We realise our vision with a set of core values and a **CARE ethos** that permeates everything that we do. From the moment a student or member of staff arrives in our school we ask them to live in accordance with our Care ethos and values. These are core values and ideas that we believe underpin society in the modern world and they reflect who we are as a school, recognising every individual for who they are, regardless of starting points and backgrounds

Our Christian Values

Friendship – Our children, staff and families understand the value of friendship, and so we treat one another with kindness at all times. Through our curriculum, we learn how to be a true and trustworthy friend to everyone.

Thankfulness - Our pupils, staff and families know that we have many people, including God who care for us in many different ways in all aspects of our life. We know their response to this love and care should be one of thankfulness and praise.

Courage – Our children, staff and families understand that we need to put our trust in God to be there for us in all situations. We will support our pupils to have the courage to overcome fear, make a stand for what is right and to encourage others to persevere.

Forgiveness - We all understand that everyone makes mistakes, it's part of being human. Sometimes mistakes hurt others, and we need to say sorry. Sometimes mistakes made by other people hurt us. When this happens, we need to be able to forgive. We will look at how God's love is so great that forgiveness is always possible.

Compassion - Our children, staff and families understand that compassion is about 'standing in someone else's shoes' when they are having a hard time by trying to understand how they are feeling and offering a helping hand.

Respect - Our children, staff, families, and the wider community show respect for one another, for themselves and for their environment.

Perseverance - Our children, staff and families persevere in the face of challenges and stay calm in stressful situations. They take risks and understand the value of making mistakes

Our Ethos

At Christ the Sower Ecumenical Primary School. we put our children at the heart of everything we do in order for them to achieve their full potential. For every child within our care, it is our soul endeavour to nurture and develop the skills they need to become independent, confident and successful in adult life, no matter where that life may lead. In parallel we strive to create an environment where pupils feel safe to express themselves, valued and happy in their learning.

At CTS, pupils and staff are proud to be part of something special where positive experiences are gained, lasting friendships are formed and fond memories are made and embraced.



Safeguarding

Keeping Children Safe in Education 2022 refers to Safeguarding as the following:

For the purposes of safeguarding, a child is anyone under the age of 18. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- *protecting children from maltreatment.*
- *preventing impairment of children's mental and physical health or development;*
- *ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and*
- *taking action to enable all children to have the best outcomes.*

Pupil safeguarding and the promotion of fundamental British values are a core business of our ethos at Christ the Sower Ecumenical Primary School. We place great importance on identifying opportunities in the taught curriculum for children to learn about safeguarding.

Our broad curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equips every child with the knowledge and skills required for personal safeguarding.

Our PSHE curriculum covers all areas of Safeguarding through each of the strands to a different degree, however some go into more detail. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age appropriate level, or at a small group or 1:1 level where a more urgent need arises.

We plan to constantly challenge children to think deeply about safeguarding matters and their own personal physical and mental wellbeing. We value pupils' questions and give them space for their own thoughts, ideas and concerns. We give them opportunities across the curriculum to explore values, personal rights, responsibilities and equal opportunities that develop moral concepts that impact positively on safeguarding, promote British values and prevent radicalisation and extremism.

The Legal Context

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 well-being 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 of the responsibilities (see further detail on PSHE education and safeguarding, below).

Keeping Children Safe in Education 2022 states:

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

All schools have responsibilities relating to the safety of children in their care. Paragraph 129 to 131 of this document states that:

Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

In schools, relevant topics will be included within Relationships Education and Health Education. In teaching these subjects schools must have regard to the statutory guidance. Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual

The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND).

and other vulnerabilities).

This program will tackle, at an age-appropriate stage, issues such as:

- *healthy and respectful relationships*
- *boundaries and consent*
- *stereotyping, prejudice and equality*
- *body confidence and self-esteem*
- *how to recognise an abusive relationship, including coercive and controlling behaviour*
- *the concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and*
- *what constitutes sexual harassment and sexual violence and why these are always unacceptable.*

How does Christ the Sower Ecumenical Primary School address specific Safeguarding issues within the School's Curriculum?

Teaching pupils to keep themselves safe, and promoting resilience and independence is integral to our CARE curriculum. Below are identified areas taught within the curriculum, which are differentiated to meet the needs of individual pupils. In addition, as situations arise, these are seen as opportunities to further develop knowledge and skills. Safeguarding is promoted in assemblies, through council meetings, through PSHE and RSE sessions, via surveys and questionnaires and by staff modelling good practise.

Please see the table on the next page for a map of our safeguarding curriculum

Safeguarding Curriculum Coverage

Online Safety

- * E-Safety Week
- * Computing Curriculum – E-safety Modules in each year group.
- * Annual parent and carers training
- * Pupil/parent E-safety page on website
- * Assemblies
- * Internet Safety Day
- * NSPCC workshop and assembly

PSHE Curriculum

- * **PSHE Y1** – recognising privacy and staying safe. How and why we use the internet.
- * **PSHE Y2** – Online information might not always be true. Content can be factual or for fun.
- * **PSHE Y3** – Personal boundaries online
- * Keeping safe online – trusted sites/passwords/adult supervision
- * **PSHE Y4** – how to keep safe online and report concerns
- * **PSHE Y5** -identifying and dealing with online bullying. Trolling and harassment. How data is shared and used.
- * **PSHE Y6** – trolling online and how to stay safe and get help. Managing dares and pressures in different situations.
- * Reporting online – misuse of personal information, age restrictions, images that worry us. Mixed messages in the media and dealing with requests for personal information.

Computing Curriculum –

- * **Y1** – creating rules for staying safe online and understanding how we benefit from these rules.
- * Finding a balance in our use of technology
- * **Y2** – how to be safe, responsible and respectful online.
- * Listening to our feelings when online and asking for help when we feel unsafe. Internet traffic lights – staying safe online.
- * **Y3** – how can we be good digital citizens?
- * Keeping our information safe and private online.
- * What is a digital footprint and how can we be careful about what is in ours?
- * Who is in your online community? The

Keeping physically healthy

- * PE Lessons
- * Break and lunchtimes – Equipment and games
- * Extra-Curricular sports clubs
- * Daily physical activity

Science curriculum

- * **Y1** – healthy lifestyles
- * Name body parts
- * **Y2** – balanced diet
- * Importance of exercise
- * Personal hygiene
- * **Y3** – nutrition, skeleton and muscles
- * **Y4** – digestion and teeth
- * **Y5** -Life cycles
- * Human ageing
- * How diet, exercise, drugs and lifestyle affects the way the body functions
- * **Y6** – circulation, health and how nutrients are transported.
- * The full human life cycle

PSHE curriculum

All year groups –

- Summer term** – discuss and debate health and wellbeing issues.
- * **PSHE Y1** – food and exercise choices, hygiene rules and sun safety
- * **PSHE Y2** – importance of sleep, medicines,

Sex and relationships

- * School Nurse team
 - * PSW: Family Champion work and website page
 - * NSPCC workshop and assembly
- ### PSHE curriculum

- * **Y1** – how behaviour affects others, being respectful and polite
- * What private means and identifying different types of touch.
- * Recognising feelings in self and how to manage them
- * **Y2** – managing secrets, resisting pressure and getting help.
- * Growing older, naming body parts.
- * How to be a good friend
- * Resolving conflict
- * **Y3** – positive healthy relationships and friendships. Working collaboratively.
- * Recognising feelings in others and how to respond.
- * Maintaining personal boundaries.
- * **Y4** – acceptable and unacceptable physical contact. Solving disputes
- * Strategies for positive friendships
- * Healthy relationships.
- * **Y5** -negotiation and compromise, working collaboratively. Consequences of actions
- * Healthy friendships and boundaries
- * Peer influence
- * Unsafe friendships and how to manage them.

Radicalisation and extremism

- * School values
- * CARE ethos
- * British Values
- * Prevent agenda – all staff trained.
- * Assembly
- * Year 6 – Goodnight Mister Tom and WW2,

PSHE Curriculum

- * **PSHE Y1** – respect and what it means. Belonging to a community. Keeping safe online.
- * **PSHE Y2** – resolution of arguments, resisting pressure to do something that feels unsafe. Being the same and different to others in your community (but still equal)
- * **PSHE Y3** – rules for being online. The reasons for rules and laws in society. Human rights and how they protect us.
- * **PSHE Y4** – Appreciating difference and diversity in the UK and around the world.
- * **PSHE Y5** -rules and laws – respecting and resolving differences, To recognise that everyone should be treated equally.
- * **PSHE Y6** -Human rights, cultural practices and British Law. Being part of a community. Being critical of what is in the media and what they forward to others.

RE Curriculum

All yr gps are taught about a range of beliefs and faiths.

- * **Y1** – What holds a community together? Why do people choose to belong to religious groups?
- * Ethics and morals – where the ideas of right and wrong come from. Should people take care of the world?
- * **Y2** – Appreciating difference and diversity in the UK and around the world. How do different faiths show their beliefs?
- * Should people follow religious leaders?
- * **Y3** – What holds a community together?
- * Ethics and morals – where the ideas of right and wrong come from.
- * **Y4** – Appreciating difference and diversity in the UK and around the world. Is religion the most important influence in our lives?
- * Does living out our parent's religious beliefs take away our freedoms?
- * **Y5** -responsibilities towards the world and each other – RESPECT.

importance of knowing who you are communicating with online.

- * Cyberbullying – what should we do if someone is mean to us online?
- * Online credit – plagiarism and giving credit online
- * **Y4** – digital responsibility – how to take responsibility for yourself and your community online.
- * Password power up – the importance of a strong password.
- * Digital footprint and identity – posting online
- * Digital citizenship pledge – building a safe online community
- * Cyberbullying – Power of words online.
- * News and media – what is true online ? Why do people manipulate images?
- * **Y5** –making healthy media choices
- * The rights and responsibilities of online creators
- * Privacy and personal information – what information is it okay to share online?
- * Digital footprint and controlling your online presence
- * Positive and safe online gaming
- * Cyberbullying - being a super digital citizen by upstanding.
- * **Y6** – finding balance in our use of social media
- * Clickbait and how to avoid it.
- * How do gender stereotypes shape our online experience?
- * Digital friendships
- * Cyberbullying – what is it? How do we stop it?

teeth.

- * **PSHE Y3** – Balanced diet and food choices. Habits
- * **PSHE Y4** – Everyday drugs, hygiene and germs. Balanced lifestyle
- * **PSHE Y5** -Positive and negative influences on health – informed choices
- * Sun safety, medicines, vaccines immunisations and allergies.
- * **PSHE Y6** – Images in the media and their impact on people. Drugs (risks/effects)
- * Balancing mental and physical health.

- * **Y6** – different types of relationships. Recognising when a relationship is unhealthy (including forced marriage)
- * Acceptable and unacceptable physical touch.
- * Personal boundaries and the right to privacy.
- * Managing dares

RSE curriculum

- YR:** Recognise the importance of friendship, saying sorry. Different families.
- * **Y1** – We are all different but can be friends, Growing and Changing, different types of families and who to ask for help.
- * **Y2** – Gender stereotypes
- * Differences between males and females. Sexual difference and naming body parts.
- * **Y3** – Male and Female differences, Personal Space consent. Different types of families.
- * **Y4** – human Life cycle, what is puberty? Puberty changes and reproduction.
- * **Y5** – Talking about puberty, Male and female changes and Puberty and hygiene.
- * **Y6** – Puberty and reproduction, understanding relationships, conception and pregnancy.

- * What different religions teach about God.
- * Is religion the most important influence in our lives?
- * **Y6** -Diversity in religion. Similarities and differences between faiths. How all communities can live together. Do religious people live better lives?

Computing Curriculum –

- * **Y1**– How to seek help online. How to stay safe online.
- * **Y2** – identify a range of ways to report concerns. Listening to our feelings when we are online.
- * **Y3** – How to seek help online. Our online community
- * **Y4** – identify a range of ways to report concerns. Taking responsibility for ourselves and our online community. What is real on the internet?
- * **Y5**- Explain why it is important to cite a source.
- * Be discerning evaluating online information. Being an upstander online.
- * **Y6** – Develop and apply strategies of when they see something unexpected or worrying. Clickbait and what to do about it.

<p><u>Fire and water safety</u></p> <ul style="list-style-type: none"> * Assemblies * Fire drill and assembly points * Posters around school * Swimming (talks about water safety) * Firework safety – assembly * PSHE Y2: Fire Safety * recognising risk in everyday situations, e.g., road, water and rail safety, medicines * PSHE Y3: Fire safety and smoke alarms * keeping safe in the local environment including road, rail, water and firework safety * PSHE Y5: Basic emergency aid 	<p><u>Forced marriage</u> <u>RSE curriculum</u></p> <p>YR: Recognise the importance of friendship, Different families. Y1 –Growing and Changing, different types of families and who to ask for help. Y2 – Gender stereotypes Differences between males and females. Sexual difference and naming body parts. Y3 – Male and Female differences, Personal Space and different types of families. Y4 – human Life cycle, what is puberty? Puberty changes and reproduction. Y5 – Talking about puberty, Male and female changes and Puberty and hygiene. Y6 – Puberty and reproduction, understanding relationships, conception and pregnancy. That to force anyone into marriage is illegal Where to report forced marriage or ask for help if worried.</p> <p><u>PSHE curriculum</u></p> <p>Y1– how behaviour affects others, being respectful and polite What private means and identifying different types of touch. Y2 – managing secrets, resisting pressure and getting help.</p>	<p><u>Drugs alcohol and tobacco</u></p> <ul style="list-style-type: none"> * School values * CARE ethos * Mental health and wellbeing week. * Science Y3: Healthy living * Science Y6 -Health <p><u>PSHE curriculum</u></p> <ul style="list-style-type: none"> * PSHE Y1 – Balanced lifestyles and choices for health. * PSHE Y2 – Medicines that keep us healthy * PSHE Y3 – Balanced lifestyles and choices for health. * PSHE Y4 – Everyday drugs * PSHE Y5 -Positive and negative influences on health – informed choices * PSHE Y6 – How legal and illegal substances (drugs, medicines, alcohol and tobacco) can affect immediate and future health. 	<p><u>Emotional and physical abuse</u></p> <ul style="list-style-type: none"> * School values * CARE ethos * Health and well being week * NSPCC Childline assembly. * Worry Box in all classrooms <p><u>PSHE curriculum</u></p> <ul style="list-style-type: none"> * Y1– how behaviour affects others, being respectful and polite * What private means and identifying different types of touch. * Recognising feelings in self and how to manage them * Y2 – managing secrets, resisting pressure and getting help. * Growing older, naming body parts. * How to be a good friend * Resolving conflict * Y3 – positive healthy relationships and friendships. How our actions affect others * Recognising and responding to bullying. * Managing our own feelings, including conflicting feelings. * Y4 – acceptable and unacceptable physical contact. Solving disputes and conflicts * Listening and responding to others. Sharing points of view. * Y5 -negotiation and compromise, working collaboratively. Consequences of actions * How to raise concerns and challenges in a healthy way. * Listening to others. * Y6 – different types of relationships. Recognising when a relationship is unhealthy (including forced marriage) * Acceptable and unacceptable 	<p><u>Mental Health issues</u></p> <ul style="list-style-type: none"> * Health and Wellbeing week * NSPCC Childline assembly – safe people. * Assemblies and whole school stories. * Daily physical activity * Worry box in each classroom * Mental Health leader in school. * Mrs Robertson provides pastoral support. <p><u>PSHE curriculum</u></p> <ul style="list-style-type: none"> * Y1– feeling cared for, different types of families. The importance of exercise. Recognising feelings in self and how to manage them when they go wrong. * Y2 – managing feelings and asking for help. Making friends, feeling lonely and getting help. * Y3 - recognising what we are good at; setting goals. Describing feelings; conflicting feelings and how to manage our feelings * Y4 – Recognising what we are good at; setting goals. * Y5 - Recognising what they are good at; setting goals; aspirations Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief * Y6 - Recognising what they are good at; setting goals; aspirations. The ability to raise concerns and challenges 	<p><u>FGM.</u></p> <ul style="list-style-type: none"> * Year 6 SRE * All staff trained in FGM safeguarding. <p><u>PSHE Y5</u> – that FGM is against British law¹ what to do if they think they or someone they know might be at risk of FGM</p> <hr/> <p><u>Children missing in education</u></p> <ul style="list-style-type: none"> * Year 1 – Where the wild things are * Year 2 – Lost and Found * Year 4 – Lion the witch and the wardrobe * Year 5 – Goodnight Mister Tom * Year 6 – Street child * Mental Health and wellbeing week * Transition Work (Year 2 and Year 6)
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	<p>Growing older, naming body parts. Resolving conflict Y3 – positive healthy relationships and friendships. Recognising and responding to bullying. Y4 – acceptable and unacceptable physical contact. Solving disputes and conflicts Y5 –How to raise concerns and challenges in a healthy way. . Y6 Recognising when a relationship is unhealthy (including forced marriage) Acceptable and unacceptable physical touch. Personal boundaries Recognising discrimination and bullying.</p>		<p>physical touch. * Personal boundaries and the right to privacy. * Managing dares * What makes people the same or different. Recognising discrimination and bullying.</p>		
<p><u>Homophobic and Transphobic abuse</u> * Anti-bullying week * E-safety week</p> <p><u>PSHE Curriculum</u></p> <p>Year 1 – different types of families. Year 3 – recognising different types of families * Year 5 – what discrimination means and different types of discrimination e.g. racism, sexism, homophobia * to identify online</p>	<p><u>Domestic abuse</u> * NSPCC child line assembly</p> <p><u>PSHE curriculum</u> * Y1– how behaviour affects others, being respectful and polite * Recognising feelings in self and how to manage them * Y2 – managing secrets, resisting pressure and getting help. * How to be a good friend * Resolving conflict * Y3 – positive healthy relationships and</p>	<p><u>Road safety</u> * Bikeability * SLT on roadside duty * Travel Plan * Assemblies</p> <p><u>PSHE Curriculum</u> * PSHE Y1 – How rules help us. * PSHE Y2 – safety in different environments * PSHE Y3 – How to predict and assess risk when crossing the road * PSHE Y4 – how to keep safe in the local area (including on roads) * PSHE Y5 -personal safety (including when using phones in the</p>	<p><u>Child sexual exploitation</u> * E-safety week * Safer internet day. * NSPCC ChildLine workshop and assembly</p> <p><u>RSE curriculum</u> YR: Recognise the importance of friendship, saying sorry. Different families. * Y1 – We are all different but can be friends, Growing and Changing, different types of families and who to ask for help. * Y2 – Gender stereotypes * Differences between males and females. Sexual difference and naming body parts. * Y3 – Male and Female differences, Personal Space and different types of families.</p>	<p><u>Bullying (including Cyber bullying)</u> * School values * CARE ethos * Zero tolerance approach – behaviour policy * Diversity and equality day * International day of culture * Assemblies * Worry Box * Anti-bullying week * E-safety week Safer Internet day * Health and Wellbeing week</p> <p><u>PSHE curriculum</u> * Y1 – how our behaviour affects others. Being respectful. Knowing what makes you special. * Y2 – recognising hurtful behaviour, working cooperatively, making friends. Sharing your opinions and accepting difference. * Y3 – positive healthy relationships and friendships. Working collaboratively. * Recognising feelings in others and how to respond.</p>	

<p>bullying and discrimination of groups or individuals</p> <ul style="list-style-type: none"> * Year 6 – recognising and challenging stereotypes, discrimination and bullying. * Being critical of what is in the media and what they forward to others. * The difference between gender identity and sexual orientation and everyone’s right to be loved. 	<p>friendships.</p> <ul style="list-style-type: none"> * Recognising and responding to bullying. * Y4 – acceptable and unacceptable physical contact. Solving disputes and conflicts * Y5 –How to raise concerns and challenges in a healthy way. . * Y6 * Recognising when a relationship is unhealthy (including forced marriage) * Acceptable and unacceptable physical touch. * Personal boundaries Recognising discrimination and bullying. 	<p>environment)</p> <ul style="list-style-type: none"> * PSHE Y6 -increased independence in the local area and strategies for staying safe. 	<ul style="list-style-type: none"> * Y4 – human Life cycle, what is puberty? Puberty changes and reproduction. * Y5 – Talking about puberty, Male and female changes and Puberty and hygiene. Y6 – Puberty and reproduction, understanding relationships, conception and pregnancy. <p><u>PSHE curriculum</u></p> <ul style="list-style-type: none"> * Y1– how behaviour affects others, being respectful and polite * What private means and identifying different types of touch. * Recognising feelings in self and how to manage them * Y2 – managing secrets, resisting pressure and getting help. * Growing older, naming body parts. * How to be a good friend * Resolving conflict * Y3 – positive healthy relationships and friendships. Working collaboratively. * Recognising feelings in others and how to respond. Consent * Y4 – acceptable and unacceptable physical contact. Solving disputes * Y5 -negotiation and compromise, working collaboratively. Consequences of actions * Y6 – different types of relationships. Recognising when a relationship is unhealthy (including forced marriage) * Acceptable and unacceptable physical touch. * Personal boundaries and the right to privacy. * Managing dares 	<ul style="list-style-type: none"> * Y4 – Listening and responding to others. Sharing points of view. * acceptable and unacceptable physical contact. Solving disputes * Y5 -negotiation and compromise, working collaboratively. Consequences of actions * Negotiation and compromise, working collaboratively. * Y6 -Listening to others. * Recognising when a relationship is unhealthy (including forced marriage) Acceptable and unacceptable physical touch. Personal boundaries and the right to privacy. Managing dares What makes people the same or different. * Challenging stereotypes. Recognising discrimination and bullying. <p><u>Computing Curriculum –</u></p> <ul style="list-style-type: none"> * Y1 – Cyberbullying * Importance of having time away from devices. * Going to places safely online, following the online rules. * How to report feeling unsafe online. * Y2 – Cyberbullying How can we be safe, responsible and respectful when we are online? * How to stay safe and how to report it when something makes you feel unsafe. * Y3 – Cyberbullying (what it is and how to report it) * Keeping information to yourself online. * Positives and negatives of online communication * Importance of having time away from devices. * What to do if someone is mean to you online. * Y4 – Cyberbullying People feelings and the differences/similarities between unkindness and bullying online V real life. How to create a safe online profile. What information we should and should not share. Stopping unkind words online. * Y5- Cyberbullying – acceptable and unacceptable form of behaviour online How to report concerns How to maintain positive friendships when gaming. * Being an upstander online. Y6 – Cyberbullying - identify a range of ways to report concerns. Sharing personal information online. How to have healthy online relationships. Acceptable and unacceptable ways of behaving online. <p>Identifying what is and what is not cyberbullying – what to do about it.</p>
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