



THE BRITISH SCHOOL
OF BEIJING, SHUNYI
A NORD ANGLIA EDUCATION SCHOOL

Keeping Myself Safe



Giving students a voice through education

TALKING TO YOUR
KIDS ABOUT
SEXUAL ABUSE
ISN'T SCARY -

NOT
TALKING TO
THEM IS.

Why teach Child Protection in P.S.H.E.?



“ Research conducted by the Centers for Disease Control (CDC) estimates that approximately 1 in 6 boys and 1 in 4 girls are sexually abused before the age of 18. Only 10% of perpetrators were strangers to the child. ”



Protective behaviours should be taught from the age of 2 by naming body parts and talking about personal boundaries. *'Keeping Myself Safe'* is a child protection unit that gives every student from EYFS to Year 6, an understanding of recognising and responding to issues around child protection. Education is the key to giving our students a voice and helping to protect our children.

Why teach Child Protection in P.S.H.E.?



A PSHE child protection curriculum gives children who are victims of abuse the education to judge earlier that it is wrong and develop the confidence to report.



Even young children can be taught ways to protect themselves from abuse. They can be 'enlightened without being frightened'. They can be taught to network with trusted adults. In the past, many children and young people have received little or no information about what constitutes abuse or when, how and where abuse occurs. It is important to give students enough information so that, if faced with a situation of potential abuse, they can react quickly and seek protection effectively.

Why teach Child Protection in P.S.H.E?



It is important that students learn:

- the correct name for their body parts
- about feeling safe and their right to be safe
- to recognise appropriate and inappropriate behaviours
- that appropriate touching is an important part of positive relationships but they get to decide if they want to share hugs and kisses with someone
- that they have a right to say NO to a person who touches them inappropriately or threatens their safety
- that it is important to tell trusted adults about such situations
- that they may have to keep on telling people until they are believed

PREVENTION EDUCATION ACROSS CHILDHOOD



Child protection falls under our schools Safeguarding Policy

Definition:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development .
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children and young people to have the best outcome .



Safeguarding at BSB



Safeguarding in schools is more than simply keeping pupils safe in school. We leave them vulnerable if we do not do everything we can to equip them to keep themselves safe in school, outside school and in the future. PSHE education lessons provide the best context for this learning, as part of a whole school approach and can contribute to safeguarding.

Nord Anglia Education and all our schools accept and adhere to these basic principles:

Every student is entitled to a rich and broad curriculum that helps to equip them to keep themselves safe.

Ensure that safeguarding is addressed through the curriculum.



Term 1 P.S.H.E- *Keeping Myself Safe* introduction

Nursery
And
Reception

Year 1

Year 2

This unit does not include online safety as that is taught throughout our Computing curriculum.

Year 3

Year 4

Year 5

Year 6 complete this unit of learning in Term 3.

Nursery and Reception Curriculum

Learning about

- PANTS rules
- naming body parts and know which parts should be private. (under their pants)
- yes and no touch
- no, go, tell
- safety network



LEARN THE UNDERWEAR RULE



Year 1 Curriculum



Learning about

1. Key relationships

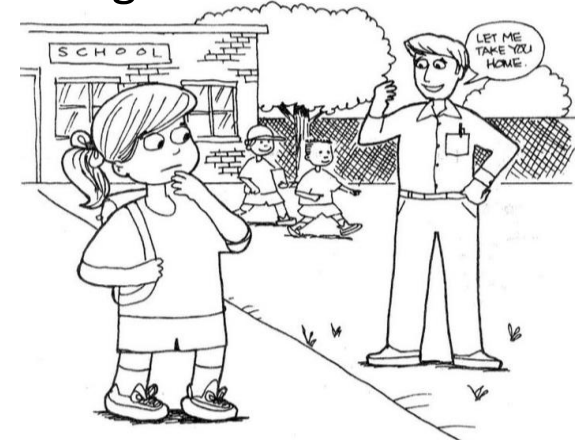


3. People who make them feel safe



4. yes/no feelings and yes/no touches

2. Safe strangers and danger strangers

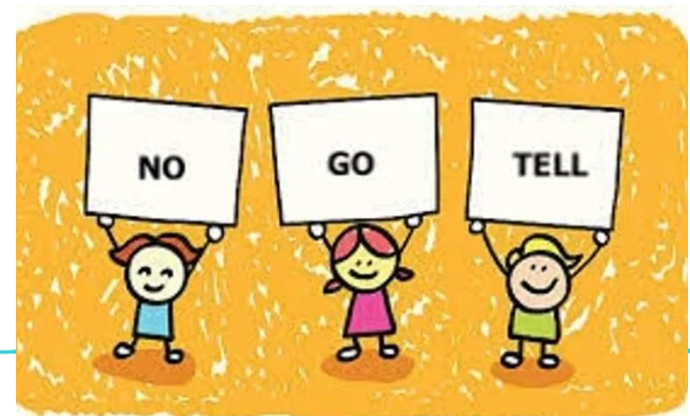


5. Safety Network

Early Warning Signs

If I feel frightened or unsafe I may sweat a lot, get a sick tummy, become shaky and my heart might beat really fast.

These feelings are called my Early Warning Signs. If I feel this way about anything, I must tell an adult on my Safety Network straightaway.



Year 2 Curriculum



Learning about

1. People who make them feel safe



2. Feelings and emotions



3. Safe strangers and danger strangers



4. yes/no feelings and yes/no touches



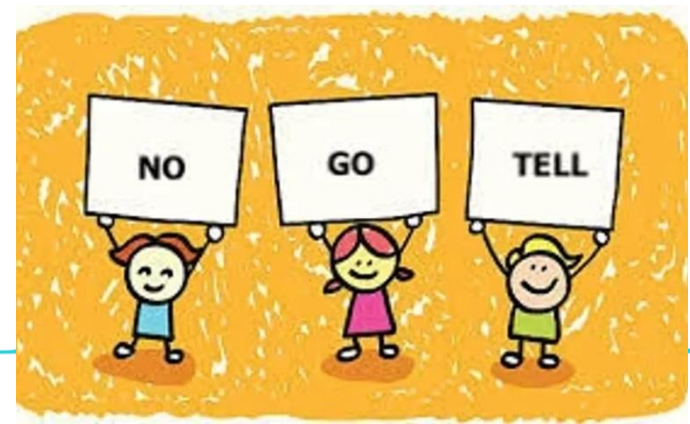
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5. Safety Network

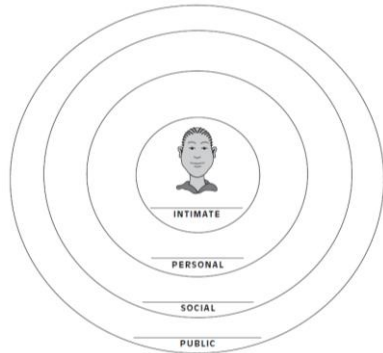


Year 3 Curriculum



Learning about

1. Personal Space



2. Boundaries

I Message Slips

I message slip

To: _____

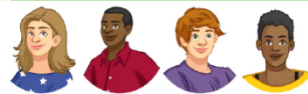
I feel _____

when you _____

because _____

I want/need you to _____

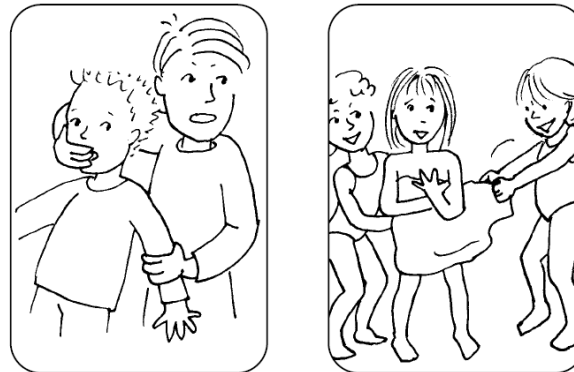
From: _____



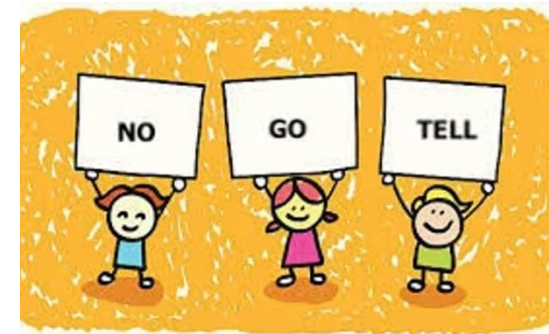
3. Safe strangers and danger strangers



4. Safe and unsafe secrets



5. Safety network



Year 4 Curriculum



Learning about

1. Emotions and feelings



2. yes/no feelings and yes/no touches



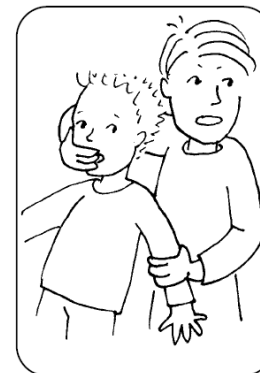
3. No. Go. Tell



4. Safety network



5. Secrets and surprises, Safe/unsafe situations



Year 4 Curriculum-Book- Let's Talk About Body Boundaries, Consent and Respect



Year 5 Curriculum



Learning about

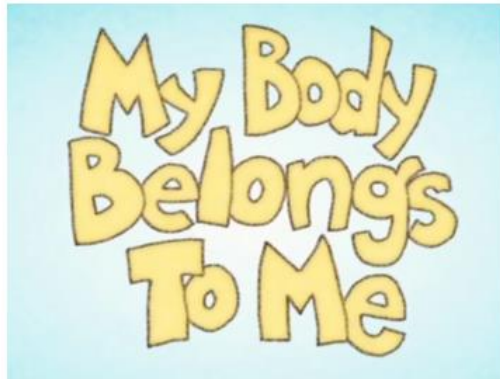
1. Friendships



2. Good and bad touch



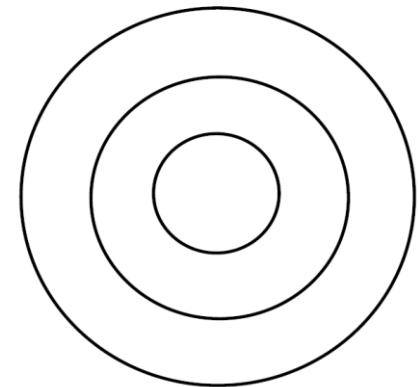
3. My body belongs to me



4. No. Go. Tell



5. Adults we come in contact with- safety network



Year 5 Curriculum

[My Body Belongs To Me \[Animated Short Film\].mp4](#)



What can you do at home?

- This message needs to be re-enforced at home.
- Talk to your child about personal safety.
- Visit the school website after this workshop to view this PowerPoint and a guide for parents that will help you speak with your children.



What can you do at home?

Parents guide to assist you in talking to your child/ren.

[PSHE\Childwise ParentInformation.pdf](#)





Thank you.