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Friday 23rd May 2025



Dear Parent/Carer,




Our school is part of the Safeguarding Children in Banbury (SCiB) group, which aims to deliver a programme across schools in the Banbury area that are relevant to the local community about how to keep safe. This programme is part of their PSHE curriculum and will give children the skills and confidence to assess situations and make their own decisions that are vital to keeping themselves safe as they get older, enabling them to become independent young people. These are called 'Protective Behaviours' and children revisit and build on their knowledge of these in every year group.

A Common Vocabulary



Protective Behaviours

Four Key Skills:

- Early Warning Signs** – teaching children how to connect with and interpret their bodies messages. Giving them the vocabulary to express them.
- Risk Assessment** – teaching children how be skeptical, how to spot risks and to make informed decisions.
- Getting Help** – connecting children with their trusted adults. Ensuring they understand that they are still children and when things go wrong, they need adults to help them overcome the problem.
- Taking Action** – equipping children with strategies they can use if they find themselves in a hotspot. Normalizing getting help.



| Unsafe | Risking on purpose | Risking for fun | Safe |
|--------|--------------------|-----------------|------|
| | | | |



This term, we will be exploring the theme of Protective Behaviours, risk and exploitation. The programme is designed to cover age-appropriate themes and builds on the year before.

What will children be learning?

Year 1 – NSPCC Pants Rule

Year 2 – Consent and Control

Year 3 – Safer Together – Understanding choices around their behaviour; appropriate behaviours of others; how to take action if they feel unsafe; understanding their bodies (including correct names for body parts); knowing who can help them.

Year 4 – Safer Together – Knowing the UN Convention Rights of a Child; highlighting their strengths and skills, understanding choice – dares, secrets and bribes; how to take action if they feel unsafe; knowing who can help them.

Year 5 – Exploitation – Understanding what exploitation is and recognising that there are different stages to this process (focus on Profiling and Ice Breaking); understanding how to get help and act protectively; scenario-based work to build scripts to support children in removing themselves from uncomfortable situations.

Year 6 – Exploitation – Recap of understanding of Profiling and Ice Breaking; develop an understanding of relationship building and of debt and indebted relationships; understanding the internal conflicts that they could experience and supporting strategies to make safe choices when faced with these dilemmas.

Information for Parents

[NSPCC Pants Rule](#) – click the hyperlink

[Exploitation](#) – Click on this link to find out more about exploitation.

Please note: this video contains content that is unsuitable for children and is directed to adults to raise awareness and understanding of exploitation. The content written for children in school has been designed to be age appropriate and does not contain all of the information within the video.

The SCB curriculum aims to ensure that children can make well-informed decisions and encourages them to ask questions to make sure that we are tackling misinformation. It would be fantastic if you could continue these discussions at home, particularly reinforcing the language around Protective Behaviours. We understand that children can generate interesting and sometimes quite in-depth questions around topics such as these. Children may also take time to process information, as with all learning, misconceptions can arise and so if your child comes home and talks about any of these messages or asks any questions that you would like support with, please do speak to your class teacher. Equally so, if your child raises any thoughts that we feel that you should know about or would benefit from a further follow-up at home, we will get in touch with you to let you know.

Yours Sincerely,

Mrs Robertson

PSHE Leader