**Safeguarding Curriculum Scope**

An effective school-wide child protection curriculum contains research-informed instructional methods, developmentally appropriate content, and family outreach. E-safety or Internet Safety Education (ISE) should mesh with social-emotional program in addition to IT/computing curriculum. Both are rules and values based and reflect the school’s child protection policies and e-safety policies and procedures.

**Social-emotional (civic, moral) learning (SEL/SRE/PSHE)**

* Spiraling curriculum builds on concepts year after year
* Age-appropriate content with skills based objectives
* Interactive and scenario-based with sufficient practice and skills rehearsal
* Builds self-respect, confidence, resilience, and decision making skills
* Lesson plans include teacher support: preparation guidance, summative assessments, and reflection
* May include teacher scripts and suggested extension activities
* Early Ed – 5th grade key scenario-based content may include:
	+ Identify: Safe and unsafe situations (ask parents first, trust your instincts concepts)
	+ Identify: Safe and unsafe or unwanted touches (pants/underwear rule -UK/EU, bathing suit guide - US) to include touches from peers and adults, including healthcare providers
	+ Access: identifying adults who can help, good secrets/bad secrets, adults are responsible to protect and prevent (not child’s fault)
	+ Act: assertiveness, empowering students to refuse, ask for help and report, understanding why it’s hard to say no or tell
	+ Act: identifying and practicing vocabulary of refusal (including assertiveness) including accurate names for private body parts (if culturally appropriate)
	+ Value: self and community, secrets and responsibilities (when to keep friend’s secrets, not child’s fault), continue to report until helped
* 6th grade -12th grade scenario-based content may include:
	+ Trigger warnings to prepare students for topics that may be upsetting?
	+ Identify: safe and unsafe situations (sexual harassment, cyber safety, exploitation, bullying, risky behavior, grooming, extremism)
	+ Identify: prevalence of behaviors (accurate statistics, avoid normalization of risky behavior such as sexting)
	+ Home country vs. host country cultural differences (for example, expectations, sexual harassment)
	+ Access: support structures (confidentiality exceptions, online and in person support)
	+ Act: to stay safe (decision making, seeking help from others, setting boundaries)
	+ Value: ethical choices for self and others (differentiating healthy relationships from harmful ones, consent, exploitation and youth produced sexual images, bystander responsibilities, supporting victims of abuse)

**E-Safety or Internet Safety Education (ISE)**

* Based on school E-safety policies and procedures and code of conduct for both students and staff and volunteers (staff are role models)
* Imbedded in computing curriculum and SEL/PSHE
* Includes life skills (respect, empathy, moral compass) and digital literacy elements
* Spiraling curriculum builds on concepts year after year
* Age-appropriate content with skills based objectives
* Interactive and scenario-based with sufficient practice and skills rehearsal
* Builds self-respect, confidence, resilience, and decision making skills
* May include teacher scripts and suggested extension activities
* Includes teacher preparation guidance, summative assessments, and teacher reflection questions
* Content provided with age appropriate scenarios may include:
	+ School policies and digital/e-safety code of conduct
	+ Protecting your privacy: why, how and where
	+ When and how to report inappropriate content or behavior
	+ Prevalence of behaviors (accurate statistics, avoid normalization of risky behavior such as sexting)
	+ Differences and dangers of digital platforms esp. new or trending technology (for example MMPOGs and live streaming)
	+ Validity of sources and accuracy of information
	+ Understanding of defamation, copyright, ownership
	+ Understanding challenge of ‘right to be forgotten’ online (self and others)
	+ Awareness of grooming, radicalization and exploitation
	+ Cyberbullying, resistance skills, avoiding conflict (don’t feed the trolls)
	+ Awareness of laws, and academic rules (plagiarism)

Both should include:

* Family outreach
	+ School ethos (values/norms) and codes of conduct communicated, posted at school
	+ Communication strategy (letters, informational meetings) to share content and parenting best practice including vocabulary, myths about abuse and SEL, family safety plan, parental filters/controls information, trending technology, etc.
	+ Sharing of further online and local resources to support good parenting, children who disclose, and high risk populations
* Whole school approach – not limited to classroom. All staff including non-teaching, volunteers, tutors, coaches and after school activity supervisors share consistent vocabulary and conduct.

Evidence includes:

* + Classroom and hallway posters
	+ Assembly topics
	+ School newsletters or notices
	+ Class blogs
	+ Whole staff models digital and behavioral codes of conduct and language of program
	+ Child protection role is written into job descriptions at every level