

## Safeguarding across the curriculum

Collective Worship	<p>Safety at school, importance of following rules, moral values, peer pressure- doing the right thing. Linked to vision of growing healthily and safely. Values of courage, kindness and respect embedded.</p> <p>Assemblies to mark special events: Anti bullying week, e safety, firework safety</p>
Enrichment	<p>Visitors e.g NSPCC, Young carers, nurse, doctors etc</p> <p>Visits- Penn House allotments</p> <p>Young Citizenship awards</p> <p>RE visits and visitors enhance RE curriculum about tolerance and understanding of different world views.</p>
Work with parents	<p>All- E safety zoom meetings, mental health info; revisited at other key meetings e.g. Y5 11+, achievement assemblies; section in newsletter</p> <p>Staff 1-1 support for families</p>
Routines	<p>Vision and values- celebrated weekly</p> <p>Network 5- reviewed every term</p> <p>Worry boxes- activity every term to reinforce</p> <p>Staff pastoral support</p> <p>Stranger danger school RA for visits shared with children and all relevant adults</p> <p>Boundaries- children know their boundaries and stick to them</p> <p>Social and emotional team in school</p>
Behaviour	<p>Derogatory language/discrimination challenged</p> <p>All child-on-child abuse incidents referred to SLT and recorded on CPOMs with relevant actions. Staff CPD and reminders about what constitutes child on child abuse. Staff reminders about where to stand on playground so chn are in view. Parents informed of behaviour incidents when necessary.</p> <p>Meet the teacher meeting to share expectations.</p> <p>Class rules established and referred to during the year. On display for all to see.</p> <p>Behaviour pol based on reconciliation and forgiveness</p>
Emotional support worker and interventions	<p>Supporting mental health</p> <p>ELSA, Young Carers, supporting vulnerable chn</p> <p>Nurture groups</p> <p>Working with families</p> <p>Social skills groups</p> <p>Art therapy for one pupil</p> <p>Lego and other quiet activities available at playtimes to support chn who find it hard to play with others all the time.</p>

Transition	<p>Transition into Y3-liaison with feeder schools, children visit for a day, enhanced visit for vulnerable pupils, photos of different parts of the school sent to ASD pupils to aid familiarisation.</p> <p>Transition to secondary school (2 tier approach- universal, extra session for vulnerable pupils)</p> <p>Visits to nursery settings</p> <p>Stay and play after school sessions</p>
External providers	<p>NSPCC pant lesson and online parent e safety training. Refer to child line each term as part of network 5 session.</p> <p>Young carers assemblies each year.</p>
Art	<p>Handling materials safely</p> <p>Visiting staff – DBS checked</p> <p>Overseeing chn if collecting resources from art cupboard</p> <p>Artists from different cultures. Artists with disabilities</p>
Computing	<p>Start of each term, e safety reminders, e safety reminders before using internet, e safety advice for parents in newsletter and at given at events</p> <p>E safety survey -followed up by subj leader</p> <p>Woven into Rising Stars- see curriculum map</p> <p>Safe use of technology -pupil code of conduct, signed to pupils and parents each year. PTA code of conduct</p> <p>NSPCC online safety training for parents</p> <p>E safety day</p>
DT	<p>Handling tools safely, cookery-mental health, nutrition, forest school- mental and physical health, assess own risks, stranger danger. RA for forest school so chn's time away from adults is controlled and minimal.</p>
English	<p>Books that challenge stereotypes eg. Boy at back of Classroom; PTA book boxes</p> <p>Texts which raise questions and link to real life situations – encourage discussions</p>
French	
Geography	<p>Safety in local area, road safety, firework safety, stranger danger, staying safe in different types of weather</p>
History	<p>KS1 Florence Nightingale- keeping clean and safe</p> <p>Nelson Mandela – segregation and apartheid, inclusion</p> <p>Understanding changes in history about the role of women (e.g Anglo-Saxons)</p> <p>Democracy in Ancient Greece</p>
Maths	<p>Reasoning – explaining using their own opinions</p> <p>Expressing different viewpoints</p> <p>Noticing something is not right, speaking up and making their own choices</p>
Music	<p>Charanga – lyrics to songs and understanding their meaning</p>
PE	<p>Physical and mental health, poolside and water safety, disability sports</p> <p>Being safe at swimming -reminders to pupils about private parts and strangers.</p> <p>Boundaries- safety outdoors.</p>
PSHE	<p>Jigsaw curriculum:</p> <p>Being me in my world- self-confidence, feeling valued within community</p> <p>Celebrating differences- radicalism and extremism, transphobic, homophobic abuse</p> <p>Dreams and Goals-understanding self and personal motivation</p>

	<p>Healthy me-eating a healthy diet, drugs v medicines  Relationships (domestic violence, forced marriages)  Changing me-which parts of body are private NSPCC don't get undressed, pants guidance, physical and emotional changes in puberty</p> <p>Establishing rules for confidentiality.  Mapped out HSB (see separate doc)</p> <p>Anti bullying week</p> <p>Includes online safety and sexting, drugs alcohol and tobacco  RSE- consent</p> <p>Extra adult in class for sensitive issues (e.g. bereavement, alcoholism) and for RSE</p>
RE	<p>Exploring prejudices  Learning in depth about other religions- radicalism and extremism  Visits and visitors</p>
Science	<p>Safety using equipment, puberty and reproduction, nutrition, healthy eating and dental health; microbes and germs</p>