



Safeguarding in the Curriculum:



*The curriculum examples provided are just a selection of examples showing how we meet each area of Safeguarding.
There are a lot more examples on individual subject curriculum maps. *

Safeguarding / Child Protection:

Implementation:

General Whole School

- Designated Safeguarding Leads (DSL) in school X 7
- CPOMS - communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor.
- Safeguarding schedule details training for all staff.
- All staff took part in annual safeguarding training so staff can spot possible signs and how to report this to ensure the safety of our children in school.
- Regular Training and policy updates given to all staff. Weekly safeguarding updates in Staff /SLT/Support meetings
- Safeguarding officer in place to support families.
- Safeguarding Policy- updated annually and approved by Governors.
- Safeguarding and Childline posters across so children are aware of a way to report concerns if they are worried or if something has happened.
- Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry boxes, zones of regulation display in classroom, encouraged to speak to any adult, PSHE lesson, My Happy Mind
- Collective Worship and Class Assemblies e.g. How we keep you safe in school, NSPCC, Online safety.
- Direct teaching of protected characteristics across assemblies and curriculum.

Information on specific areas of Safeguarding/Child Protection provided below:

Early Years Foundation Stage:

Information on specific areas of Safeguarding/Child Protection provided below:

- Inspecting safeguarding in early years doc shared with team leader.
- Daily risk assessments carried out.
- Careful and thorough meetings with providers, parents and careers to ensure and information relating to safeguarding is shared.

Key Stage One:

Information on specific areas of Safeguarding/Child Protection provided below:

Shared responsibilities

L1. about what rules are, why they are needed, and why different rules are needed for different situations
L2. how people and other living things have different needs; about the responsibilities of caring for them
L3. about things they can do to help look after their environment.

Communities

L4. about the different groups they belong to
L5. about the different roles and responsibilities people have in their community
L6. to recognise the ways they are the same as, and different to, other people

Lower Key Stage Two:

Information on specific areas of Safeguarding/Child Protection provided below:

Shared responsibilities

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
L2. to recognise there are human rights, that are there to protect everyone
L3. about the relationship between rights and responsibilities
L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

Communities

L6. about the different groups that make up their community; what living in a community means
L7. to value the different contributions that people and groups make to the community
L8. about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities
L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
L10. about prejudice; how to

Upper Key Stage Two:

Information on specific areas of Safeguarding/Child Protection provided below:

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
L2. to recognise there are human rights, that are there to protect everyone
L3. about the relationship between rights and responsibilities
L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
Communities
L6. about the different groups that make up their community; what living in a community means
L7. to value the different contributions that people and groups make to the community
L8. about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities
L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
L10. about prejudice; how to recognise behaviours/actions

				recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	which discriminate against others; ways of responding to it if witnessed or experienced
--	--	--	--	--	---

Sexual Harassment:					
Sexual harassment refers to unwanted conduct of a sexual nature that can occur online and offline and both inside and outside of school. This includes: Sexual comments. Sexual “jokes” or taunting.					
Implementation:	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
	<ul style="list-style-type: none">• PSHE curriculum links. The learning blocks Relationship and, Growing Up enables learning around right/wrong, consent, how to get help.• Designated Safeguarding Leads (DSL) in school x7.• CPOMS - communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor.• All staff take part in Kirklees and in-house safeguarding training so they can spot possible signs of child abuse and how to report this to ensure the safety of our children in school.• Safeguarding officer in school.• Safeguarding Policy• Safeguarding and Childline posters across so children are aware of a way to report concerns if they are worried or if something has happened.• Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry boxes, zones of regulation display in classroom, encouraged to speak to any adult, PSHE lesson.• Collective Worship and Class Assemblies e.g. How we keep you safe in school, NSPCC- promoting healthy relationships lessons, Online safety.• Talk PANTS NSPCC.	<p>Books</p> <p>https://www.mybodyismybody.com/teachers-corner-tutorial-4</p> <p>Provide opportunities for children to play in different sized groups.</p> <p>Plan activities that promote turn-taking.</p> <p>Encourage boys and girls to play alongside one another and avoid gender stereotyping.</p> <p>Ask children what they like or dislike about an activity. Help them express their thoughts and feelings in different ways and listen to the views of others.</p> <p>Where possible, allow children to decide whether or not they want to join in with an activity. Help them to say “no” if they don’t want to do something.</p> <p>Talk about the ways that people are different and similar. For example we</p>	<p>Alongside the whole school focus, this is explored through the curriculum areas. For example:</p> <p><u>PSHE (OGC)</u></p> <p>H25 - Know the correct names for the main parts of the body (including external genitalia).</p> <p><u>(SR)</u></p> <p>R13. to recognise that some things are private and the importance of respecting privacy; those parts of their body covered by underwear are private</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don’t know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p>	<p>Alongside the whole school focus, this is explored through the curriculum areas. For example:</p> <p><u>PSHE (SR)</u></p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>	<p>Alongside the whole school focus, this is explored through the curriculum areas. For example:</p> <p><u>PSHE (SR)</u></p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)</p> <p>PSHE Association Lessons directly on consent and what consent means.</p>

		<p>may have different hair, eye or skin colour but we all eat, breathe and have feelings.</p> <p>Talk about personal space and explain that some people might like more or less than others. Teach children that it's OK to say "no" if they don't want someone to touch them.</p>	<p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>PSHE Association Lessons on consent through asking for permission to do things</p>	<p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>H20 - Understand the right to protect our bodies from inappropriate and unwanted contact and the importance of privacy.</p> <p>R8 - Understand the difference between acceptable and unacceptable physical contact and comfortable/uncomfortable physical contact.</p>	<p>Understand that they have the right to protect their body from inappropriate and unwanted contact and the importance of privacy.</p> <p>Recognise the importance of permission seeking/consent.</p>
--	--	--	---	---	--

Child on child:						
Including and not exhaustive of: Physical and sexual abuse, Emotional harm, On and Offline Bullying, Teenage Relationship Abuse, Grooming, Sexual and Criminal Exploitation. (More Information on specific areas below in this document).						
Implementation:	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:	
	<ul style="list-style-type: none">• Our PSHE curriculum taught to every year group enables learning around right/wrong, how to get help/support, consequences of our actions, feelings and emotions, consent, relationships, how to keep ourselves safe etc. The learning blocks enable learning around this.• Medway and PSHE Association resources support teaching children about healthy relationships.• Positive relationships and behaviour are modelled by staff on a daily basis to ensure children experience what good relationships look like.• Designated Safeguarding Leads (DSL) in school.• CPOMS – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor.• All staff take part in Safeguarding training so staff can spot possible signs of these areas and how to report this to ensure the safety of our children in school.• Safeguarding Policy.• Clear, shared behaviour policy including clear guidance on how to deal with different forms of child on child abuse.• Safeguarding and Childline posters across so children are aware of a way to report concerns if they are worried or if something has happened.• Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry boxes, zones of regulation display in classroom, encouraged to speak to any adult, PSHE lesson.	<i>Alongside the whole school focus, this is explored through the curriculum areas. For example:</i>	<i>Alongside the whole school focus, this is explored through the curriculum areas. For example:</i>	<i>Alongside the whole school focus, this is explored through the curriculum areas. For example:</i>	<i>Alongside the whole school focus, this is explored through the curriculum areas. For example:</i>	
		<u>PSHE:</u> <u>Feelings and Emotions</u> Understand that it is OK to ask for help.	<u>PSHE:</u> that their behaviour can affect others.	<u>Friendships</u> R6. about how people make friends and what makes a good friendship R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy.	<u>Friendships</u> R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g., mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R16. how friendships can	<u>PSHE</u> <u>As LKS2 plus</u> Understand the nature and consequences of discrimination.
		<u>Relationships</u> Being aware of our own needs and having empathy for and understanding of others	<u>Managing hurtful behaviour and bullying</u> R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult			Understand how their actions can affect themselves and others and the consequences their behaviour can have.
		Identify risks to keep ourselves and others safe.				Practice asking for help and know where to go for help.
						Explain differences between healthy and unhealthy relationships
						Understand what constitutes a healthy relationship and the importance of respecting others.
						Understand how to recognise who to trust and who not to trust.
						Continue to develop the skills to form and maintain positive and healthy relationships.

<ul style="list-style-type: none">• Collective Worship and Class Assemblies e.g. How we keep you safe in school, NSPCC, Online safety.• Visits for police building relationships but also sharing work on bullying, criminal and sexual exploitation.• Wellbeing Ambassadors support the children with Relationships.• Anti-bullying Week supports the children with Relationships		<p><u>Respecting self and others</u> R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively</p>	<p>change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary <u>Managing hurtful behaviour and bullying</u> R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it</p> <p>PSHE Association- Consider appropriate and inappropriate physical contact and consent</p>	
---	--	---	--	--

Relationships and Sex Education:

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships.

Implementation:	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
	<ul style="list-style-type: none">Relationships and Sex Education (RSE) taught to every year group through our PSHE curriculum. The learning blocks Growing Up and Relationships enable learning around RSE.Curriculum Map (progression document) with objectives mapped out for each year group.Staff have completed Kirklees training for further support the teaching and learning of RSE.Positive relationships and behaviour are modelled by staff on a daily basis to ensure children experience what good relationships look like.RSE Policy outlining key information such as intent, our curriculum and information on withdrawal - this is reviewed and approved by Governors.RSE Consultation with parents (on our website). Parents know what children learn in each year group, could view the RSE policy and resources and had access to supporting resources for home.New parents are informed on RSE at the New Parents Meeting and directed to the RSE tab on the website.NSPCC Assemblies to provide the children with information on how to keep themselves safe (Pantosaurus and PANTS rule).Cross curricular links through our Science curriculum (Animals Inc Humans).Wellbeing Ambassadors support the children with Relationships.	<p>Alongside the whole school focus, RSE is explored through the curriculum areas. For example:</p> <p><u>PSHE/RSE:</u></p> <p>Recognise that all families are different</p> <p>Understand how members of a family can help each other</p> <p>Being aware of our own needs and having empathy for and understanding of other</p>	<p>Alongside the whole school focus, RSE is explored through the curriculum areas. For example:</p> <p><u>PSHE/RSE:</u></p> <p><u>Families and relationships.</u></p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p><u>Ourselves, Growing and Changing</u></p> <p>Know the correct names for the main parts of the body (including external genitalia).</p> <p>Understand what physical contact is acceptable, comfortable, unacceptable and uncomfortable.</p> <p><u>Safe relationships</u></p>	<p>Alongside the whole school focus, RSE is explored through the curriculum areas. For example:</p> <p><u>PSHE/RSE:</u></p> <p><u>Ourselves, Growing and Changing</u></p> <p>H25. about personal identity; what contributes to who we are (e.g., ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p>	<p>Alongside the whole school focus, RSE is explored through the curriculum areas. For example:</p> <p><u>PSHE/RSE:</u></p> <p>LKS2 objectives plus: <u>Ourselves, Growing and Changing</u></p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H33. about the processes of reproduction and birth as</p>

	<ul style="list-style-type: none">• Anti-bullying Week supports the children with Relationships.		<p>R13. to recognise that some things are private and the importance of respecting privacy; those parts of their body covered by underwear are private</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p><i>Plus, safe relationships objectives</i></p>	<p>part of the human life cycle; how babies are conceived and born¹</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>Explain how emotions/relationships change as they approach and move through puberty.</p> <p>Explain differences between healthy and unhealthy relationships.</p> <p>Science:</p> <p>(AIH) - Learn about the changes experienced in puberty.</p> <p>(AIH) - Knowledge about how to keep their bodies healthy and how their bodies might be damaged - including how some drugs and other substances can be harmful to the human body.</p>
--	--	--	---	---	--

<div>Online Safety:</div> <div>Online safety is the safe and responsible use of technology, including the internet, email, text messages, and gaming devices. It's also known as internet safety, e-safety, or web safety.</div>					
Implementation:	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
	<ul style="list-style-type: none">Online and E-safety mapped out as part of the Computing Curriculum and is progressive throughout school.PSHE curriculum links to Online Safety.Computing lead in school who oversees Online Safety.Online Safety PolicyHeadteacher shares information with parents through the website and newsletters on keeping their children safe online.	<p>Alongside the whole school focus, Online Safety is explored through the curriculum areas. For example:</p> <p><u>PSHE:</u></p> <p>Understand the risks and how to stay safe when using technology.</p> <p>Privacy and Security I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>Online Bullying I can describe ways that some people can be unkind online.</p> <p>Self-Image and Identify I can recognise online or offline that anyone can say 'no'- 'please stop'- I'll tell, 'I can ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset</p>	<p>Alongside the whole school focus, Online Safety is explored through the curriculum areas. For example:</p> <p><u>PSHE:</u></p> <p>Media literacy & digital resilience</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true</p> <p>Health, wellbeing and lifestyle I can explain rules to keep myself safe when using technology both in and beyond the home.</p> <p>Online Reputations I can describe how anyone's online information could be seen by others.</p>	<p>Alongside the whole school focus, Online Safety is explored through the curriculum areas. For example:</p> <p><u>PSHE:</u></p> <p>Media literacy & digital resilience</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and</p>	<p>Alongside the whole school focus, Online Safety is explored through the curriculum areas. For example:</p> <p><u>PSHE:</u></p> <p>Media literacy & digital resilience</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results Understand the importance of protecting information particularly online. Understand how to become digitally responsible and stay safe online. Understand how to recognise risks and how to report them. Understand the importance of showing respect online, even when we are anonymous. Know that for most people the internet is an integral part of life and know how information and data is shared and used online. Know how to use mobile phones responsibly. Understand the benefits of rationing time spent online and the risks of excessive time spent on electronic devices. Identify safe user habits (time limits, turning it off at night etc).</p> <p>Managing hurtful behaviour and bullying</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p>

			<p>identify misinformation</p> <p>Managing hurtful behaviour and bullying</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>Safe relationships</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>Self-Image and Identity</p> <p>I can explain ways in which someone might change their identity depending on what they</p>	<p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>Safe relationships</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>Online Relationships I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>Privacy and Security I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p>
--	--	--	--	--

				<p>are doing online (e.g. gaming; using an avatar; social media) and why.</p> <p>Privacy and Security I can describe strategies for keeping personal information private, depending on context.</p>	
--	--	--	--	---	--

<div>Mental Health and Well-Being</div> <div> Mental health and wellbeing in primary school is a state of overall well-being that includes a child's emotional, psychological, and social health </div>					
	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:

<ul style="list-style-type: none">• PSHE curriculum links to Mental Health/Wellbeing. The learning blocks enables learning around Mental Health/Wellbeing.• Mental health lead teachers in school who attended training in how to support the Mental Health of children.• EBSA trained staff who support children proactively with their health and wellbeing in weekly 1:1 or small group sessions.• Wellbeing Ambassadors- These children are trained and always around to support any children with their wellbeing/mental health.• Mental health and wellbeing assemblies.• A range of Nurture groups that take place in special rooms across school such as The Nest and Roots and Shoots. Teachers refer children for this.• Mindfulness and yoga afterschool club.• Designated Safeguarding Leads in school.• Safeguarding Officer who supports families with any mental health/wellbeing needs.• Mental health week/Children's mental health week celebrated annually across school. Children take part in daily activities during this week to support/ raise awareness around mental health/wellbeing.• A range of books to support teaching.• Outside agencies (KKIM, MHST) to support children with their mental health.• Nurturing school ethos where children are encouraged to talk about their mental health / wellbeing. We have a vast range of ways children can do this such as:<ul style="list-style-type: none">➤ Wellbeing Ambassadors➤ Worry box in each classroom (children can write down their worry if they don't want to tell verbally tell someone - checked regularly)➤ Worry Monster EYFS (similar to the worry box where	<p><i>Alongside the whole school focus, Mental health and well- being is explored through the curriculum areas. For example:</i></p> <p>PSHE:</p> <p>Understanding emotions</p> <p>Develop strategies for managing feelings</p> <p>Understand that it is OK to ask for help</p> <p>Develop an understanding of the importance of making healthy choices</p>	<p><i>Alongside the whole school focus, Mental health and well- being is explored through the curriculum areas. For example:</i></p> <p>PSHE:</p> <p>Mental Health</p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better:</p> <p>Science:</p> <p>(AIH) - Learn about</p>	<p><i>Alongside the whole school focus, Mental health and well- being is explored through the curriculum areas. For example:</i></p> <p>PSHE:</p> <p>Mental health</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health</p>	<p><i>Alongside the whole school focus, Mental health and well- being is explored through the curriculum areas. For example:</i></p> <p>PSHE:</p> <p>As LKS2 plus</p> <p>Science:</p> <p>(AIH) - Describe the changes experienced in puberty.</p> <p>Media literacy & digital resilience</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p>
---	---	---	--	---

	<p>children can write down their worry and feed it to the monster- checked regularly)</p> <ul style="list-style-type: none"> ➤ Zones of Regulation in each classroom to communicate feelings ➤ My Happy Mind program run throughout school. ➤ Speaking to any adult in school - children know any adult will listen. ➤ Acknowledging children's individual achievements in and out of school. ➤ Allowing children to have an influence over days/events around school e.g., courageous advocacy. ➤ Discussing events that happen around the world in sensitive, age-appropriate ways allowing children to talk about them, share worries and ask questions. ➤ Knowing children's families/interests/worries/concerns. These are passed from Teacher to Teacher at the end of each year. 		<p>importance of exercise and nutrition for humans.</p>	<p>and wellbeing and how to seek support for themselves and othersfor others at risk.</p> <p>Health, Well-Being and Lifestyle</p> <p>I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</p> <p>I can explain how using technology can be a distraction from other things, in both a positive and negative way</p>	
--	--	--	---	--	--

Bullying:

Bullying is intentional behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere - at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

General Whole School		Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
Implementation:	<ul style="list-style-type: none">• PSHE curriculum links to Bullying.• Anti-bullying policy which is clearly in practice and known to children across school.• Behaviour policy and levels of• Anti-bullying page on the website that children and parents are directed to.• Anti-bullying week celebrated annually across school. Theme of the week taken from the Anti-bulling Alliance. Each class takes part in daily activities around Anti-bullying.• Regular Anti-bullying/behaviour assemblies each term.• Children attend Reflection time at lunchtime if we think bullying has happened. Children spend time reflecting on their actions and talking through how their actions affect other people. Focus on self - regulation. This is then monitored extremely closely.• Children are encouraged to speak up if they are being bullied and have a range of ways to communicate this/gain support such as:<ul style="list-style-type: none">➤ Wellbeing Ambassadors➤ Worry box in each classroom (children can write down their worry if they don't want to tell verbally tell someone - checked regularly)➤ Worry Monster (similar to the worry box where children can write down their worry and feed it to the monster- checked regularly)➤ Zone of regulation display in each classroom to communicate feelings➤ My Happy Mind.➤ Speaking to any adult in school - children know any adult will listen.	<p>Alongside the whole school focus, bullying is explored through the curriculum areas. For example:</p> <p><u>PSHE:</u></p> <p>(R) - Managing friendships and social interactions</p> <p>(R) - Being aware of our own needs and having empathy for and understanding of others</p> <p><u>Online Bullying</u> I can describe ways that some people can be unkind online</p> <p>I can give examples of how this might make people feel</p>	<p>Alongside the whole school focus, bullying is explored through the curriculum areas. For example:</p> <p><u>PSHE: Managing hurtful behaviour and bullying</u> R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p><u>Media literacy & digital resilience</u> L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true</p>	<p>Alongside the whole school focus, bullying is explored through the curriculum areas. For example:</p> <p><u>PSHE:</u></p> <p><u>Managing hurtful behaviour and bullying</u> R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it</p> <p><u>Online Bullying</u> I can give examples of how bullying behaviour could appear online and how someone can get support.</p> <p>I can explain why people need to think carefully about how content they post might affect others, their</p>	<p>Alongside the whole school focus, bullying is explored through the curriculum areas. For example: <u>PSHE:</u></p> <p><u>Managing hurtful behaviour and bullying</u> R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it</p> <p><u>Online Bullying</u> I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</p> <p>I can describe how to capture bullying content as evidence (e.g screen-grab,</p>

			feelings and how it may affect how others feel about them (their reputation).	URL, profile) to share with others who can help me.
--	--	--	---	---

<div>Keeping Safe:</div> <div>Staying safe includes the teaching of water, road, rail, sun and fire safety whilst at school and at home. A focus is on making safe decisions and knowing what to do should something happen where their or others safety is compromised.</div>				
Implementation:	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two: Upper Key Stage Two:
	<ul style="list-style-type: none"> Curriculum links to Keeping Safe through our PSHE curriculum. Health and Safety section in the PE Intent, Implement and Impact statement. All staff aware and make children aware of safety e.g. removing jewellery, hair up etc, <p>Water Safety-</p> <ul style="list-style-type: none"> Assemblies providing children with the information appropriate to enable them to stay safe around water. Swimming lessons for Year 5 and Year 6 (non-swimmers) which are part of the PE curriculum. The children are taught about poolside safety. <p>Road Safety</p> <ul style="list-style-type: none"> Assemblies providing children with the information appropriate to enable them to stay safe around roads. Road Safety Week is celebrated annually in school. Bikeability for Year 5 and a few in Year 6 (non-riders). This focusses on safety on the roads, rules of the road, potential dangers and consequences. Road safety workshops in specific year groups during year. <p>Sun Safety</p> <ul style="list-style-type: none"> Assemblies providing children with the information appropriate to enable them to stay safe in the sun. PSHE curriculum/ Science curriculum <p>Rail Safety</p> <ul style="list-style-type: none"> Assemblies providing children with the information appropriate to enable them to stay safe around the railway. 	<p>Alongside the whole school focus, Keeping Safe is explored through the curriculum areas. For example:</p> <p><u>PSHE</u></p> <p><u>Keeping/Staying Safe</u> Identify risks to keep ourselves and others safe.</p> <p>Understand that rules help to keep ourselves and others safe.</p>	<p>Alongside the whole school focus, Keeping Safe is explored through the curriculum areas. For example:</p> <p><u>PSHE</u></p> <p>Healthy lifestyles (physical wellbeing)</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. about the people who help us to stay physically healthy and safe.</p> <p>Keeping safe</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p>	<p>Alongside the whole school focus, Keeping Safe is explored through the curriculum areas. For example</p> <p><u>PSHE</u></p> <p>Keeping safe</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely. (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries²</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and</p>

	<div>Fire Safety</div> <div><ul style="list-style-type: none">Assemblies providing children with the information appropriate to enable them to stay safe around the fire and how to prevent fire.</div>		<div>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</div> <div>H35. about what to do if there is an accident and someone is hurt</div> <div>H36. how to get help in an emergency (how to dial 999 and what to say)</div>	<div>what to say</div>
--	---	--	---	------------------------

Keeping Healthy:				
Keeping healthy means doing things that are good for your body - things like eating nutritious foods, exercising, brushing your teeth and getting enough sleep. It's important to understand how what you eat and what you do affects your body. A balanced diet means that your body is getting all the nutrients it needs.				
Implementation	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two: Upper Key Stage Two:
	Physical Activity	Physical Activity	Healthy lifestyles (physical wellbeing)	Healthy lifestyles (physical wellbeing)
	<ul style="list-style-type: none">Twice weekly PE Classes: Ensure students have regular physical education classes to develop fitness habits.Active Playtime: Designate time for unstructured outdoor play, encouraging children to be active.After-School Sports Programs: Offer a variety of sports and physical activities for students to join.	"We encourage daily physical activity to help children develop their gross motor skills and overall fitness."	H1. about what keeping healthy means; different ways to keep healthy	H1. how to make informed decisions about health
	<ul style="list-style-type: none">Links with Pennine Sports Partnership offering other sporting activities for all children.	"Outdoor play is an essential part of our day, promoting movement and exploration."	H2. about foods that support good health and the risks of eating too much sugar	H2. about the elements of a balanced, healthy lifestyle
	<ul style="list-style-type: none">Links with HTFC offering advice and well-trained staff on school's health and wellbeing.	2. Healthy Eating	H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	H3. about choices that support a healthy lifestyle, and recognise what might influence these
	<ul style="list-style-type: none">Curriculum covers ways of keeping healthy including oral hygiene, sleep, digital wellbeing and healthy eating.	"We promote healthy eating by providing nutritious snacks and meals."	H4. about why sleep is important and different ways to rest and relax	H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
	<ul style="list-style-type: none">Working with Locala and other local agencies to support children and families.	3. Hydration	H5. simple hygiene routines that can stop germs from spreading	H5. about what good physical health means; how to recognise early signs of physical illness
	<ul style="list-style-type: none">Safeguarding officer supports families.	"Water is available throughout the day to ensure children stay hydrated."	H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
		"We teach children the importance of drinking water and recognising thirst."	H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
			H8. how to keep safe in the sun and protect skin from sun damage	H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

			<p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. about the people who help us to stay physically healthy</p>	<p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>Mental health</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p>
--	--	--	--	---

Radicalisation and Extremism:					
Radicalisation is the process by which someone comes to support extreme ideologies. In this context we refer to extremism that is harmful and hateful. This can sometimes be the precursor to terrorism which involves serious criminal acts for advancing a political, religious or ideological cause. Extremism and radicalisation can have a devastating effect on individuals, families and communities.					
Implementation	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
	PSHE curriculum links. The learning blocks enables learning around right/wrong, how to get help, strangers.	This is explored through the curriculum areas. For example:	This is explored through the curriculum areas. For example:	This is explored through the curriculum areas. For example:	This is explored through the curriculum areas. For example:
	Designated Safeguarding Leads (DSL) in school.	PSHE	PSHE	PSHE	RE
	CPOMS - communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor.	Keeping/Staying Safe Identify risks to keep ourselves and others safe	Recognise that they share a responsibility for keeping themselves and others safe, when to say yes, no, I'll ask and I'll tell.	Know how to respond safely and appropriately to adults they may encounter whom they do not know.	Demonstrate an understanding of what is right and wrong, just, and fair in a sensitive and appropriate manner.
	Safeguarding Officer supports families.		Know who to go to if they are worried and to keep trying until they are heard.	Identify where and how to get help, to keep trying until they are heard the vocabulary and confidence to do so.	PSHE
	Safeguarding Policy		Know how to respond safely and appropriately to adults they may encounter whom they do not know.	Understand that increased independence brings increased responsibility to keep themselves safe.	Understand there are some cultural practices against British law.
	Childline displays in every classroom so children are aware of a way to report concerns if they are worried or if something has happened.		Identify special people who work in the community who are responsible for looking after and protecting us.	(Develop strategies for keeping physically and emotionally safe in different situations.	Understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.
	Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry boxes, wellbeing Wednesdays, feelings display in classrooms, worry monster, encouraged to speak to any adult, PSHE lessons, Thrive etc.		Know how to contact those special people when they need their help and the vocabulary and confidence to do so, including dialling 999 in an emergency.		Identify where and how to get help, to keep trying until they are heard the vocabulary and confidence to do so.
	All staff take part in PREVENT and CHANNEL training informing staff which includes how to spots signs of radicalisation and extremism and how to report this to ensure the safety of the children in school.				Know how to respond safely and appropriately to adults they may
	All staff took part in Safeguarding training so staff can spot possible signs and how to report this to ensure the safety of our children in school.				

					encounter whom they do not know
--	--	--	--	--	------------------------------------

Forced Marriage:

A forced marriage is a marriage where one or both people do not consent to the marriage and are coerced into it through pressure or abuse. It is a serious abuse of human rights and a form of domestic abuse.

	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
	<ul style="list-style-type: none">• PSHE curriculum links. The learning blocks Relationships and Being Safe enables learning around forced marriage and how to get help/support.• Designated Safeguarding Leads (DSL) in school.• CPOMS - communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor.• Safeguarding Officer supports families.• Safeguarding Policy• Childline displays in every classroom so children are aware of a way to report concerns if they are worried or if something has happened.• Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry boxes, wellbeing Wednesdays, feelings display in classrooms, worry monster, encouraged to speak to any adult, PSHE lessons, Thrive etc.	<p>Understanding Family Structures "We explore the different types of families in our community, recognizing that every family is unique." "Children learn about various family structures, including extended families and different cultural backgrounds."</p> <p>Celebrating Family Diversity "We celebrate the diverse traditions and values of families, incorporating these into our learning activities." "Children share stories and experiences about their families, promoting understanding and respect."</p> <p>Family Roles and Responsibilities "We discuss the roles of different family members and how they contribute to the family unit." "Children learn about the importance of cooperation and support within families."</p> <p>Family Traditions and Celebrations "We invite families to share their traditions and celebrations, enriching our learning environment." "Children learn about various cultural festivals and family customs, promoting inclusivity."</p>	<p>Families and close positive relationships R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>Safe relationships R15. how to respond safely to adults they don't know R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves</p>	<p>Families and close positive relationships R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for</p>	<p><i>This is explored through the curriculum areas. For example:</i></p> <p><u>PSHE</u> Families and close positive relationships R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice Friendships R12. to recognise what it means to 'know someone online' and how this differs from knowing</p>

Implementation:

		<p>or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice Friendships R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R13. the importance of seeking support if feeling lonely or excluded R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary Safe relationships R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R26. about seeking and giving permission (consent) in different situations</p>	<p>someone face-to-face; risks of communicating online with others not known face-to-face R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary Safe relationships R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that</p>
--	--	---	--	--

			<p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>Respecting self and others</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>
--	--	--	--	--

Honour Based Violence (including FGM)

‘Honour’-based abuse (HBA) is abuse motivated by the belief that someone in the family has brought shame or dishonour to the family or community, and the abuse is committed to protect or defend the honour of the family or community.

Implementation:

General Whole School

- NSPCC Assemblies to give the children the information that they need to keep safe. (Pantosaurus and PANTS rule)
- There is a possible lesson plan and supporting resources to use to teach individual children, small groups or a whole class about FGM if we think it is appropriate. We have made the decision not to teach this as part of our curriculum but if we think this will affect/has affected a certain child/child we will teach it/support children.
- Designated Safeguarding Leads (DSL) in school.
- CPOMS - communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor.
- Safeguarding Officer supports families.
- Safeguarding Policy
- Childline displays in every classroom so children are aware of a way to report concerns if they are worried or if something has happened.
- Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry boxes, wellbeing Wednesdays, feelings display in classrooms, worry monster, encouraged to speak to any adult, PSHE lessons, Thrive etc.

Early Years Foundation Stage:

Explored through the curriculum areas. For example:

PSHE

Identify risks to keep ourselves and others safe.

Key Stage One:

Explored through the curriculum areas. For example:

PSHE

Safe relationships

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
R15. how to respond safely to adults they don't know
R16. about how to respond if physical contact makes them feel uncomfortable or unsafe
R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

Ourselves, growing and changing

H22. to recognise the

Lower Key Stage Two:

Explored through the curriculum areas. For example:

PSHE

Begin to understand the concept of keeping something confidential or secret, when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.

Understand personal boundaries. Identify what they are willing to share with their most special people; friends; classmates and others. Understand that we all have rights to privacy

Understand the right to protect our bodies from inappropriate and unwanted contact and the importance of privacy.

Understand that each person's body belongs to them

Understand personal space and unwanted touch

Upper Key Stage Two:

Explored through the curriculum areas. For example:

PSHE

Understand the concept of keeping something confidential or secret, when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.

Understand that they have the right to protect their body from inappropriate and unwanted contact and the importance of privacy.

Recognise the importance of permission seeking/consent.

		ways in which we are all unique H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change		
--	--	---	--	--

Drugs. Alcohol and Tobacco (Substance Misuse):

Substance misuse is when someone's drinking or drug use becomes harmful or dependent. By 'harmful' we mean when someone puts themselves or others in danger.

Implementation:

General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
<ul style="list-style-type: none">Curriculum - teaching children about Drugs, Alcohol and Tobacco (Substance Misuse)Curriculum links through our PSHE curriculum. The learning block Drug Education enables learning around this.Curriculum links through our science curriculum. The learning block Animals Including Humans enables learning around this.Teachers have the flexibility to address subjects like at any time during the school year (above and beyond our curriculum) if they think relevant for their cohort of children or certain groups/individual children - if an issue arises for example.For concerns surrounding this:<ul style="list-style-type: none">➤ Designated Safeguarding Leads (DSL) in school.➤ CPOMS - communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor.➤ Safeguarding Officer supports families.➤ Safeguarding Policy➤ Childline displays in every classroom so children are aware of a way to report concerns if they are worried or if something has happened.➤ Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry boxes, feelings display in classrooms, worry monster, encouraged to speak to any adult, PSHE lessons, Thrive etc.	<p>Alongside the whole school focus, drugs, alcohol and tobacco (Substance Misuse) is explored through the curriculum areas. For example:</p> <p><u>PSHE:</u></p>	<p>Alongside the whole school focus, drugs, alcohol and tobacco (Substance Misuse) is explored through the curriculum areas.</p> <p>example:</p> <p><u>PSHE:</u></p> <p>Drugs, alcohol and tobacco H37. about things that people can put into their body or on their skin; how these can affect how people feel</p> <p>Keeping safe H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>Keeping safe H28. about rules and age restrictions that keep us safe</p>	<p>Alongside the whole school focus, drugs, alcohol and tobacco (Substance Misuse) is explored through the curriculum areas.</p> <p>For example:</p> <p><u>PSHE:</u></p> <p>Distinguish between safe and harmful and to know some substances can be harmful if misused.</p> <p>Understand that people have different attitudes to risk.</p> <p>Recognising, predicting and assessing risks in different situations.</p> <p>Understand when they need help, where to get help and how to ask for help.</p> <p>Learn rules about staying safe..</p>	<p>Alongside the whole school focus, drugs, alcohol and tobacco (Substance Misuse) is explored through the curriculum areas. For example:</p> <p><u>PSHE:</u></p> <p>Drugs, alcohol and tobacco H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and</p>

				<p>smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p><u>Science:</u></p> <p>(AIH) - Knowledge about how to keep their bodies healthy and how their bodies might be damaged - including how some drugs and other substances can be harmful to the human body.</p>
--	--	--	--	--

Gang and Knife Awareness including criminal and sexual exploitation:

Children and young people involved with gangs and criminal exploitation need help and support. They might be victims of violence or pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited and put into dangerous situations.

Implementation:

General Whole School		Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
<ul style="list-style-type: none"> Teachers have the flexibility to address subjects like at any time during the school year if they think relevant for their cohort of children or certain groups/individual children - if an issue arises for example. Close links with PCSOs and assemblies and workshops delivered to both parents and children. <p>For concerns surrounding this:</p> <ul style="list-style-type: none"> Designated Safeguarding Leads (DSL) in school. CPOMS - communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor. Safeguarding Officer supports families. Safeguarding Policy Childline displays around school so children are aware of a way to report concerns if they are worried or if something has happened. Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry boxes, feelings display in classrooms, worry monster, encouraged to speak to any adult, PSHE lessons etc. 			<p>Keeping safe</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>	<p>Keeping safe</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online</p>	<p>All of LKS2 plus:</p> <p>Ben Kinsella Trust knife crime resources to support teaching of dangers of knife crime.</p> <p>Assemblies and workshops for UKS2 pupils delivered in partnership with WYP</p>

			<p>and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	
--	--	--	---	--

<div>Domestic Violence and Abuse:</div> <div>Domestic abuse is any type of controlling, coercive, threatening behaviour, violence or abuse between people who are, or who have been in a relationship, regardless of gender or sexuality.</div>				
Implementation	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two: Upper Key Stage Two:
	<ul style="list-style-type: none">PSHE curriculum links. The learning blocks Relationship and, Growing Up enables learning around right/wrong, consent, how to get help.Designated Safeguarding Leads (DSL) in school X 7CPOMS – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor.Safeguarding schedule details training for all staff.All staff took part in annual safeguarding training so staff can spot possible signs of CSE and how to report this to ensure the safety of our children in school.Regular Training and policy updates given to all staff. Weekly safeguarding updates in staff meetings.Safeguarding officer (Mrs Johnson) supports families.Safeguarding PolicySafeguarding and Childline posters across so children are aware of a way to report concerns if they are worried or if something has happened.Children encouraged to get help/support in many ways. They have multiple ways of expressing	<p>Alongside the whole school focus, this is explored through the curriculum areas. For example:</p> <p><u>PSHE</u></p> <p>Know that resorting to violence is never right</p>	<p>Alongside the whole school focus, this is explored through the curriculum areas. For example:</p> <p><u>PSHE</u></p> <p>Families and close positive relationships R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>Safe relationships R18. about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually)</p> <p>Managing hurtful behaviour and bullying R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately</p>	<p>Alongside the whole school focus, this is explored through the curriculum areas. For example:</p> <p><u>PSHE</u></p> <p>Families and close positive relationships R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>Managing hurtful behaviour and bullying R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and</p>

	<p>concerns: worry boxes, zones of regulation display in classroom, encouraged to speak to any adult, PSHE lesson.</p> <ul style="list-style-type: none">• Collective Worship and Class Assemblies e.g. How we keep you safe in school, NSPCC, Online safety.		<p>excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>get support</p> <p>Safe relationships</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>Respecting self and others</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>
--	---	--	--	---

