



Safeguarding in the curriculum at St Peter's

	Rational
 	<p>Pupil safeguarding and the promotion of fundamental British values are a core business of our work at St Peter's Primary School. Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding. Our broad curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equips every child with the knowledge and skills required for personal safeguarding. Our Jigsaw curriculum covers all areas of Safeguarding through each of the strands. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age-appropriate level, or at a small group or 1:1 level where a more urgent need arises.</p> <p>We plan to constantly challenge children to think deeply about safeguarding matters and their own personal physical and mental wellbeing. We value pupils' questions and give them space for their own thoughts, ideas and concerns. We give them opportunities across the curriculum to explore values, personal rights, responsibilities and equal opportunities that develop moral concepts that impact positively on safeguarding, promote British values and prevent radicalisation and extremism.</p> <p>We have developed an open and safe learning environment in which pupils express their views, seek help and help others, they make use of our school council box to share concerns with staff and peers . The promotion of equality of opportunity and diversity, for pupils and staff, helps prevent any form of direct or indirect discriminatory behaviour. Our children learn to not tolerate any prejudiced behaviour. Our behaviour policy promotes making good choices and exhibiting good learning behaviours.</p> <p>In class, time is available for sharing ideas, addressing concerns and promoting important values.</p> <p>Worship time and circle times are used to promote personal safeguarding matters and explore themes. For example, we talk about anti- bullying including cyber bullying and British values</p>

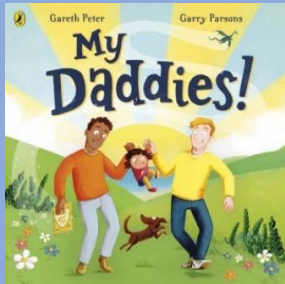
including how these values are promoted in our multi - faith society.

Staff will challenge stereotypes and the use of derogatory language in lessons and around school. Our school reflects the diversity of pupils' experiences and provides pupils with a comprehensive understanding of people and communities beyond their immediate experience including the role of women in society and different family groups including same sex couples.

Throughout the curriculum there are planned opportunities to promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those with no faith), races, genders, ages, disability and sexual orientations, through their words, actions and in their influence.

Time is taken at the beginning of every new school year to reaffirm our Christian school values, expectations and rules for living and learning at St Peter's Primary School.

Opportunities through learning for safeguarding



Practical safeguarding opportunities are planned into the curriculum. For example:

- Road and rail safety (including out of school visits, bikeability, work with police officers in the community)
- Poolside and water safety through swimming lessons
- Fire awareness (including visits from the local fire service)
- Visits to school from medical staff
- Visitors from charities such as Cancer Relief, McMillian Nurses, Barnados, NSPCC, The Dogs Trust, Daniel Fox Foundation
- Safe use of technology including password security and privacy settings
- Being Safe Online through the National Online Award
- Poolside and water safety through swimming lessons
- Fire awareness and identifying Risk in the home (including visits from the local fire service)
- Liaison with Secondary school for safe transition
- Online safety sessions and Safer Internet Day - including a visit from a local Police Officer
- Computing curriculum including safe use of technology including password security and privacy settings



- Our science curriculum promotes healthy lifestyles
- Enterprise Project - teaching financial sense and awareness in Year 5
- Crucial crew - Year 5
- The books that are read from Reception to challenge stereotypes linked to curriculum topics e.g. 'Pink is for Boys', 'And Tango Makes Three'
- Safer Internet Day
- Anti-bullying week
- Black History Month
- Mardi Gras

Year Group	Unit	Lesson	Content	Link to safeguarding
F1/2	Celebrating Difference	6 – Standing up for yourself	Children learn how to improve things if they don't like what someone says or does to them.	Children are given the opportunity to <u>practise</u> the phrase, 'Please don't do that, I don't like it'; they are also reminded that if someone says that to them, they <u>have to</u> stop whatever they are doing to cause another child to say the phrase.
F1/2	Healthy Me	6 – Stranger Danger	Using stories like 'Never Talk to Strangers', children discuss with suggestions about what they could do to keep themselves safe.	Children are encouraged to think about what they could do if they don't feel safe, and who they can go to if they feel unsafe. The message, 'Say NO and DON'T GO!' is reinforced throughout the lesson, particularly when discussing grown-ups who approach children inappropriately and ask for <u>their</u> help.
F1/2	Relationships	4 & 5 – Falling out and bullying	Children explore how they feel if someone says something unkind to them.	These lessons encourage children to take responsibility for their words and actions and to help them know who to go to if they need <u>help</u> . Calm Me time is used to help children manage their feelings.
F1/2	Changing Me	2 – Respecting my body	Reinforcing the concept that our bodies are <u>our</u> own, are precious and need looking after.	This lesson helps to reinforce how children can take responsibility for their bodies (to a point) and how to look after themselves.

Year 1

1	Celebrating Difference	3 – What is bullying?	Children learn how to improve things if they don't like what someone says or does to them.	This lesson, and indeed the whole Puzzle, reinforces the messages about tolerance, difference and similarity, and how to be a better friend, and how to deal with bullying if it arises.
1	Celebrating Difference	4 – What do I do about bullying?		
1	Relationships	4 – People who help us	Using the scenario cards (or make up your own), children act out scenarios showing when they can ask for help and from whom they can receive help.	If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, <u>practise</u> with them who they can ask for help and what they can say.
1	Changing Me	4 – Boys' and Girls' Bodies	Children identify the parts of the body that make boys different to girls and can use the correct, scientific names for them	By using correct terminology for part of the body, children can learn to respect their own and others' bodies and understand which parts are private (meaning 'special and important', not 'guilty' or 'not very nice').

Year 2

2	Being Me in My World	2 - Rights and Responsibilities	Children learn about their rights, how to uphold them for themselves and others, and how rights come with responsibilities.	This lesson helps children understand that all children have the right to be safe, healthy, happy and to learn.
2	Celebrating Difference	3 - Why does bullying happen?	Identifying that bullying is sometimes about difference allows children to understand more and to decide not to bully.	This lesson, and indeed the whole Puzzle, reinforces the messages about tolerance, difference and similarity, and how to deal with bullying if it arises (where to go for help, what to say and do in a bullying situation).
2	Celebrating Difference	4 - Standing up for myself and others	Children are empowered to know what is right and wrong and to look after themselves.	
2	Relationship	2 - Keeping safe - exploring physical contact	The lesson focuses on how there are many different forms of physical contact within a family - and some of this is acceptable and some is not.	Children can think about which types of physical contact they like, which they don't like, and they can talk about this in a safe way and know it is OK to say they don't want to be touched in that way e.g. punched or hugged if that is how they feel. Some of the lesson is taught through stories. Teachers are encouraged to be vigilant throughout this lesson. This lesson, along with others in previous year groups, highlights why teaching about consent is important from such a young age.
2	Relationship	4 - Secrets	Children learn that sometimes secrets are good and sometimes they are not good - and how they feel if they are asked to keep a secret they don't want to keep, and who to talk to about it.	Through understanding about good secrets and 'worry' secrets, children can practise giving advice to Jigsaw Jo to help with any 'worry' secrets. Teachers can emphasise that 'worry' secrets need to be told to an adult and not kept inside.

Year 3

3	Celebrating Difference	2 – Family conflict	This lesson explores how sometimes conflict occurs in families and how children can calm themselves down and use solution-based techniques to help themselves.	Children think about a possible source of family conflict and of ways to help solve it. Teachers need to be aware of all children's domestic situations (particularly any that may be violent) before teaching this lesson ; notes in the lesson plan are provided to help.
3	Celebrating Difference	3 & 4 – Witness and feelings & Witness and solutions	Children learn that the role of witnesses in bullying situations, and that sometimes a witness can hinder rather than help.	Homophobic bullying is covered in these lessons, as well as what children can do if they see bullying taking place. The Jigsaw 'Solve It Together' technique is especially helpful for children to have a strategy to help themselves and others.
3	Healthy Me	4 – Being safe & 5 Safe or unsafe	Children identify things, people and places that they need to keep safe from, and can share some strategies for keeping themselves safe, including who to go to for help.	Using the 'We are keeping safe from...' cards, children can come up with strategies for Jigsaw Jing to keep safe in different situations, including online. Children can also complete the 'Keeping Safe' templates to form their contributing chapter for the school's Healthy, Happy Me Recipe Book (assessment task). They can learn how to take responsibility for keeping themselves and others safe, and why this is important (and that adults do not always have to be present).
3	Relationships	3 – Keeping myself safe online	Children discuss things that they might need to keep safe from when online.	Children rank the top tips for keeping safe online and discuss their ranking decisions, while learning about the importance of trust.

Year 4

4	Celebrating Difference	3 – Understanding bullying	Reinforcing the messages from previous year groups, this lesson focuses on more surreptitious bullying and how to better understand bullying behaviour.	For older children, it is timely to look at the intricacies of bullying and how sometimes it can be difficult to spot. Teachers are encouraged to know what the school's anti-bullying policy states and to ensure that this lesson adheres to the guidance.
4	Healthy Me	5 – Healthy Friendships	This Piece looks at how children can learn to recognise when people are putting them under pressure and how to resist this when they want.	Through the context of healthy friendships, children can explore their possible feelings of anxiety and fear and how this might be associated with peer <u>pressure</u> ; it could also be applied to the pressure they might feel from other people.
4	Healthy Me	6 – Celebrating My Inner Strength and Assertiveness	Helping children learn that they can have a clear picture of what they believe is right and wrong, and to know how to be assertive when they need to be.	Children can learn to draw on <u>their</u> own sense of right and wrong to help make decisions that suit them. Using some simple assertiveness techniques can help children feel more empowered in their lives and can help to keep them from harm.

Year 5

5	Celebrating Difference	2 – Racism	Children learn about what racism is and how their own attitudes can affect how they treat others.	The concepts of racism and discrimination <u>are</u> introduced to children and they are invited to share their thoughts. Particular emphasis is given to the words that people use, often without understanding them, and how they can be racist.
5	Celebrating Difference	3 & 4 – <u>Rumours and name-calling & Types of bullying</u>	Children learn about how <u>rumours</u> are spread and how name-calling can both be bullying behaviours. They also learn the difference between direct and indirect bullying.	Both lessons help children to learn ways that they can be empowered to help themselves, and to report anything that feels wrong to them.
5	Relationships	2-6 – Online safety lessons x5	Lessons on staying safe when using technology. Children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others.	Rights and responsibilities are being online, staying safe, and relationships with technology all refer implicitly to safeguarding within these lessons.

Year 6

6	Celebrating Difference	3 – Power struggles	Children explore power in different contexts – how sometimes it is needed, and how sometimes it is unwarranted and can feel unsafe.	This lesson focuses on power scenarios, how to identify them and how to deal with them practically in real life.
6	Celebrating Difference	4 – Why bully?	Children learn about some of the reasons why people bully, using various example scenarios.	Children are encouraged to <u>practise</u> and use a variety of strategies in managing their feelings in bullying scenarios – and how they can help solve problems if they are part of a bullying situation.
6	Relationships	4 – Power and Control	Returning to more assertiveness training, where children learn to recognise when people are trying to gain control or power, and how they can stand up for themselves (and <u>their</u> friends) in situations when others try to gain control or power.	Power and Control headlines and scenario cards are used to facilitate discussion among the children <u>so</u> they can decide on whether someone is being 'controlling' – and then to <u>practise</u> some helpful assertiveness techniques, which demonstrate how to deal with some of these situations.
6	Relationships	5 – Being Online: real or fake? Safe or unsafe?	Linked to previous lessons, children learn how to judge whether something online is safe and helpful	Online scenario cards are used to give examples of what might happen if someone tried to use technology to gain power over another.
6	Relationships	6 – Using technology responsibly	Children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for <u>their</u> own safety and well-being.	This lesson focuses on the SMART rules and how to stay safe and happy online – and what to do if you don't feel safe.