



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.

<u>Safeguarding / Child Protection:</u>					
Implementation:	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
	➤ Designated Safeguarding Leads (DSL) in school. ➤ MyConcern – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor. ➤ All staff took part in HAYS Safeguarding training so staff can spot possible sings of CSE and how to report this to ensure the safety of our children in school. ➤ Family Liaison Officer (FLO) 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, PSCHÉ lessons, Thrive etc. ➤ Assemblies e.g. NSPCC to provide the children with information on how to keep themselves safe (Pantosaurus and PANTS rule), right/wrong, consent and how to get help/support. Information on specific areas of Safeguarding/Child Protection provided below:	Information on specific areas of Safeguarding/Child Protection provided below:	Information on specific areas of Safeguarding/Child Protection provided below:	Information on specific areas of Safeguarding/Child Protection provided below:	Information on specific areas of Safeguarding/Child Protection provided below:

<u>Sexual Harassment:</u>					
Implementation:	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
	➤ PSCHÉ 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. ➤ MyConcern – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor. ➤ All staff took part in HAYS Safeguarding training so staff can spot possible sings of CSE and how to report this to ensure the safety of our children in school. ➤ Family Liaison Officer (FLO) 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.		Alongside the whole school focus, this is explored through the curriculum areas. For example: <u>PSCHÉ</u> (GU) - H10 – Know the correct names for the main parts of the body (including external genitalia). (GU) - H15, R3 - Identify ways of keeping safe. Know the difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping	Alongside the whole school focus, this is explored through the curriculum areas. For example: <u>PSCHÉ</u> (R) - R9 – 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’. (R) - R21 - Understand that we all have rights to privacy.	Alongside the whole school focus, this is explored through the curriculum areas. For example: <u>PSCHÉ</u> (R) - R9 – Explain differences between healthy and unhealthy relationships (R) - Know that communication and permission seeking are important (R) - R21 – Understand the concept of keeping something confidential or secret, when they should or

	➤ <i>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, PSCHÉ lessons, Thrive etc.</i> ➤ <i>Assemblies e.g. NSPCC to provide the children with information on how to keep themselves safe (Pantosaurus and PANTS rule), right/wrong, consent and how to get help/support.</i>		any secret that makes them feel uncomfortable, anxious or afraid. (GU) - H16 – Explore privacy in different contexts. (GU) - R10 – Understand what physical contact is acceptable, comfortable, unacceptable and uncomfortable.	(GU) - Consider appropriate and inappropriate physical contact and consent (GU) - Understand that each person’s body belongs to them (GU) - Understand personal space and unwanted touch (GU) - H20 – Understand the right to protect our bodies from inappropriate and unwanted contact and the importance of privacy. (GU) - R8 – Understand the difference between acceptable and unacceptable physical contact and comfortable/uncomfortable physical contact. (GU) - R13 - Know and use the correct names for the main parts of the body (including external genitalia).	should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’. (GU) - H20 – Understand that they have the right to protect their body from inappropriate and unwanted contact and the importance of privacy. (GU) - H20 – Recognise the importance of permission seeking/consent.
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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:
	➤ <i>Our PSCHÉ 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 Relationships, Bullying Matters, Being Safe, Growing Up, Changes, Difference and Diversity all enable learning around this.</i> ➤ <i>Christopher Winter Resources further support the teaching and learning of Relationships and Sex Education teaching healthy relationships. RSE Knowledge Organisers to support teaching of learning within RSE.</i> ➤ <i>Positive relationships and behaviours are modelled by staff on a daily basis to ensure children experience what good relationships look like.</i> ➤ <i>Online Safety assembly every Wednesday. These assemblies are held in classrooms with the class teacher. The themes/objectives have been mapped out across school to ensure progressive and comprehensive learning. Half term blocks including Online Relationships and Online Bullying specifically enable learning around these areas.</i> ➤ <i>Designated Safeguarding Leads (DSL) in school.</i> ➤ <i>MyConcern – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor.</i> ➤ <i>All staff took part in HAYS 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.</i>	<i>Alongside the whole school focus, this is explored through the curriculum areas. For example:</i> <u>PSCHÉ:</u> <u>Feelings and Emotions</u> Understand that it is OK to ask for help. <u>Relationships</u> Being aware of our own needs and having empathy for and understanding of other (BS) - Identify risks to keep ourselves and others safe.	<i>Alongside the whole school focus, this is explored through the curriculum areas. For example:</i> <u>PSCHÉ:</u> (EE) - R2 - Recognise that their behaviour can affect others. (R) - R4 - Recognise what is fair and unfair, kind and unkind, what is right and wrong. (R) - H13 - Identify people who they can ask for help and think about how they might do that and to keep trying until they are heard. (R) - H15, R3 - Identify ways of keeping safe. Know the	<i>Alongside the whole school focus, this is explored through the curriculum areas. For example:</i> <u>PSCHÉ:</u> (D+D) - R14 – Recognise the nature and consequences of discrimination. (EE) - R2 - Understand how their behaviour can affect others. (EE) - H1 – Understand the importance of	<i>Alongside the whole school focus, this is explored through the curriculum areas. For example:</i> <u>PSCHÉ</u> (D+D) - R14 - Understand the nature and consequences of discrimination. (EE) - R7 – Understand how their actions can affect themselves and others and the consequences their behaviour can have. (C) - H14 - Practise asking for help and know where to go for help.

	➤ <i>Family Liaison Officer (FLO) supports families.</i> ➤ <i>Safeguarding Policy</i> ➤ <i>Childline displays in every classroom so children are aware of a way to report concerns if they are worried or if something has happened.</i> ➤ <i>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, PSCHÉ lessons, Thrive etc.</i> ➤ <i>Assemblies e.g. NSPCC to provide the children with information on how to keep themselves safe (Pantosaurus and PANTS rule), right/wrong, consent and how to get help/support.</i> ➤ <i>Anti-bullying Ambassadors support the children with Relationships.</i> ➤ <i>Anti-bullying Week supports the children with Relationships.</i> <i>More information on specific areas provided in further tables below.</i>		difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. (BR) - R4 - Recognise what is fair/unfair, right/wrong, kind/unkind.	communicating feelings to others and be able to communicate their feelings. (C) - H14 – Know where to go for help and how to ask for help. (R) - R3 - Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. (R) - Consider appropriate and inappropriate physical contact and consent	(R) - Explain differences between healthy and unhealthy relationships (R) - R2 – 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.
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Relationships and Sex Education:					
Implementation:	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
	➤ <i>Relationships and Sex Education (RSE) taught to every year group through our PSCHÉ curriculum. The learning blocks Growing Up and Relationships enable learning around RSE.</i> ➤ <i>Curriculum Map (progression document) with objectives mapped out for each year group.</i> ➤ <i>Christopher Winter Resources further support the teaching and learning of RSE. This allows RSE to be taught in extra depth to all year groups.</i> ➤ <i>RSE Knowledge Organisers to support teaching of learning within RSE.</i> ➤ <i>Positive relationships and behaviours are modelled by staff on a daily basis to ensure children experience what good relationships look like.</i> ➤ <i>RSE Policy outlining key information such as intent, our curriculum and information on withdrawal - this is reviewed annually and approved by Governors.</i> ➤ <i>RSE Consultation with parents (on our website) – video and information providing parents with information on RSE at Dovedale. Parents know what children learn in each year group, could view the RSE policy and resources such as knowledge organisers, and had access to supporting resources for home. They then took part in a survey so we could gain their views which we then acted upon. This takes place bi-annually.</i> ➤ <i>New parents are informed on RSE at the New Parents Meeting and directed to the RSE tab on the website.</i>	Alongside the whole school focus, RSE is explored through the curriculum areas. For example: <u>PSCHÉ/RSE:</u> (R) -Recognise that all families are different (R) - Understand how members of a family can help each other (R) - Being aware of our own needs and having empathy for and understanding of other	Alongside the whole school focus, RSE is explored through the curriculum areas. For example: <u>PSCHÉ/RSE:</u> (R) - Explore different types of families. (R) - Identify differences between males and females. (GU) - Know the correct names for the main parts of the body (including external genitalia). (GU) – Understand what physical contact is acceptable, comfortable, unacceptable and uncomfortable.	Alongside the whole school focus, RSE is explored through the curriculum areas. For example: <u>PSCHÉ/RSE:</u> (R) - Understand that all families are different and have different family members. (R)- Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. (GU) - Consider appropriate and inappropriate physical contact and consent	Alongside the whole school focus, RSE is explored through the curriculum areas. For example: <u>PSCHÉ/RSE:</u> (R) - Explain how emotions/relationships change as they approach and move through puberty. (R) - Explain differences between healthy and unhealthy relationships. (GU) - Explain how to keep clean during puberty (GU) - Know where to get help/support with their wellbeing throughout puberty.

	➤ <i>NSPCC Assemblies to provide the children with information on how to keep themselves safe (Pantosaurus and PANTS rule).</i> ➤ <i>Cross curricular links through our Science curriculum (Animals Inc Humans).</i> ➤ <i>Anti-bullying Ambassadors support the children with Relationships.</i> ➤ <i>Anti-bullying Week supports the children with Relationships.</i>		(BS) H16 – Explore what is ‘privacy’; their right to keep things private and the importance of respecting others’ privacy.	(GU) - Understand personal space and unwanted touch	<u>Science:</u> (AIH) - Learn about the changes experienced in puberty. (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.
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Online Safety:					
Implementation:	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
	➤ <i>PSCHE curriculum links to Online Safety. The learning block Being Safe enables learning around keeping safe online.</i> ➤ <i>Computing lead in school who oversees Online Safety.</i> ➤ <i>Online Safety Policy</i> ➤ <i>Project Evolve Online Safety assembly every Wednesday. These assemblies are held in classrooms with the class teacher. The themes/objectives have been mapped out across school to ensure progressive and comprehensive. Children take part in learning across the key themes: Self-Image and Identity Online Relationships Online Reputation Online Bullying Managing Online Information Privacy and Security Copyright and ownership</i> ➤ <i>Ivengers – a group of children that are selected to become digital leaders to support online safety within school. They are set tasks that they develop as a group that involve all children around school to share ideas on how to keep safe online e.g. an assembly, safety advent calendar informing children on ways we can keep safe online. The challenges are shared with parents. The Ivengers recently achieved their bronze award.</i> ➤ <i>Headteacher shares information with parents through the website on keeping their children safe online.</i>	<i>Alongside the whole school focus, Online Safety is explored through the curriculum areas. For example:</i> <u>PSCHE:</u> (C+OS) - Understand the risks and how to stay safe when using technology. <u>Project Evolve (Wednesday assembly)</u> Privacy and Security I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). Online Bullying I can describe ways that some people can be unkind online.	<i>Alongside the whole school focus, Online Safety is explored through the curriculum areas. For example:</i> <u>PSCHE:</u> (BS) - Explore rules for and ways of keeping physically and emotionally safe in a range of situations including responsible ICT use and online safety. <u>Project Evolve (Wednesday assembly)</u> Health, wellbeing and lifestyle I can explain rules to keep myself safe when using technology both in	<i>Alongside the whole school focus, Online Safety is explored through the curriculum areas. For example:</i> <u>PSCHE:</u> (BS) - Understand how to keep safe online, the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. (BS) - Understand how to become digitally responsible and stay safe online. Begin to understand how to recognise risks and	<i>Alongside the whole school focus, Online Safety is explored through the curriculum areas. For example:</i> <u>PSCHE:</u> (BS) - Understand the importance of protecting information particularly online. (BS) - 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. (BS) - Know that for most people the internet is an integral

		Self-Image and Identity I can recognise, online or offline, that anyone can say ‘no’ - ‘please stop’ - ‘I’ll tell’ - ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	and beyond the home. Online Reputations I can describe how anyone’s online information could be seen by others.	how to report them. Understand the importance of showing respect online, even when we are anonymous. <u>Project Evolve (Wednesday assembly)</u> Self Image and Identity I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why. Privacy and Security I can describe strategies for keeping personal information private, depending on context.	part of life and know how information and data is shared and used online. (BS) - 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). <u>Project Evolve (Wednesday assembly)</u> Online Relationships I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. Privacy and Security I can describe simple ways to increase privacy on apps and services that provide privacy settings.
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Mental Health and Well-Being					
Implementation:	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
	➤ PSCHE curriculum links to Mental Health/Wellbeing. The learning blocks Exploring Emotions, Being Healthy, Being Safe, Bullying Matters enables learning around Mental Health/Wellbeing. ➤ Mental health lead teachers in school who attended training in how to support the Mental Health of children. ➤ Mental health leads closely track children across school who need support (Pathways document).	Alongside the whole school focus, Mental health and well- being is explored through the curriculum areas. For example:	Alongside the whole school focus, Mental health and well- being is explored through the curriculum areas. For example:	Alongside the whole school focus, Mental health and well- being is explored through the curriculum areas. For example:	Alongside the whole school focus, Mental health and well- being is explored through the curriculum areas. For example:

	➤ <i>Mental Health Champions visible on the playground (yellow caps). These children are trained and always around to support any children with their wellbeing/mental health.</i> ➤ <i>Mental health and wellbeing assemblies.</i> ➤ <i>Thrive (nurture group) a weekly 1:1 session that supports children with mental health/wellbeing. Teachers refer children for this.</i> ➤ <i>Family Thrive – a program to support any parents in supporting children with their wellbeing.</i> ➤ <i>Mindfulness afterschool club (Autumn 2022)</i> ➤ <i>Designated Safeguarding Leads in school.</i> ➤ <i>Family Liaison Officer (FLO) who supports families with any mental health/wellbeing needs.</i> ➤ <i>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.</i> ➤ <i>Celebration day at the end of every Assessment Week to celebrate achievements, reflect on the week and to give children time to relax, have a break and enjoy!</i> ➤ <i>Motivational Mondays – Monday morning 10 minute session for children and parents before the school day starts. They come onto the playground to take part in fun dances to music to put smiles on faces on a Monday.</i> ➤ <i>Anti-bullying Ambassadors visible on the playground to support children with bullying.</i> ➤ <i>A range of books to support teaching.</i> ➤ <i>School Nurse to support children with their mental health.</i> ➤ <i>Mental health displays in every classroom. This allows children to reflect on their feelings and is a way for children to get immediate support.</i> ➤ <i>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:</i> - Anti-bullying 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) -Wellbeing display in each classroom to communicate feelings -Wellbeing Wednesday (a safe place to communicate feelings on a Wednesday lunchtime) -Speaking to any adult in school – children know any adult will listen. ➤ <i>Wellbeing afterschool club open to all children across school.</i> ➤ <i>Project Evolve Online Safety assembly every Wednesday. These assemblies are held in classrooms with the class teacher. The themes/objectives have been mapped out across school to ensure progressive and comprehensive. Children take part in learning across the key themes each half term::</i> - Self-Image and Identity - Online Relationships - Online Reputation - Online Bullying - Managing Online Information - Privacy and Security - Copyright and ownership - Health, wellbeing and lifestyle ➤ <i>Birthdays celebrated – children allowed to come to school in their own clothes on their birthday.</i>	<u>PSCHE:</u> (F+E) - Understanding emotions (F+E) - Develop strategies for managing feelings (F+E) - Understand that it is OK to ask for help (K/SH) -_Develop an understanding of the importance of making healthy choices <u>Project Evolve (Wednesday Assembly)</u> Health, Well-Being and Lifestyle I can identify rules that help keep us safe and healthy in and beyond the home when using technology	<u>PSCHE:</u> (EE) - Develop simple strategies for managing feelings. (BH) - Identify ways of keeping healthy. (BS) - Explore rules for and ways of keeping physically and emotionally safe in a range of situations including responsible ICT use and online safety. (BS) - Know who to go to if they are worried and to keep trying until they are heard. (BM) - Identify that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable. <u>Science:</u> (AIH) - Learn about importance of exercise and nutrition for humans. <u>Project Evolve (Wednesday Assembly)</u> Health, Well-Being and Lifestyle I can explain rules to keep myself safe when using technology both in and beyond the home.	<u>PSCHE:</u> (EE) - Continue to recognise a range of feelings in ourselves and other people and how to respond. (BH) - Identify how to make real, informed choices that improve their physical and emotional health. (BS) - Develop strategies for keeping physically and emotionally safe in different situations. (BM) - Develop strategies for getting support for themselves or for others at risk. <u>Project Evolve (Wednesday Assembly)</u> Health, Well-Being and Lifestyle 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). I can explain how using technology can be a distraction	<u>PSCHE:</u> (EE) - Recognise that they may experience conflicting emotions and how to manage these. (BH) - Know what positively and negatively affects their physical, mental and emotional health. (BS) - Identify where and how to get help, to keep trying until they are heard the vocabulary and confidence to do so. (BM) - Continue to develop strategies for getting support for themselves or for others at risk. <u>Science:</u> (AIH) - Describe the changes experienced in puberty. <u>Project Evolve (Wednesday Assembly)</u> Health, Well-Being and Lifestyle I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct
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	➤ <i>Acknowledging children’s individual achievements in and out of school.</i> ➤ <i>Allowing children to have an influence over days/events around school e.g. a group of children wanted to raise money for Ukraine – held a Ukraine day in school.</i> ➤ <i>Discussing events that happen around the world in sensitive, age appropriate ways allowing children to talk about them, share worries and ask questions.</i> ➤ <i>Knowing children’s families/interests/worries/concerns. These are passed from Teacher to Teacher at the end of each year.</i>		I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.	from other things, in both a positive and negative way.	posture, sleep, diet and exercise).
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Bullying:					
Implementation:	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
	➤ <i>PSCHE curriculum links to Bullying. The learning blocks Bullying Matters, Exploring Emotions and Being Safe enables learning around Bullying.</i> ➤ <i>Anti-bullying lead teachers in school.</i> ➤ <i>Anti-bullying policy.</i> ➤ <i>Anti-bullying page on the website that children and parents are directed to.</i> ➤ <i>10 Anti-bullying Ambassadors took part in Diana Award training providing them with the skills to help/support children with any potential bullying. These children are well known around school and available to help at any point of the school day.</i> ➤ <i>Anti-bullying display in the hall providing children with information and ways to gain support. This display is encouraged to be used in lessons.</i> ➤ <i>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. Whole school Class Dojo posts allow parents to get involved too.</i> ➤ <i>Anti-bullying/behaviour assemblies every half term.</i> ➤ <i>Project Evolve Online Safety assembly every Wednesday. These assemblies are held in classrooms with the class teacher. The themes/objectives have been mapped out across school to ensure progressive and comprehensive. Children take part in learning across the key themes each half term.</i> <i>Self-Image and Identity</i> <i>Online Relationships</i> <i>Online Reputation</i> <i>Online Bullying</i> <i>Managing Online Information</i> <i>Privacy and Security</i> <i>Copyright and ownership</i> ➤ <i>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.</i>	<i>Alongside the whole school focus, bullying is explored through the curriculum areas. For example:</i> <u>PSCHE:</u> (R) - Managing friendships and social interactions (R) - Being aware of our own needs and having empathy for and understanding of others <u>Project Evolve (Wednesday Assembly)</u> Online Bullying I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.	<i>Alongside the whole school focus, bullying is explored through the curriculum areas. For example:</i> <u>PSCHE:</u> (BM) - Recognise their behaviour can affect others. (BM) - Listen to others and work cooperatively. (BM) - Identify that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable. (BM) - Recognise when people are being unkind to them or others, who to tell and what to say. (BM) - Identify different types of	<i>Alongside the whole school focus, bullying is explored through the curriculum areas. For example:</i> <u>PSCHE:</u> (BM) - Understand that their actions affect themselves and others. (BM) - Identify the importance of working towards shared goals. (BM) - Develop strategies for getting support for themselves or for others at risk. (BM) - Identify differences and similarities (BM) - Understand the nature and consequences of discrimination,	<i>Alongside the whole school focus, bullying is explored through the curriculum areas. For example:</i> <u>PSCHE:</u> (BM) - Understand how their actions can affect themselves and others and the consequences their behaviour can have. (BM) - Continue to develop strategies for getting support for themselves or for others at risk. (BM) - Identify that differences and similarities arise from a number of factors. (BM) - Understand the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including

	➤ Children are encouraged to speak up if they are being bullied and have a range of ways to communicate this/gain support such as: - Anti-bullying 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) - Wellbeing display in each classroom to communicate feelings - Wellbeing Wednesday (a safe place to communicate feelings on a Wednesday lunchtime) - Speaking to any adult in school – children know any adult will listen.		teasing and bullying, to identify that these are wrong and unacceptable. (BM) - Identify strategies to recognise teasing/ bullying if they experience or witness it, whom to go to and how to get help. Project Evolve (Wednesday Assembly) Online Bullying I can describe how to behave online in ways that do not upset others and can give examples. I can explain what bullying is, how people may bully others and how bullying can make someone feel.	teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, ‘trolling’ how to respond, develop strategies for getting support and ask for help). (BM) - Identify strategies to recognise teasing/ bullying/abuse in all its forms if they experience or witness it, whom to go to and how to get help. Project Evolve (Wednesday Assembly) Online Bullying I can give examples of how bullying behaviour could appear online and how someone can get support. can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	cyberbullying, prejudice based language, ‘trolling’ how to respond and continue to develop strategies for getting support and ask for help). (BM) - Identify strategies to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) if they experience or witness it, whom to go to and how to get help. Project Evolve (Wednesday Assembly) Online Bullying I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.
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Keeping Safe:						
Implementation:	General Whole School		Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
	➤ Curriculum links to Keeping Safe through our PSCH<i>E</i> curriculum. The learning blocks Being Safe and Keeping Healthy enables learning around Keeping Safe. ➤ 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, Water Safety ➤ Assemblies providing children with the information appropriate to enable them to stay safe around water. ➤ Swimming lessons for Year 4, Year 5 and Year 6 which are part of the PE curriculum. The children are taught about poolside safety. Road Safety ➤ 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 4, Year 5 and Year 6. This focusses on safety on the roads, rules of the road, potential dangers and consequences. ➤ Road safety workshops for all year groups during Road Safety week 2022 delivered by the Derbyshire road safety officer for Derbyshire Constabulary. Sun Safety ➤ Assemblies providing children with the information appropriate to enable them to stay safe in the sun. ➤ PSCH<i>E</i> curriculum Rail Safety ➤ Assemblies providing children with the information appropriate to enable them to stay safe around the railway. Fire Safety ➤ Assemblies providing children with the information appropriate to enable them to stay safe around the fire and how to prevent fire. ➤ Forest School for Year 1 – Year 6. At the end of each block, the children have a fire session. This teaches the children how act safely around fire and managing risks. <u>To add 2022</u> Y2/ Y6 fire safety workshops Visit from water safety, railway safety, fire safety		Alongside the whole school focus, Keeping Safe is explored through the curriculum areas. For example: PSCH<i>E</i> <u>Keeping/Staying Safe</u> Identify risks to keep ourselves and others safe. Understand that rules help to keep ourselves and others safe.	Alongside the whole school focus, Keeping Safe is explored through the curriculum areas. For example: PSCH<i>E</i> (BS) H11 - Identify household products are hazards if not used properly. (BS) - H16 – Explore what is ‘privacy’; their right to keep things private and the importance of respecting others’ privacy. (BS) - L10 – Identify special people who work in the community who are responsible for looking after and protecting us. 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.	Alongside the whole school focus, Keeping Safe is explored through the curriculum areas. For example PSCH<i>E</i> (BS) - H10 - Explore how to recognise, predict and assess risks in different situations (BS) - H15 - Identify where and how to get help, to keep trying until they are heard the vocabulary and confidence to do so. (BS) - H21 - Develop strategies for keeping physically and emotionally safe in different situations. (BS) - H21 – Know how to respond safely and appropriately to adults they may encounter whom they do not know.	Alongside the whole school focus, Keeping Safe is explored through the curriculum areas. For example: PSCH<i>E</i> (BS) – H10Know how to recognise, predict and assess risks in different situations. (BS) _ H13 – 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. (BS) - H15 – Know the concepts of basic first-aid for example dealing with common injuries, including head injuries. (BH) - H1 – Understand what is safe and unsafe exposure to the sun, why we need to stay safe and how to reduce the risk of sun damage. (BS) - H15 – Know the concepts of basic first-aid for example dealing with common injuries, including head injuries.

Keeping Healthy:							
Imp lem ent	General Whole School			Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:

	➤ Curriculum links to Keeping Healthy through our PSCHÉ curriculum. The learning blocks Being Healthy, Keeping Safe and Exploring Emotions enable learning around Keeping Healthy. ➤ Cross curricular links to Keeping Healthy through our Science curriculum (Animals Including Humans), DT curriculum (Cooking and Nutrition) and PE curriculum. ➤ Sports Day – a day encouraging a positive relationship with exercise and enjoyment. It also encourages healthy competition. ➤ KS1 fruit – all children in Key Stage 1 receive a piece of fruit at playtime. ➤ KS2 Healthy Tuck Shop set up by the School Council – children can buy a piece of fruit at playtimes. ➤ Cool Milk Scheme - parents have the option to purchase milk for their children to drink at school every day. ➤ After school clubs – a vast range of sports clubs (e.g. archery, cricket, handball), Forest School club and a wellbeing club. ➤ Healthy school lunches and a salad bar. ➤ Play Leaders – Play leaders are completing training to support them in setting up games at playtimes to encourage children to be active. ➤ PE lessons – children take part in 2 hours of PE each week.	Alongside the whole school focus, keeping healthy is explored through the curriculum areas. For example: PSCHÉ: (K/SH) - Develop an understanding of the importance of making healthy choices (for example: health, allergies, diet, sleep, screentime, germs, oral health) PE Healthy Participation Thread: Know what health and fitness means in context, including what to do to improve and factors affecting participation. Know how to participate in activity/sport. Have all children joining in with sport, activities and games. Children to learn to participate and join in. Know how being active can support our fitness and health. Link to our school REACH value	Alongside the whole school focus, keeping healthy is explored through the curriculum areas. For example: PSCHÉ: (BH) - Explore what a healthy lifestyle means and how to maintain one (including physical activity, rest, healthy eating and dental health). (BH) - Identify simple benefits of a healthy lifestyle. (BH) - Know how to stay safe in the sun. Science (AIH) - Learn about importance of exercise and nutrition for humans. PE Healthy Participation Thread: Know what health and fitness means in context, including what to do to improve and factors affecting participation. Know how to participate in activity/sport. Have all children joining in with sport, activities and games. Children to learn to participate and join in. Know how being active can support our fitness and health. Link to our school REACH value	Alongside the whole school focus, keeping healthy is explored through the curriculum areas. For example: PSCHÉ: (BH) - Explore what affects their physical, mental and emotional health. (BH) - Recognise the characteristics of an active, healthy lifestyle (including physical activity, rest, healthy eating and dental health) and the importance of building regular exercise into their routines. Science (AIH)- Learn about the importance of nutrition. PE Healthy Participation Thread: Know what health and fitness means in context, including what to do to improve and factors affecting participation. Know how to participate in activity/sport. Have all children joining in with sport, activities and games. Children to learn to participate and join in. Know how being active can support our fitness and health.	Alongside the whole school focus, keeping healthy is explored through the curriculum areas. For example: PSCHÉ: (BH) - Know what positively and negatively affects their physical, mental and emotional health. (BH) - Recognise the characteristics of an active, healthy lifestyle (including physical activity, rest, healthy eating and dental health), the importance of building regular exercise into their routines and how to achieve this. Science: (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. PE Healthy Participation Thread: Know what health and fitness means in context, including what to do to improve and factors affecting participation. Know how to participate in activity/sport. Have all children joining in with sport, activities
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				Link to our school REACH value. Build these skills so the children can join in/will want to participate in sports, activities and games using throwing and catching successfully	and games. Children to learn to participate and join in. Know how being active can support our fitness and health. Link to our school REACH value. Build these skills so the children can join in/will want to participate in sports, activities and games using
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Stranger Awareness:					
Implementation:	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
	➤ PSCE curriculum links. The learning block Being Safe and Being Responsible enables learning around this. ➤ All staff discuss stranger awareness and risks with their children before going on a school trip. ➤ Risk assessment for school trips highlight stranger awareness. ➤ Designated Safeguarding Leads (DSL) in school. ➤ MyConcern – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor. ➤ 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, PSCE lessons, Thrive etc. ➤ Assemblies e.g. NSPCC to provide the children with information on how to keep themselves safe (Pantosaurus and PANTS rule), right/wrong, consent and how to get help/support. <u>To add 2022</u> Assembly visitor to inform on Stranger Awareness	Stranger Awareness is explored through the curriculum areas. For example: <u>PSCE:</u> Identify risks to keep ourselves and others safe.	Stranger Awareness is explored through the curriculum areas. For example: <u>PSCE:</u> H21 – Know how to respond safely and appropriately to adults they may encounter whom they do not know H14, H15 - Recognise that they share a responsibility for keeping themselves and others safe, when to say yes, no, I'll ask and I'll tell. .	Stranger Awareness is explored through the curriculum areas. For example: <u>PSCE:</u> (BS) - H21 – Know how to respond safely and appropriately to adults they may encounter whom they do not know H10 - Explore how to recognise, predict and assess risks in different situations. H11 - Understand that increased independence brings increased responsibility to keep themselves safe.	Stranger Awareness is explored through the curriculum areas. For example: <u>PSCE:</u> H21 – Know how to respond safely and appropriately to adults they may encounter whom they do not know. H11 - Understand that increased independence brings increased responsibility to keep themselves safe.

Child Sexual Exploitation:

Implementation:	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
	➤ <i>PSCHE curriculum links. The learning blocks Relationship and, Growing Up enables learning around right/wrong, consent, how to get help.</i> ➤ <i>Designated Safeguarding Leads (DSL) in school.</i> ➤ <i>MyConcern – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor.</i> ➤ <i>All staff took part in HAYS Safeguarding training so staff can spot possible sings of CSE and how to report this to ensure the safety of our children in school.</i> ➤ <i>Family Liaison Officer (FLO) supports families.</i> ➤ <i>Safeguarding Policy</i> ➤ <i>Childline displays in every classroom so children are aware of a way to report concerns if they are worried or if something has happened.</i> ➤ <i>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, PSCHE lessons, Thrive etc.</i> ➤ <i>Assemblies e.g. NSPCC to provide the children with information on how to keep themselves safe (Pantosaurus and PANTS rule), right/wrong, consent and how to get help/support.</i>	<i>Alongside the whole school focus, this is explored through the curriculum areas. For example:</i> <i>In EYFS, children focus on Pantosaurus/PANTS rule to raise awareness on keeping themselves safe.</i>	<i>Alongside the whole school focus, this is explored through the curriculum areas. For example:</i> <u>PSCHE</u> (GU) - H10 – Know the correct names for the main parts of the body (including external genitalia). (GU) - H15, R3 - Identify ways of keeping safe. Know the difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. (GU) - H16 – Explore privacy in different contexts. (GU) - R10 – Understand what physical contact is acceptable, comfortable, unacceptable and uncomfortable.	<i>Alongside the whole school focus, this is explored through the curriculum areas. For example:</i> <u>PSCHE</u> (R) - R9 – 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’. (R) - R21 - Understand that we all have rights to privacy. (GU) - Consider appropriate and inappropriate physical contact and consent (GU) - Understand that each person’s body belongs to them (GU) - Understand personal space and unwanted touch (GU) - H20 – Understand the right to protect our bodies from inappropriate and unwanted contact and the importance of privacy. (GU) - R8 – Understand the difference between acceptable and unacceptable physical contact and comfortable/uncomfortable physical contact. (GU) - R13 - Know and use the correct names for the main parts of the body (including external genitalia).	<i>Alongside the whole school focus, this is explored through the curriculum areas. For example:</i> <u>PSCHE</u> (R) - Explain differences between healthy and unhealthy relationships (R) - Know that communication and permission seeking are important (R) - R21 – 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’. (GU) - H20 – Understand that they have the right to protect their body from inappropriate and unwanted contact and the importance of privacy. (GU) - H20 – Recognise the importance of permission seeking/consent.

Radicalisation and Extremism:					
Imp lem ent	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:

	➤ PSCHE curriculum links. The learning blocks Being Safe and Being Responsible enables learning around right/wrong, how to get help, strangers. ➤ Designated Safeguarding Leads (DSL) in school. ➤ MyConcern – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor. ➤ Family Liaison Officer (FLO) 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, PSCHE lessons, Thrive etc. ➤ All staff take part in PREVENT 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. ➤ All staff took part in HAYS Safeguarding training so staff can spot possible signs and how to report this to ensure the safety of our children in school.	This is explored through the curriculum areas. For example: <u>PSCHE</u> <u>Keeping/Staying Safe</u> Identify risks to keep ourselves and others safe.	This is explored through the curriculum areas. For example: <u>PSCHE</u> (BS) - H14, H15 - Recognise that they share a responsibility for keeping themselves and others safe, when to say yes, no, I'll ask and I'll tell. (BS) - H13 - Know who to go to if they are worried and to keep trying until they are heard. (BS) - H21 – Know how to respond safely and appropriately to adults they may encounter whom they do not know. (BS) - L10 – Identify special people who work in the community who are responsible for looking after and protecting us. 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.	This is explored through the curriculum areas. For example: <u>PSCHE</u> (BS) - H21 – Know how to respond safely and appropriately to adults they may encounter whom they do not know. (BS) - H15 - Identify where and how to get help, to keep trying until they are heard the vocabulary and confidence to do so. (BS) - H11 - Understand that increased independence brings increased responsibility to keep themselves safe. (BS) - H21 - Develop strategies for keeping physically and emotionally safe in different situations.	This is explored through the curriculum areas. For example: <u>RE</u> Demonstrate an understanding of what is right and wrong, just, and fair in a sensitive and appropriate manner. <u>PSCHE</u> (BR) - L5 - Understand there are some cultural practices against British law. (BS) - H13 – 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. (BS) - H15 - Identify where and how to get help, to keep trying until they are heard the vocabulary and confidence to do so. (BS) - H21 – Know how to respond safely and appropriately to adults they may encounter whom they do not know.
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Forced Marriage:					
Implementation:	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
	➤ PSCHE 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. ➤ MyConcern – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor. ➤ Family Liaison Officer (FLO) 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, PSCHE lessons, Thrive etc.				This is explored through the curriculum areas. For example: <u>PSCHE</u> (R) - R20 - Recognise that forcing anyone to marry is a crime. (R) - R5, R6 - Understand the true meaning behind civil partnerships and marriage. R3 – Reflect on ways in which a relationship can be unhealthy and whom to talk to if they need support.

	➤ <i>All staff took part in HAYS Safeguarding training so staff can spot possible signs and how to report this to ensure the safety of our children in school.</i>				
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Honour Based Violence (including FGM)					
Implementation:	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
	➤ <i>NSPCC Assemblies to give the children the information that they need to keep safe. (Pantosaurus and PANTS rule)</i> ➤ <i>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/children we will teach it/support children.</i> ➤ <i>Designated Safeguarding Leads (DSL) in school.</i> ➤ <i>MyConcern – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor.</i> ➤ <i>Family Liaison Officer (FLO) supports families.</i> ➤ <i>Safeguarding Policy</i> ➤ <i>Childline displays in every classroom so children are aware of a way to report concerns if they are worried or if something has happened.</i> ➤ <i>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, PSCHE lessons, Thrive etc.</i> ➤ <i>All staff took part in HAYS Safeguarding training so staff can spot possible signs and how to report this to ensure the safety of our children in school.</i>	<i>Explored through the curriculum areas. For example:</i> <u>PSCHE</u> Identify risks to keep ourselves and others safe.	<i>Explored through the curriculum areas. For example:</i> <u>PSCHE</u> (GU) - H16 – Explore privacy in different contexts. (GU) - R10 – Understand what physical contact is acceptable, comfortable, unacceptable and uncomfortable. (R) - Identify differences between males and females	<i>Explored through the curriculum areas. For example:</i> <u>PSCHE</u> (R) - R9 – 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’. (R) - R21 - 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 (GU) - H20 – Understand the right to protect our bodies from inappropriate and unwanted contact and the importance of privacy. (GU) - R13 - Know and use the correct names for the main parts of the body (including external genitalia). (GU) - Understand that each person’s body belongs to them	<i>Explored through the curriculum areas. For example:</i> <u>PSCHE</u> (R) - R21 – 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’. (GU) - H20 – Understand that they have the right to protect their body from inappropriate and unwanted contact and the importance of privacy. (GU) - H20 – Recognise the importance of permission seeking/consent.

				(GU) - Understand personal space and unwanted touch	
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Drugs, Alcohol and Tobacco (Substance Misuse):					
Implementation:	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
	Curriculum – teaching children about Drugs, Alcohol and Tobacco (Substance Misuse) ➤ Curriculum links through our PSCHÉ 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: ➤ Designated Safeguarding Leads (DSL) in school. ➤ MyConcern – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor. ➤ Family Liaison Officer (FLO) 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, PSCHÉ lessons, Thrive etc.	Alongside the whole school focus, drugs, alcohol and tobacco (Substance Misuse) is explored through the curriculum areas. For example: <u>PSCHÉ:</u>	Alongside the whole school focus, drugs, alcohol and tobacco (Substance Misuse) is explored through the curriculum areas. For example: <u>PSCHÉ:</u> DE) - H11 - Understand that household products, including medicines, can be harmful if not used properly. (DE) - H2 - Explore how to make informed choices. (DE) - H11 – Understand the role of drugs as medicines. (DE) - H11 - Identify alternatives to taking medicines. (DE) - H12 - Identify rules for and ways of keeping safe.	Alongside the whole school focus, drugs, alcohol and tobacco (Substance Misuse) is explored through the curriculum areas. For example: <u>PSCHÉ:</u> DE) - H17 – Distinguish between safe and harmful and to know some substances can be harmful if misused. DE) - H9 - Understand that people have different attitudes to risk. DE) - H10, H11 - Recognising, predicting and assessing risks in different situations. DE) - H14 – Understand when they need help, where to get help and how to ask for help. DE) - H21, H23 – Learn rules about staying safe..	Alongside the whole school focus, drugs, alcohol and tobacco (Substance Misuse) is explored through the curriculum areas. For example: <u>PSCHÉ:</u> (DE) - Identify a range of drugs/ substances and assessing some of the risks/effects. (DE) - Know which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’ can damage their immediate and future health and safety. (DE) - Know that some substances/drugs are restricted and some are illegal to own, use and give to others. <u>Science:</u> (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.
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Knife Awareness:					
Implementation:	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
	➤ Forest School – Children use sharp tools in Forest School. They are taught how to use these safely. ➤ DT – Food and Nutrition – teaches children to use knives safely when cooking. ➤ 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. For concerns surrounding this: ➤ Designated Safeguarding Leads (DSL) in school. ➤ MyConcern – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor. ➤ Family Liaison Officer (FLO) 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, PSCH lessons, Thrive etc.				

Domestic Violence and Abuse:					
Implementation:	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:

	➤ <i>PSCHE curriculum links. The learning blocks Relationship and, Growing Up enables learning around right/wrong, consent, how to get help.</i> ➤ <i>Designated Safeguarding Leads (DSL) in school.</i> ➤ <i>MyConcern – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor.</i> ➤ <i>All staff took part in HAYS Safeguarding training so staff can spot possible sings of and how to report this to ensure the safety of our children in school.</i> ➤ <i>Family Liaison Officer (FLO) supports families.</i> ➤ <i>Safeguarding Policy</i> ➤ <i>Childline displays in every classroom so children are aware of a way to report concerns if they are worried or if something has happened.</i> ➤ <i>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, PSCHE lessons, Thrive etc.</i> ➤ <i>Assemblies e.g. NSPCC to provide the children with information on how to keep themselves safe (Pantosaurus and PANTS rule), right/wrong, consent and how to get help/support.</i>	Alongside the whole school focus, this is explored through the curriculum areas. For example: PSCHE Know that resorting to violence is never right	Alongside the whole school focus, this is explored through the curriculum areas. For example: PSCHE (R) - R4 - Recognise what is fair and unfair, kind and unkind, what is right and wrong. (R) - R9 - Identify their special people (family, friends, carers), what makes them special and how special people should care for each other – commitment including in difficult times, protection and care, spending time together and sharing each other's lives. (R) - R9 - Recognise that families are important for children growing up as they can give love, security and stability. (R) - H13 – Know who to go to if they are worried (R) - Identify who can help when families make us feel unhappy or unsafe (GU) - Consider appropriate and inappropriate physical contact and consent (GU) - Understand that each person’s body belongs to them (GU) - Understand personal space and unwanted touch	Alongside the whole school focus, this is explored through the curriculum areas. For example: PSCHE (R) - R2 - Recognise what constitutes a healthy relationship and the importance of respecting others. (R) - R3 - Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. (R) - R9 – 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’. (R) - Identify who to go to for help and support (GU) - H20 – Understand the right to protect our bodies from inappropriate and unwanted contact and the importance of privacy. (GU) - R8 – Understand the difference between acceptable and unacceptable physical contact and comfortable/uncomfortable physical contact.	Alongside the whole school focus, this is explored through the curriculum areas. For example: PSCHE (R) - R3 – Reflect on ways in which a relationship can be unhealthy and whom to talk to if they need support. (R) - R21 – 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’. (GU) - H20 – Understand that they have the right to protect their body from inappropriate and unwanted contact and the importance of privacy. (GU) R2- Identify qualities of a healthy relationship
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