

**Safeguarding in the Curriculum**

The Curriculum has been put together, using guidance from the PSHE association, DfE document Keeping Children Safe in Education (Sept 2016), data from the Chimadata –Public Health in England report, the annual survey eHNA- Public Health in Calderdale report and Government recommendations.

The Government states that “*we expect schools to use their PSHE programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions*”.

Saftey and Safeguarding, Janet Palmer (HMI) states that “ It is difficult to see how safety and safeguarding can be good if PSHE education provision is poor. If pupils are kept ignorant of their human, physical and sexual rights; or how to protect themselves and others, or know where to go for help, they are not being adequately safeguarded”.

**Longroyde Primary School’s PSHE Curriculum**

**Developing the overarching concepts of:**

**Relationships** (including different types and in different settings)

**Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)

**Diversity** and **equality** (in all its forms)

**Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)

**A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)

**Rights**, **responsibility** and **consent**

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| **Pupils should be taught through the themes of:** |
| **Health and Wellbeing** |
| What is meant by a healthy lifestyle  How to maintain physical, mental and emotional health and wellbeing  How to manage risks to emotional and physical health and wellbeing  Ways of keeping physically and emotionally safe  About managing change, including puberty, transition and loss  How to make informed choices about health and wellbeing and to recognise sources of help with this  How to respond in an emergency  To identify different influences on health and wellbeing |

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| **Relationships** |
| How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts  How to recognise and manage emotions within a range of relationships  How to recognise risky or negative relationships including all forms of bullying and abuse  How to respond to risky or negative relationships and ask for help  How to respect equality and diversity in relationships |
| **Living in the Wider World** |
| About respect for self and others and the importance of responsible behaviours and actions  The rights and responsibilities as members of different groups  To respect equality and be a productive member of a diverse community  Where money comes from, keeping it safe and the importance of managing it effectively  How money plays an important part in people’s lives  A basic understanding of enterprise |

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| **Pupils are to learn about the following themes in a spiral programme of knowledge, skills and development:** |
| **Year 1, 3 and 5**  SRE/physical contact and consent/managing feelings/peer pressure/making choices/ responsible behaviour/ healthy eating/weight issues/money |
| **Year 2, 4 and 6**  Managing pressure, worries and stress/ hygiene/ drugs/ safety in familiar and unfamiliar surroundings/ first aid/ online and social media protection/ body image and self-esteem/ resolving differences |
| **All year Groups**  Issues surrounding bullying and anti-social behaviour/rules, laws rights and responsibilities  Y6 also cover SRE |

**Autumn Term**

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|  | **Year 1**  **Minimum 12 sessions to include:** |
| **Autumn 1:** | **Rights and Responsibilities:** how to contribute to life in the classroom, construct, agree and follow class rules, the needs of others and their responsibilities  **Feelings and emotions:** Recognising and managing different feelings |
| **Autumn 2:** | **Healthy relationships:**  Differences and similarities between people, different types of teasing and bullying  **Keeping Safe:** People who take care of them and family networks, rules for keeping safe and keeping safe physically and emotionally |
|  | **Year 2**  **Minimum 12 sessions to include:** |
| **Autumn 1:** | **Rights and Responsibilities:** about the skills necessary to contribute to life in the classroom, how class rules help us, the responsibilities they have for others  **Feelings and emotions:** how to manage a wide range of feelings, being sensitive to the feelings of others |
| **Autumn 2:** | **Healthy relationships:**  Listening to others and finding ways to resolve disagreements, respecting similarities and differences between people, ways to resist teasing and bullying and coping strategies  **Keeping Safe:** People who take care of them, importance of keeping safe and rules for different situations (including online) |
|  | **Year 3**  **Minimum 12 sessions to include:** |
| **Autumn 1:** | **Rights and Responsibilities:** about the ways in which rules and laws keep us safe, that everyone has human rights, different rights and responsibilities  **Feelings and emotions:** different kinds of feelings  **Growing and Changing:** good and not-so good feelings and how to manage them |
| **Autumn 2:** | **Healthy relationships:**  How to develop and maintain healthy relationships, how our actions can affect others  **Rights and Responsibilities:** the consequences of anti-social behaviour  **Valuing difference:** the nature and consequences of hurtful behaviour and bullying |
|  | **Year 4**  **Minimum 12 sessions to include:** |
| **Autumn 1:** | **Rights and Responsibilities:** about the ways in which rules and laws keep us safe, UNCRC  **Keeping safe**  People who keep them safe and healthy, and ways they can support these people, school rules for health and safety, where and how to get help.  **Growing and Changing:** good and not-so good feelings and how to manage their own and others |
| **Autumn 2:** | **Healthy Relationships** How actions affect ourselves and others, solving disputes and conflicts  **Valuing difference:** the nature and consequences of hurtful behaviour and bullying/ways in which people can be discriminated against  **Keeping safe**  keeping safe strategies, and physical, emotional and online safety and the importance of this |
|  | **Year 5**  **Minimum 12 sessions to include:** |
| **Autumn 1:** | **Rights and Responsibilities:** about rules and laws, human rights take precedence over national laws and family and community practices  **Feelings and emotions:** appropriate responses to a wider range of feelings  **Growing and Changing:** words that describe the range and intensity of feelings, puberty/adolescence and body changes, human life cycle, how a baby is made and grows |
| **Autumn 2:** | **Healthy relationships:** what constitutes a healthy relationship, how our actions affect ourselves and others, different types of relationship  **Valuing difference:** difference/similarities between people, discrimination, teasing, bullying and aggressive behaviour their effects on others |
|  | **Year 6**  **Minimum 12 sessions to include:** |
| **Autumn 1:** | **Rights and Responsibilities:** about rules and laws, British parliament  **Feelings and emotions:** appropriate responses to a wider range of feelings in others  **Growing and Changing:** how emotions may be conflicting, the need to listen to emotions or overcome them, puberty and body image in the media, human reproduction, how pregnancy can be prevented and roles and responsibilities of parents/carers |
| **Autumn 2:** | **Healthy relationships:** the consequences of actions on ourselves/others  **Valuing difference:** how to challenge stereotypes, discrimination and how to respond to it  **Keeping safe**  What to do in an emergency and skills needed, personal safety, protecting personal information and images online |

**Spring Term**

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|  | **Year 1**  **Minimum 10 sessions to include:** |
| **Spring 1:** | **Healthy lifestyles:** things that keep our bodies healthy, different feelings and managing these  **Growing and changing:** Growing young to old, naming body parts and differences between boys and girls, what makes them unique and setting simple goals |
| **Spring 2:** | **Feelings and emotions** different types of behaviour and how it affects others, how people’s bodies and feelings can be hurt |
|  | **Year 2**  **Minimum 10 sessions to include:** |
| **Spring 1:** | **Healthy Lifestyles:** different feelings and managing these, informed choices, influences of our choices and how these affect the way we look and feel, the importance of basic hygiene, the importance of caring for own health |
| **Spring 2:** | **Feelings and emotions:** how different things affect our behaviour, what fair/unfair. kind. unkind, right/wrong mean  **Growing and Changing:**  Learning from experience, setting goals, celebrating strengths |
|  | **Year 3**  **Minimum 10 sessions to include:** |
| **Spring 1:** | **Rights and Responsibilities:** how to discuss and debate issues concerning health and wellbeing  **Healthy lifestyles:** making informed choices in relation to their health, opportunities to make choices about their own food, what makes a healthy diet  **Growing and Changing:** the kinds of change that happen in life, and how loss and grief may be expressed |
|  | **Year 4**  **Minimum 10 sessions to include:** |
| **Spring 1:** | **Rights and Responsibilities:** how to discuss and debate issues concerning health and wellbeing (media and peer pressure), how the media present information  **Healthy Lifestyles:** the consequences of choices (positive, negative, neutral), a balanced diet (relating to emotional wellbeing), what influences their choices about food, reducing the spread of bacteria and viruses, choices that promote health and wellbeing |
| **Spring 2:** | **Growing and Changing:** ways to celebrate their achievements/personal strengths and how to develop them  **Valuing difference:** working collaboratively towards shared goals, recognising and caring for others’ feelings, respecting views of others |
|  | **Year 5**  **Minimum 10 sessions to include:** |
| **Spring 1:** | **Rights and Responsibilities:** topical issues, problems and events concerning health and well-being (weight), how the media present information  **Healthy lifestyles:** the choices that can be made about health and wellbeing, and what influences these |
| **Spring 2:** | **Growing and Changing:** bereavement and grieving/how change involves loss  **Rights and Responsibilities:** the consequences of anti-social behaviours |
|  | **Year 6**  **Minimum 10 sessions to include:** |
| **Spring 1:** | **Rights and Responsibilities:** topical issues concerning health and wellbeing(stress/worries/emotional wellbeing),how to research  **Healthy Lifestyles:** the positive and negative influences on health and wellbeing, how media can affect choices (food, fashion, body image related to self-perception) |
| **Spring 2:** | **Growing and Changing:** different ways of achieving goals, how having high aspirations can support achievement**,** coping with change, particular loss in family settings  **Healthy relationships:** the importance of shared goals and reliance on others |

**Summer Term**

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|  | **Year 1**  **Minimum 12 sessions to include:** |
| **Summer 1:** | **Keeping safe:** likes/dislikes and consequences of choices, about change and loss, and associated feelings  **Healthy relationships** the difference between a secret and a surprise, appropriate and inappropriate touch |
| **Summer 2:** | **Money Matters:** where money comes from and what it is used for, the role of money in their lives. |
|  | **Year 2**  **Minimum 12 sessions to include:** |
| **Summer 1:** | **Healthy Lifestyles:** how constructive support and feedback can help them and others |
| **Summer 2:** | **Keeping safe:** the role of medicines, responsibility for keeping themselves and others safe |
|  | **Year 3**  **Minimum 12 sessions to include:** |
| **Summer 1:** | **Healthy relationships:** how to recognise and manage dares, Concepts of confidential and secret, whether to keep a secret or not  **Keeping safe:** asking for help. resisting peer pressure, different types of negative pressure, who they can trust to take care of their bodies, the right to protect their bodies from unwanted contact, consent |
| **Summer 2:** | **Money Matters:** the role of money in their own and others’ lives, concepts related to money, what it means to be enterprising |
|  | **Year 4**  **Minimum 12 sessions to include:** |
| **Summer 1:** | **Healthy relationships:** how to recognise and manage dares  **Keeping safe:** risk, danger and hazard, techniques to resist peer pressure, how pressure is exerted, questioning someone’s beliefs if it feels to be wrong |
| **Summer 2:** | **Keeping safe:** what is a habit, commonly available substances and drugs/risks and effects of these |
|  | **Year 5**  **Minimum 12 sessions to include:** |
| **Summer 1:** | **Feelings and emotions:** managing dares, keeping things confidential or secret, when they should/should not agree to a secret, acceptable/unacceptable physical contact and how to respond  **Keeping safe:**  independence and increased responsibility, risk in familiar situations and how to manage it, unhelpful pressure/influences on behaviour, taking care of body/consent/how to get support |
| **Summer 2:** | **Money Matters:** how finance plays a role in others’ lives, money management (including concepts of interest, loan, debt and being a critical consumer), skills needed to be enterprising |
|  | **Year 6**  **Minimum 12 sessions to include:** |
| **Summer 1:** | **Rights and Responsibilities:** resolving differences, making decisions and explaining choices,  **Taking care of the Environment:** resolve differences by looking at alternatives  **Feelings and Emotions:** managing dares  **Keeping safe:** independence and increased responsibility, risk in unfamiliar situations and how to manage it and build resilience, different influences on behaviour |
| **Summer 2:** | **Keeping safe:** effects of legal and illegal substances and drugs, habits in relation to tobacco, alcohol and drug misuse |

**Staff**

There is a Code of Conduct policy which, amongst other things, includes - acceptable use of technologies, staff/pupil relationships and communications including the use of social media. There is an effective child protection policy that all staff have seen, discussed and agreed to.

During term time, the designated safeguarding lead and or a deputy is always available for staff in the school to discuss any safeguarding concerns.

In addition, all staff members receive regular safeguarding and child protection updates (for example, via email- CPOMS, staff meetings) as required, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff should have an awareness of safeguarding issues, some of which are listed below.

Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting, antisocial behaviour and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school policy and procedures with regards to peer on peer abuse.

Staff have all had the PREVENT training.

**Curriculum Events**

We organise annual themed days/ weeks, which include assemblies and lessons on topics such as Stranger Danger, Antibullying and Cyberbullying. We also invite the Community Police and Fire Brigade into school, to discuss specialised safe guarding issues that are relevant to our pupils and the local area eg, canal safety, safety around railway lines, antisocial behaviour and drug awareness.

Children in Years 5 and 6 are invited to take part in Calderdale’s Cycling Proficiency Scheme, whilst children in Key Stage 1 have talks from the Road Safety Team. All children in Year 4 are given free swimming lessons.

Our RE Curriculum and assemblies are multicultural; they incorporate British Values and our School Values, in order to prepare children to live in a multicultural society, respecting the beliefs of others and keeping safe. Children have experienced trips to Mosques, Synagogues and Churches as part of the RE Curriculum.

# Internet Safety

Internet access is planned to enrich and extend learning activities.

The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An internet access policy has thus been drawn up to protect all parties and rules for responsible internet use are displayed in the ICT suite.

Although the school offers a safe online environment, through filtered internet access, we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology. All children sign a document to say they have received internet safety advice and that they agree to the rules of internet access and responsible internet use.

It is the policy of the school that during ‘wet playtimes’ etc. children are not allowed to use the internet.