

# St Oswald's CE Primary School and Nursery

Safeguarding across the Curriculum Document



Inspire – Embrace – Succeed

"...I came so that they may have life and life to its fullest" John 10:10

## Safeguarding across the curriculum document

St Oswald's CE Primary School fully recognises the contribution it can make to protect and support pupils in School. The aim of our Safeguarding policy is to safeguard and promote our pupils' welfare, safety, health and well-being by creating an honest, open, caring and supportive environment

We are particularly mindful that there are many children who have additional needs or whose living arrangements may mean that they are more vulnerable to harm, for example children with special educational needs, disabled children, children in public care or privately fostered children. We also recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way.

We believe, therefore, that our curriculum is the vehicle through which our children will learn to develop as critical thinkers with secure values and beliefs able to assess risk and take informed decisions that will keep them safe.

We want our children to:

- develop an understanding of themselves and who they are as individuals ( '....you made me in an amazing and wonderful way.' Psalm 139.14)
- have a sense of purpose and accountability so that they understand what it means to tackle issues fairly and with equity, taking responsibility for their actions, being able to articulate and make informed choices ( '.....I want justice – oceans of it. I want fairness – rivers of it.' Amos 5.24)
- be exposed to opportunities and experiences that will equip them with the knowledge and skills to build the kind of life that they want to live empowering them to make changes and give them hope for the future ( '.....I have come that they may have life – life in all its fullness.' John 10.10)

### Where do children learn about what helps them to stay safe?

#### 1) PSHE

It is vital that pupils have the opportunity to explore their attitudes, values and beliefs about a variety of issues and to develop the skills, language and strategies necessary to *manage* such issues should they encounter them. Through our PSHE curriculum a number of overarching concepts are developed.

- Identity - their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online
- Relationships - including different types and in different settings, including online
- A healthy (including physically, emotionally and socially), balanced lifestyle including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices
- 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, including online in an increasingly connected world
- Diversity and equality in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010
- Rights - including the notion of universal human rights, responsibilities - including fairness and justice and consent, in different contexts
- Change - as something to be managed and resilience - the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance

- Power - how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes
- Career - including enterprise, employability and economic understanding

## 2) Computing

It is important that our children use the internet to learn, play, socialise and express themselves in all types of creative ways. However, the technology children use in their daily lives can seem daunting. They face risks online such as bullying, contact from strangers, as well as the possibility of access to inappropriate or illegal content. To help them stay safe, it is important that they understand how to use the internet responsibly and that they have choices. Our e-safety curriculum includes teaching about:

- Internet safety – students explore how the internet offers an amazing way to collaborate with others worldwide, while staying safe through employing strategies such as distinguishing between inappropriate contact and positive connections
- Privacy and security – pupils learn strategies for managing their online information and keeping it secure from online risks such as identity thieves. They learn how to create strong passwords, how to avoid scams and schemes and how to analyse privacy policies
- Relationships and communication – pupils reflect on how they can use intrapersonal and interpersonal skills to build and strengthen positive online communication and communities. They delve into the concept of digital citizenship and digital ethics and they reflect on their online interactions
- Cyber bullying – pupils learn what to do if they are involved in a cyberbullying situation.
- Digital footprint and reputation – pupils learn to protect their own privacy and respect others' privacy.
- Self image and identity – pupils explore their own digital lives, focusing on their online versus their offline identity. They learn the benefits and risks of personas and the effects on their sense of self, their reputation and their relationships
- Information literacy – pupils learn how to evaluate the quality, credibility and validity of websites and give proper credit from effective search strategies to evaluation techniques
- Creative credit and copyright – pupils are encouraged to reflect on their responsibilities and rights as creators in the online spaces where they consume, create and share information

## 3) Science

The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. At St Oswald's we have identified poor language skills as a barrier to learning. The quality and variety of language that our pupils hear and speak are key factors in developing their vocabulary and through science they learn to articulate concepts clearly and precisely. Through science they will learn to:

- Recognise the power of rational explanation
- Be curious and ask questions
- Manage equipment safety

- Keep themselves safe
- Ask their own questions about what they observe and make informed decisions
- Use discussion to work out ideas and make their thinking clear

#### **4) RE**

RE develops pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief, of themselves, the world and human experience. Through RE pupils:

- Participate in discussions, make informed choices and articulate opinions
- Learn about important people who act as role models e.g in Bible stories
- Experience collective worship learning about values and how to apply them in daily life e.g. resolving disputes, managing conflict
- Learn about different beliefs and festivals
- Learn tolerance and respect; prevention of extremism and radicalisation
- Learn to promote spiritual, moral, social and cultural development
- Are equipped with knowledge and understanding of a range of religions, beliefs and world views
- Explore the meaning of their existence and their purpose in life

#### **5) PE**

Through PE our children will experience challenged and learn how to manage competition through cooperation, communication and collaboration. They will learn to:

- Lead healthy, active lives
- Practise and embed values, such as fairness and respect
- Keep themselves safe in different water-based situations
- Move equipment safely
- Understand how to look after their bodies through exercise and healthy eating
- Explore the negative effect of substances including alcohol and smoking

#### **6) Design and Technology**

We want our pupils to become accountable contributing citizens who learn to manage and take responsibility for themselves. Through DT our pupils learn:

- How to take risks becoming resourceful, innovative, enterprising and capable citizens
- How to cook and apply the principles of nutrition and healthy eating

#### **7) Geography**

Through geography we aim to build the cultural development of our pupils promoting opportunities where they can recognise the value and richness of cultural diversity in Britain. This reflects our ethos of valuing individuality. We aim to:

- Equip pupils with knowledge about diverse places, people, resources and natural and human environments
- Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives

## **8) History**

Analysis of events in the UK and world history enable our children to appreciate the cause and effect of those events and consider the application of those life lessons to themselves, their community and the wider world. The subject of history:

- Inspires pupils' curiosity to know more about the past
- Equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement
- Helps children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups as well as their own identity and the challenges of their time
- Teaches how British values can be applied
- Teaches skills of negotiation, conflict management and resilience

## **9) English**

Language skills are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. Through English pupils learn to:

- Write and speak fluently so that they can communicate their ideas and emotions to others
- Read, write, listen and speak fluently allowing pupils to develop culturally, emotionally, intellectually, socially and spiritually

## **10) Maths**

To function adequately and safely daily life requires a comprehensive mathematical knowledge. Statistics show that poor money management can lead to stress, depression and, in cases of debt, even suicide (England Illegal Money Lending Team 2019). High quality maths is therefore necessary for financial literacy and provides a foundation for understanding the world and the ability to reason mathematically.

**Where in the wider curriculum do children learn to keep themselves safe?**

- Trips including residential trips
- Clubs and tournaments
- Forest School
- Swimming
- Mental Health Interventions and programmes to develop resilience
- Pedestrian Training

- Bikeability
- STAR Programme
- Family Learning Project
- Activity days in conjunction with the High School Performing Arts Project, Science and Outdoor Learning
- External Training for Pupils Leaders and VIPS
- Forest School
- Lunch time Interventions
- Thrive

### How do the children share their ideas about keeping safe?

- School Council
- Safeguarding Awareness Squad (SAS)
- Pupil Voice (Pupil Detectives)
- Values Into Practice Squad (VIPs)
- Play Leaders
- Sports Leaders (The Crew)

### External agencies that work in partnership to help keep our children safe

- PCSOs – Stranger danger, e-safety, STAR Programme, People who help us,
- NSPCC
- Church leaders
- School Nurses – health and hygiene
- Mentor Link - Mentors and Counsellors
- WHP
- PBT
- Library Service: Family Learning – encouraging good parenting
- Stonewall School Champions programme – tackling homophobic, bi-phobic and transphobic bullying
- Worcestershire County Council Road Safety Team – pedestrian training
- Local Organisations and Charities – the Food Bank, Barnardos, Christian Aid

### Focus Weeks that help our children to stay safe

- Anti-bullying week
- Internet Safety Day
- Cultural workshops
- NSPCC workshops – Speak Out. Stay Safe
- Aspirations Week
- Safeguarding Week
- Young Citizens Challenge: working with Police – Stranger Danger; Fire Service – electrical equipment, smoke alarms and what to do in a fire; Western Power Distribution – discussing

dangers in nature reserves; Water Ways – how to stay safe near water; Road Safety – how to keep safe on roads and when riding a bike

- British values

## **Daily Practices that keep our children safe**

### **1) Attendance**

To achieve their potential we are committed to providing an environment where exemplary attendance is at the heart of productive learning; for children to make the best progress and get the most from the opportunities provided they should have an excellent attendance record

Among the systems and procedures that safeguard our children are:

- An Attendance Officer who is also the Pastoral Lead
- Supervision meetings internally and externally
- Daily systems to track absenteeism
- Processes for monitoring persistent absentees tailored for each family including home visits, accessing Early Help/Home Start, liaison with the EWO
- Good communication of expectations to all stakeholders e.g Attendance Policy, newsletters, questionnaires, letters, phone calls
- Joint work with the High School
- Clear guidelines regarding holidays and Children Missing in Education

### **2) Premises**

The security of the site is of paramount importance in keeping children safe in our school. We check that:

- The perimeter is secure
- Gates around school are locked
- All doors are fobbed
- Fire drills take place termly
- Lockdown procedures are in place
- Grounds are maintained and kept safe
- Outdoor equipment is risk assessed regularly
- Risk assessments are reviewed
- Other checks in school are timetabled as part of a rolling programme e.g PAT testing, PE equipment, heating checks

## Areas that are specifically addressed through our PSHE Curriculum:

Specific Area	Coverage
Child Sexual Exploitation	<p>Y1/Y2</p> <ul style="list-style-type: none"> <li>• Correct terminology, body parts, external genitalia</li> <li>• Physical contact, touch, acceptable, unacceptable</li> <li>• Secrets, surprises, safety</li> <li>• Rules and boundaries</li> </ul> <p>Y3/4</p> <ul style="list-style-type: none"> <li>• Confidentiality, personal safety</li> <li>• Privacy, sharing, personal boundaries</li> <li>• Dares and challenges</li> <li>• Money, spending, debt, receiving monetary gifts</li> </ul> <p>Y5/6</p> <ul style="list-style-type: none"> <li>• Relationships, unhealthy pressure</li> </ul>
Bullying including cyberbullying and sexting	<p>Y1/Y2</p> <ul style="list-style-type: none"> <li>• Feelings, bodies, hurt, comfortable, teasing, bullying, communicating feelings</li> </ul> <p>Y3/4</p> <ul style="list-style-type: none"> <li>• Media, images, reality/fantasy, true/false</li> <li>• Pressure, managing pressure, influences, media, peers</li> <li>• Safety, online, personal information, passwords, images</li> <li>• people, identity, similarities, differences, equality</li> <li>• bullying, discrimination, aggressive behaviour</li> <li>• exploring stereotypes</li> <li>• anti-social behaviour</li> <li>• media, social media, information, forwarding</li> </ul> <p>Y5/6</p> <ul style="list-style-type: none"> <li>• Mobile phones, responsibility, safe use</li> </ul>
Domestic Violence	<p>Y1/Y2</p> <ul style="list-style-type: none"> <li>• Classroom rules and setting boundaries</li> <li>• Actions, behaviour, consequences</li> <li>• Community support, volunteers, health and wellbeing</li> </ul>
Drugs	<p>Y3/4</p> <ul style="list-style-type: none"> <li>• Habits</li> <li>• Drugs, alcohol, tobacco, medicines, caffeine</li> </ul> <p>Y5/6</p> <ul style="list-style-type: none"> <li>• Actions, behaviour, consequences</li> <li>• Managing pressure and being influenced by others</li> </ul>
FGM	<p>Y3/4</p> <ul style="list-style-type: none"> <li>• Human rights, children's rights</li> </ul> <p>Y5/6</p> <ul style="list-style-type: none"> <li>• FGM, bodies, safety, abuse</li> <li>• Practices against human rights</li> </ul>
Forced Marriage	<p>Y1/Y2</p> <ul style="list-style-type: none"> <li>• Special people, caring</li> <li>• Friendships, families, couples, positive relationships</li> <li>• Rules and laws</li> </ul> <p>Y5/6</p> <ul style="list-style-type: none"> <li>• Committed loving relationships, civil partnerships, marriage</li> </ul>

	<ul style="list-style-type: none"> <li>• Forced marriage</li> </ul>
Mental Health	<p>Y1/Y2</p> <ul style="list-style-type: none"> <li>• Managing feelings</li> <li>• Change, loss</li> <li>• Growing, changing, young to old, independence</li> </ul> <p>Y3/4</p> <ul style="list-style-type: none"> <li>• Conflicting emotions</li> <li>• Change, transition, loss, separation, divorce, bereavement</li> <li>• Puberty, physical and emotional changes</li> <li>• Feelings, empathy, recognising others feelings</li> <li>• Discussion, debate, topical issues, problems, events</li> </ul> <p>Y5/6</p> <ul style="list-style-type: none"> <li>• Resources, sustainability, economics, choices</li> <li>• Resolving difference, points of view, decisions, choices</li> <li>• Money, spending, saving budgeting</li> </ul>
Preventing Radicalisation	<p>Y1/Y2</p> <ul style="list-style-type: none"> <li>• Valuing difference, sharing, discussion, views, opinions</li> <li>• Cooperating, resolving arguments</li> <li>• People, similarities, differences</li> </ul> <p>Y3/4</p> <ul style="list-style-type: none"> <li>• Listening, viewpoints, opinions, respect</li> <li>• Disputes, conflict, feedback, support, negotiation, compromise</li> <li>• Diversity, identity, values and customs</li> </ul>
Attendance/Children Missing in Education	<p>Y1/Y2</p> <ul style="list-style-type: none"> <li>• Health, wellbeing, healthy eating, physical activity, sleep, dental health, hygiene and cleanliness</li> <li>• Achievements, strengths, goals, target-setting</li> </ul> <p>Y3/4</p> <ul style="list-style-type: none"> <li>• Balanced lifestyles, choices, health, wellbeing</li> <li>• Bacteria, viruses, hygiene routines</li> </ul>
Keeping Safe	<p>Y1/Y2</p> <ul style="list-style-type: none"> <li>• medicines, household products, safety, risk</li> <li>• safety, road, water, rail, fire, online, rules</li> <li>• asking for help</li> <li>• privacy, respecting privacy</li> </ul> <p>Y3/4</p> <ul style="list-style-type: none"> <li>• risk, danger, hazard, responsibility, safety</li> <li>• emergency aid, help, safety, rules</li> <li>• advice, support, asking for help</li> <li>• rights and duties at home, school and in the environment</li> </ul>

Note: The subject matter recorded under each year group heading is an indication of when that topic is introduced. The following year groups will continue to explore that material in greater depth at an age appropriate level.