

# **SAFEGUARDING IN THE CURRICULUM POLICY**

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| **PERSON RESPONSIBLE FOR POLICY:** | **d. dukes** |
| **reviewed:** | **date: november 2024** |
| **to be reviewed:** | **2 YEARS** |

**The legal context for safeguarding education**

These duties are set out in the 2002 Education Act (the 2010 Academies Act also refers to the broad and balanced curriculum). Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). The Equality Act 2010 also places duties on schools to help to reduce prejudice-based bullying and in doing so to keep protected characteristic groups safe. PSHE education plays an important part in fulfilling all of the responsibilities (see further detail on PSHE education and safeguarding, below).

All schools have responsibilities relating to the safety of children in their care.

Keeping Children Safe in Education (2020), the Department for Education states:

*Opportunities to teach safeguarding:*

*Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which was made compulsory in September 2020. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects.*

*The following resources may help schools and colleges:*

* *DfE advice for schools: teaching online safety in schools.*
* *UK Council for Internet Safety (UKCIS)27 guidance: Education for a connected-world.*
* *National Crime Agency's CEOP education programme.*

**Personal, Social and Health Education**

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

* We must teach relationships education under the [Children and Social Work Act 2017](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted), in line with the terms set out in [statutory guidance](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education).
* We must teach health education under the same statutory guidance.

To support the PSHE curriculum Adwick Primary School follows the Kapow units of study.

**Relationship and Health Education**

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017.](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted)

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education) issued by the secretary of state as outlined in section 403 of the [Education Act 1996.](http://www.legislation.gov.uk/ukpga/1996/56/contents)

When any school provides RSE they must have regard to the Secretary of State Guidance; this is a statutory duty. Adwick Primary uses the Kapow programme whose comprehensive PSHE Programme covers all aspects of the government guidance in the Relationships and Healthy Me Units.

**Attendance**

Adwick Primary School actively promotes good attendance with the children. Children are rewarded for good attendance by accruing Team Bonus Points.

See Attendance Policy.

**Religious education**

The school is non-denominational and has a diverse ethnic and religious population. As such our Religious Education lessons include learning about different beliefs and festivals and provide opportunity to address many of the specific safeguarding issues listed below.

Adwick Primary School follows the Kapow scheme of work for Religioun and Worldviews.

**Pupil Agency, Voice & Leadership**

Teams

* Nothing is more important than Team. Team is our family.
* Team meetings take place for 20 minutes at the beginning of every day (see timetables).
* This is time well spent on developing a unique bond between each other that will be invaluable when things don’t go to plan. It is not just taking the register and then pupils sitting at their desks having their planner signed, or reading etc.
* Teams meetings will be conducted with the whole class and led by the Class Teacher.
* Pupils develop their individuality in Team meetings through using their voice and finding who they are.
* Teams offer a safe place where pupils can be themselves and ask either implicitly or explicitly for help and guidance from their peers. Through these intimate and sometimes brutally honest interactions, pupils grow their character.

**Community Meetings**

* Whole school Community meetings take place every Friday morning (instead of the Team meeting) – both for the Lower site and the Upper site.
* Community meetings are not an assembly – it’s a chance to come together as a whole school community and reflect on the week we have had and what that will look like the following week.
* Community meetings are for pupils and staff.
* Community meetings allow us to reflect deeply on culture; be openly kind to one another and hold each other to account; and to be a community.
* In whole school Community Meetings, all our pupils have the freedom to make public appreciations, apologies pledges and stands – this is done respectfully and never forced, they do so willingly.
* Appreciations should far outweigh apologies, pledges and stands.

**Specific areas of Safeguarding and where covered in the curriculum**

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| **Specific Area** | **Where covered in the curriculum** |
| Child Missing from education / Child missing from home or care | Attendance Policy/CME Policy  Rewards & Incentives |
| Child Sexual Exploitation | Kapow units: Safety and the Changing Body  Puberty sessions (Y5) |
| Bullying Including Cyber Bullying | Kapow units: Safety and the changing body  Kapow units: Families and relationships  School Council  E-safety posters  E-Safety workshops- children/parents/ staff/Governors  Diversity/Anti-Bullying week |
| Domestic Violence | Staff updates- revisions to KCSiE  Kapow units: Families and relationships |
| Drugs | Drug Awareness Talks  *www.druged4children@live.co.uk*  Y5 Safeguarding workshop  Y6 Crucial crew Visit |
| Fabricated or Induced Illness | Science Units: Living Things  Individual health Care Plans for Individual Pupils  Staff updates- revisions to KCSiE |

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| Faith abuse | Staff updates- revisions to KCSiE  Doncaster Agreed Syllabus for Religious education.  Access to: www.educateagainsthate.com |
| Female Genital Mutilation | Kapow units: Safety and the changing body  Science Units- Growing and Changing  Staff updates- revisions to KCSiE |
| Forced Marriage | Staff updates- revisions to KCSiE |
| Gender Based Violence | Staff updates- revisions to KCSiE |
| Mental health | Y6 Crucial Crew Visit  Kapow units: Safety and the changing body  Science Units: Growing and Changing |
| Peer on Peer abuse | Circle times  Internet safety workshops  Kapow units: Families and relationships |
| Preventing Radicalisation | Staff Prevent training- September 2019/2020  Democracy- Student Agency  Rules of Law- Character Values  Engagement from local services  Individual Liberty- choice making, e-Safety, PSHE sessions, Circle Time  Tolerance of those of different faiths and beliefs RE lessons  Whole School Community Meetings  Community Days/Visits  ChildLine School’s service  Access to: www.educateagainsthate.com |
| Sexting | Staff updates- revisions to KCSiE  Y6 Crucial Crew Safety  Internet Safety workshops |
| Trafficking | Staff updates- revisions to KCSiE |

**Examples of Safeguarding in the Curriculum Termly Themed Overviews:**

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| Year group | Autumn | Spring | Summer |
| F1 | Personal, Social and Emotional Development  Going for goals  Seeks out others to share experiences.  Shows affection and concern for people who are special to them  May form a special friendship with another child  Welcomes and values praise for what they have done  Can express their own feelings such as sad, happy, cross, scared, worried  Aware of own feelings, and knows when some actions and words can hurt others’ feelings  Begin to accept the needs of others and can take turns and share some responsibility, sometimes with support from others  Understanding the World  RE: Harvest  Special people: What makes people special?  Christmas: what is Christmas?  Learns that they have similarities and differences that connect them to, and distinguishes them from others  Shows interest in the lives of people who are familiar to them  Remembers and talks about significant events in their own experience  Recognises and describes special times or events for family or friends  Operates mechanical toys e.g. pulls back on a friction car | Personal, Social and Emotional Development  Children to be able to deal with conflicts using poitive solutions  School activities Circle time resolving conflicts role play different senarios understanding behavioural expectations. Discussing morals likes/ dislikes – stories/ characters, goodies and baddies.  Home learning  Discuss feelings, why it is important to share.  Share household chores | Changes  Can usually adapt behaviour to different events, social situations and changes in routine  Understands that own actions affect other people  Confident to talk to other children when playing, and will communicate freely about home and community  Shows confidence in asking adults for help  Confident to speak to others about own needs, wants, interests and opinions |
| F2 | Personal, Social and Emotional Development  Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Explains own knowledge and understanding, and asks appropriate questions of others.Takes steps to resolve conflicts with other children, e.g. finding a compromise. Can select and use activities and resources with help.Confident to talk to other children when playing, and will communicate freely about own home and community.Confident to speak to others about own needs, wants, interests and opinions.Can describe self in positive terms and talk about abilities. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Aware of the boundaries set, and of behavioural expectations. | Personal, Social and Emotional Development  Relationships  Can play in a group, extending and elaborating play ideas  Initiates play, offering cues to peers to join them  Keeps play going by responding to what others are saying or doing  Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults  Aware of own feelings, and knows when some actions and words can hurt others’ feelings  Begin to accept the needs of others and can take turns and share some responsibility, sometimes with support from others  Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met | Personal, Social and Emotional Development  Children play co-operatively, taking turns with others. Theytake account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.  Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and the resources they will need. |
| Y1 - 6 | Please see attached document for curriculum coverage in RSE and PSHE in years 1 – 6  [M\_Condensed-RSE\_PSHE-LongTermPlan\_14.11.24.pdf](https://vennacademyhull.sharepoint.com/:b:/s/aps-Teaching-Staff/Eb0mydw0oU5BoyBK8eHp0-gBWHgceE0VxdbUmjrGU4-ieQ?e=ZdiHko)  Examples of additional curriculum events from 2024-2025 that relate to safeguarding:   * All Year Groups have delivered RSE (Relationships and Sex Education), using the Kapow SoW. * September: FBV: Democracy and the rule of law (choosing new team leaders) * September: Macmillan fundraising * September: Y5 practical pedestrian training * October: Harvest week/Food bank donation * October: School Nursing service session on Dental Health (Y2) and Emotional Well-being (Y3). * November: School Nursing service session on Body Image Y6 * November: Anti-bullying week * November: Children in Need * November: Road safety week * December: Culture & Diversity theme week * January: LGBT history month - discuss in Team meetings * February: Chidlren's mental health week (My voice matters) - discuss in team meetings * February: KS1 Road safety performance (Doncaster Road Safety) * February: Safer Internet day workshops for parents and pupils - discuss in team meetings. Stay safe on-line from abuse and exploitation - dangers of use of mobile technology and social networking sites * March: International Women's Day (8.3.25) - discuss in Team Meetings * March: Comic Relief/Red Nose Day * March: Theme week: Safety Online safety; stranger danger; road safety; age-appropriate understanding of healthy relationships. * May: Walk, roll and bike to school day * May: International Day Against Homophobia and Transphobia - discuss in Team Meetings * June: Pride month - discuss in Team meetings * June: World Refugee Day - discuss in Team Meetings * July: Theme week: Health Eating healthily; maintaining an active lifestyle; keeping physically and mentally healthy. | | |