Safeguarding curriculum

Pupil safeguarding and the promotion of fundamental British values are a core business of our work at Calmore Junior School. Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding. Our broad curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equips every child with the knowledge and skills required for personal safeguarding. Our PSHE curriculum covers all areas of Safeguarding through each of the strands to a different degree, however some go into more detail. We are sensitive in our teaching and recognise that some more sensitive subjects need to taught at an age appropriate level, or at a small group or 1:1 level where a more urgent need arises.

We plan to constantly challenge children to think deeply about safeguarding matters and their own personal physical and mental wellbeing. We value pupils' questions and give them space for their own thoughts, ideas and concerns. We give them opportunities across the curriculum to explore values, personal rights, responsibilities and equal opportunities that develop moral concepts that impact positively on safeguarding, promote British values and prevent radicalisation and extremism. There are many opportunities throughout our Learning in school to explore safeguarding issues.

We have developed an open and safe learning environment in which pupils express their views, seek help and help others, they make use of our Worry Box to share concerns with staff. The promotion of equality of opportunity and diversity, for pupils and staff, helps prevent any form of direct or indirect discriminatory behaviour. Our children learn to not tolerate any prejudiced behaviour. Our behaviour policy promotes making good choices and exhibiting good learning behaviours. Class times are time for sharing ideas, addressing concerns and promoting important values. Assembly time and circle times are used to promote personal safeguarding matters and explore themes. For example, we talk about anti- bullying including cyber bullying and British values including how these values are promoted in a multi – faith society. Staff and children are quick to challenge stereotypes and the use of derogatory language in lessons and around school. Our school reflects the diversity of our pupils' experiences and provides pupils with a comprehensive understanding of people and communities beyond their immediate experience. Throughout the curriculum, there are planned opportunities to promote all forms of equality and foster greater understanding of and respect for people off all faiths (and those with no faith), races, genders, ages and disability, through their words, actions and in their influence. Opportunities are created in a variety of subjects to address areas of safeguarding, for example, themes are highlighted through novels in English lessons.

Time is taken at the beginning of every new school year to reaffirm school values, expectations and rules for living and learning at Calmore Junior School. This ensures that everyone is clear about their roles and responsibilities, sets the tone for the rest of the year and leads to excellent safeguarding outcomes.

Whole school - ongoing	Whole school - incidental events/ reminders	Some of the policies we adhere to
• Weekly assembly themes which always include an element of teaching the children to keep safe – eg keeping myself safe in school, stranger danger • Class charters • School behaviour charter • Weekly focus news • No cycling or scooting in school grounds- cycle permits • Safe areas in school and prohibited areas • Helpful/ safe adults • Safe use of technology including password security and privacy settings • Healthy School links including technology (food, materials, science and computers) to enhance the curriculum • School Council activities incl. Posters created • Local community representatives to support the curriculum such as Community Police, Fire Safety etc • Classroom behaviour management including class rules and playground rules; • Positive mental health and well-being is promoted at every opportunity. External support is brought in to school when required. E.g. counsellors, CAHMS, • Reflective diaries	• Firework + bonfire night safety • Trick or treat- keeping safe at Halloween • Keeping safe in the holidays- keeping safe in the sun/ riding bike/ keeping safe at the beach/ safe places to play • Keeping safe at lunchtime reminders • Google legends assemblies • 'Praisin' hands puppet shows – themes include – cyber bulling, staying safe online, smoking • No cycling or scooting in school grounds- cycle permits • Road and rail safety Poolside and water safety through swimming lessons • Fire awareness (including visits from the local fire service) • Visits to school from medical staff • Visitors from charities such as Barnado's, NSPCC, • Online safety quizzes and training • What to do if you are separated from your group (in relation to school visits) • Anti-Bullying Week • Circles of compliments	• CJS Safeguarding policy • KCSIE 2019 • CJS Child protection policy • CJS behaviour management policy • CJS cycling policy • CJS Education visits policy • CJS equality policy • CJS Fire safety policy • CJS first aid policy • CJS health and safety policy • CJS staff acceptable use of ICT policy • CJS Medical needs policy • CJS physical intervention policy • CJS safer recruitment policy • CJS social media policy • CJS Sex ed. policy • CJS SMSC policy • CJS PHSE policy • CJS supporting pupils with medical conditions • CJS teaching and learning policy • Primary science safety monitoring schedule (annual) • CJS Using equipment in school

Specific teaching in each year group

Year 3	Year 4	Year 5	Year 6
PHSE • To know the characteristics of a good friend • To understand what makes a good friend • To understand the impact of positive friendships on our mental well being <u>Welcome to our school</u> • rules / charter • Why rules are important • consequences of rule breaking • scenarios about who they can trust/ talk to if they feel scared or not safe • Helpful adults • To understand why & how rules & laws that protect themselves & others are made & enforced • To understand why different rules are needed in different situations • To know that If I have a problem that I can talk to someone else <u>Feeling fabulous</u> • To be able to name a range of emotions that all humans experience in relation to different experiences • To understand what makes me feel different emotions • To understand that happiness is linked to being connected to others <u>Manners matter</u> • To understand why manners are important • To understand that manners are more than just 'please and thank you.' <u>Staying safe in school</u> • To understand strategies for keeping physically and emotionally safe in school • To know about people who are responsible for helping them stay safe • To know rules and principles for keeping safe online <u>Friendship</u> • To know the characteristics of a good friend • To understand what makes a good friend • To understand the impact of positive friendships on our mental well being	**PHSE** Keeping safe outside school (+Internet Safety) • *Children to talk about values that they have at home* • Circle time –what makes me happy? What makes me sad? How can you others happier? • Circle time to raise self-esteem, make positive 'I' statements, What's good about me? Record in books Healthy Mind • to describe a range of different emotions • to understand that people react differently to different emotions • to understand that there are different emotions & their effect on the body • to be able to judge whether what they are feeling/behaving is appropriate and proportionate <u>Friendships</u> • To understand how important friendships are in making us happy and secure • To understand the characteristics of friendships • To understand that most friendships have ups and downs and that these can be worked through so that friendships can be repaired • <u>Relationships</u> • To understand that other people's families, either in school or in the wider world sometimes look different • To respect the differences between ours/others families • Marriage represents a formal & legally recognised commitment based in love • To recognize different types of relationships • Staying safe- pants rule	**PHSE** <u>Beat The Bully (+ Cyber Bullying)</u> • To respect the views/values & beliefs of others • to realise the consequence of anti-social and aggressive behaviours such as bullying • to know the effect of my online actions on others • to realise the nature and consequences of teasing, bullying and how to respond to them and ask for help • to recognise how to recognise and display respectful behaviour online • to know the effect of bullying/cyber bullying on mental wellbeing and its lasting impact <u>Risks and Pressures</u> • to understand there are both positive & negative risks • to understand that negative risks could have dangerous consequences <u>All different all equal</u> • To appreciate the range of national, regional, religious and ethnic identities in Britain • To think about the lives of people living in other places and times and people with different customs and values • To realise the nature and consequence of racism, teasing, bullying and how to respond to them • To recognize and challenge stereotype • That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity • To understand the effect on mental health if people are teased because of being different • To understand the conventions of manners <u>Health and fitness</u>	**PSHE** <u>Internet Safety & Harm</u> • to talk about positive & negative use of the internet • the internet is integral and has many benefits • time spent on internet should be balanced • consider effect of their online behaviour on others • to understand the importance of the time spent online on their mental health <u>World of work</u> • to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action • about the range of jobs carried out by people they know, and to understand how they can develop skills to make their contribution in the future • recognize their worth as individuals by identifying positive things about their selves and their achievements, seeing their mistakes, making amends, setting personal goals/aspirations <u>Taking responsibility for my own safety</u> • To understand that we all have responsibilities in life to keep ourselves safe • To know how to keep ourselves safe online • To understand how we cannot give in to peer pressure in order to keep ourselves safe <u>Changing relationships</u> • Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • To know the practical steps, they can take in a range of different contexts to improve or support respectful relationships.

D/T Safety in School Cooking – healthy eating and safety procedures are built into every lesson; Keeping safe on visits- road safety- Calmore walk, New forest trip and Stonehenge. Class	• To understand strategies for keeping physically and emotionally safe in school • To know about people who are responsible for helping them stay safe • To know rules and principles for keeping safe online Keeping safe • To understand how to play safely & keep myself safe when playing outside • To understand that pressure to behave in an unacceptable or risky way can come from a variety of sources including people they know & how to ask for help & how to use basic techniques for resisting pressure to do wrong • To know the importance of protecting personal information • To understand that sometimes people behave differently online • To understand rules of staying safe online • To understand it is not okay to keep a secret if it is about safety Science Staying Alive *(nutrition, digestion, teeth, animals)* Light It Up *(electricity and light)* Cooking – healthy eating and safety procedures are built into every lesson;	• To understand the characteristics and benefits of a healthy lifestyle • To understand the risks of being inactive • To understand the importance of rest & spending time with family • To recognize the signs of physical illness and mental health Puberty& Hygiene • Know about how the body changes as they approach puberty • Know how their emotions change as they approach and move through puberty Swimming at Totton Recreation centre Cooking – healthy eating and safety procedures are built into every lesson;	• Understand the importance of permission-seeking and giving in relationships with friends, peers and adults. • explain ways in which friendship is important in people's lives • describe reasons why friendships might develop and change over time • explain some of the benefits of making new friends, and having different types of friends • describe some of the challenges of making new friendships while maintaining old ones Sex Education- puberty+ sex in the media Bikeability Fire awareness (including visits from the local fire service) + Keeping safe in the car Cooking – healthy eating and safety procedures are built into every lesson; Science – keeping safe around electricity. Safety at Tile Barn- Year 6 residential. – water safety- buoyancy aids, using a harness when climbing etc Reflective diaries- emotional wellbeing/ safety

1. The *spiritual* development of pupils is shown by their:

   a) ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values (**SMSC 1a**);
   b) sense of enjoyment and fascination in learning about themselves, others and the world around them (**SMSC 1b**);
   c) use of imagination and creativity in their learning (**SMSC 1c**);
   d) willingness to reflect on their experiences (**SMSC 1d**).

2. The *moral* development of pupils is shown by their:

   a) ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England (**SMSC 2a**);
   b) understanding of the consequences of their behaviour and actions (**SMSC 2b**);
   c) interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues (**SMSC 2c**).

3. The *social* development of pupils is shown by their:

   a) use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds (**SMSC 3a**);
   b) willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively (**SMSC 3b**);
   c) acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain (**SMSC 3c**).

4. The *cultural* development of pupils is shown by their:

a) understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others (**SMSC 4a**);
b) understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain (**SMSC 4b**);
c) knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain (**SMSC 4c**);
d) willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities (**SMSC 4d**);
e) interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities (**SMSC 4e**).

ppendix 2 – Defining 'British Values':

upils' understanding of British Values can be judged by: