



SAFEGUARDING ACROSS THE CURRICULUM AT PRIORY PRIMARY SCHOOL

Safeguarding is the highest priority within Priory Primary School. Our safeguarding procedures and training are of the highest standard to ensure that staff remain vigilant. We recognise the need to raise pupils' awareness of safeguarding through different aspects of learning i.e. the curriculum, assemblies and newsletters.

The school admits various abilities of pupils and so the approach to deliver safeguarding will vary significantly. For instance, learning the rules, acceptable behaviour, learning through use of visuals and discussions to encourage learning through safe routines.

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. Paragraph 41 of statutory guidance on **Keeping Children Safe in Education**, the Department for Education states:

“Schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE ...”

Here at Priory Primary School all safeguarding policies are accessible to staff via red safeguarding boxes which are located around the school premises.

PSHE Education in the National Curriculum:

While PSHE education is a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

‘All schools should make provision for PSHE, drawing on good practice.’

Along with the National Curriculum framework, the DFE also published guidance on PSHE education, which states that the subject is ‘*an important and necessary part of all pupils’ education*’ and that:

‘Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.’

How Priory Primary School addresses specific safeguarding issues within the curriculum

<u>Safeguarding Topic</u>	<u>Where covered within the curriculum</u>	<u>Resources</u>
Child Missing from education / Child missing from home or care	PSHE: belonging, rules, I am great, making choices, Staying safe, being responsible, responsibilities home and school, conflict and resolution, taking a risk, decisions and consequences	Attendance Policy Jigsaw: 1)being me in my world 2)celebrating difference 3)Dreams and Goals 4)Healthy me
	RE: my family	5) relationships
Child Sexual Exploitation	PSHE: right and wrong, everyone's opinion counts, personal space, self-esteem and puberty. Growing and changing.	CSE Policy Children society NSPCC Childline Seemehearne Alright Charlie work booklet (KS2) Adapted version for KS1
Bullying: including cyberbullying	PSHE: staying safe, self-esteem, what is fair?, assertiveness R12. Recognise unkindness R13. Recognise different types of teasing R14. Strategies to resist teasing R.18 How to recognise bullying in all forms KS2: H4. Recognise how images are not always reality H22. Strategies for keeping safe H.24 Responsible use of mobile phones H.25 How to manage requests of images L.18 To critically examine what is presented to them in social media.	Loudmouth W/Shops Ollie and the Golden Stripe Use of apps snapchat, Facebook, Instagram, Music.ly, TicToc www.ceop.police.uk/safety-centre/ www.thinkuknow.co.uk Digital parenting magazine
	Advocacy: built throughout the curriculum, staff have advocacy training. School Council, Staff member with responsibility for pupil advocacy. Complaints policy available in all classrooms, some pupils have ITP targets, bullying log book for children's comments and concerns. Pupil attending training. For example, Diana Award.	Bullying Policy Anti bullying team School council
	ICT: safety units or individual e-safety plans for relevant pupils	Thinkuknow.co.uk cyber cafe Be internet legends

	RRSA: Articles that link and can be evidenced	Charters displayed in the classroom Article 19, Article 17
Domestic Violence	PSHE: right and wrong, everyone's opinion counts, what's fair? Family and relationships, conflict and resolution, equality/Inequality.	Jigsaw unit 5) relationships Childline.org.uk
Discrimination	PSHE: right and wrong, empathy, right and wrong L9. Ways in which we are all the same. R13. Comparing a number of factors that make people different R.14 to realise the nature and consequence of discrimination L.6 'keeping something confidential' RRSA: Articles applying to all no matter what	Jigsaw 1) Being me in my world 2) celebrating differences 5) Relationships Article 2, 14, 15, 23
Drugs	PSHE: understanding the law, drugs and alcohol H11. Household products can be dangerous	Loudmouth performances Smoking workshops from public health Article 33
Fabricated or induced illness	PSHE: keeping myself safe and healthy	Healthy Me
	Science: living things	Science topics
	Other: individual health plans for relevant students	Individual childrens needs in classrooms
Faith abuse	PSHE: everyone's opinion counts, groups I belong to, diversity, right to freedom, rights and responsibilities	Jigsaw 2) celebrating difference
	RE: groups we belong to, right and wrong. Languages and culture scheme of work and cultural days.	Celebration of a variety of religious festivals
	RRSA: articles that link to diversity, supporting each other, everyone being different	Article 14
Female Genital mutilation (FGM)	PSHE: everyone's opinion counts. Understanding the law, puberty, rights and responsibilities	FGM Policy
	SRE: growing and changing	Jigsaw 6) Changing me

Forced Marriage	PSHE: everyone's opinion counts, Groups I belong to, Understanding the law, Right to freedom, Rights and responsibilities	Jigsaw 2) celebrating difference 5) relationships
	RE: groups we belong to, right and wrong and marriage	
	Science: growing and changing	
Gender based violence	PSHE: right and wrong, understanding the law, conflict and resolution, rights and responsibilities, equality/inequality	JigSaw 1) being me in my world 6) Changing me 4) healthy me
	SRE: male and female, building good relationships, getting help and support	
Mental Health	PSHE: personal goals	Jigsaw 3) Dreams and goals The huge bad of worries Little meerkats big panic How are you feeling today? Have you filled a big bucket today?
	SRE: growing and changing	
	RRSA: Articles linked to choice, supportive to others	Article 2 Article 15
Preventing Radicalisation	PSHE: groups I belong to, tolerating others, diversity, appreciating difference, responsibilities in the community, conflict and resolution, freedom of speech, improving our community and the government H13. How pressure to behave in unacceptable H23. People who is responsible for helping them R9. The concept of keeping something confidential Safeguarding stand alone: H14. Pupils can help people to protect them H15. Recognise they have a responsibility for keeping themselves safe	Prevent Policy 3D PSHE Extremism www.educateagainstthehate.com Article 2 Article 14 Fairytale gone wrong You're not ugly, duckling! Jigsaw 5) relationships
	RE/History: groups we belong to, right and wrong, similarities and differences of people / groups.	
	British Values/Democracy: cross curricular and JLT/School Council.	Stand alone lesson of 5 principles of British Values

	<p>Training: the government have recently (Jan 2016) launched a new website.</p> <p>Teachers have been introduced to this site and are looking at how the materials can be used to support teaching and whether they need adapting for our pupils</p>	<p>www.educateagainsthate.com</p>
Sexting	<p>PSHE: personal space, growing and changing</p>	<p>Childline Jigsaw 1) Being me in my world</p>
	<p>SRE: growing and changing, safety, decision making, relationships, getting help and support</p>	<p>Jigsaw 5) relationships</p>
	<p>ICT: digital footprint</p>	<p>Be internet Legends www.thinkuknow.co.uk</p>
Trafficking	<p>PSHE: right and wrong, right to freedom, human rights</p>	<p>Childrens society Jigsaw 5) relationships</p>
	<p>SRE: growing and changing, safety, decision making, relationships, getting help and support</p>	
Safety	<p>PSHE: Road safety awareness, awareness of road signs and speed limits, role of a pedestrian H11. Recognise independence brings responsibility H21. Strategies for keeping physically and emotionally safe (rail, water and fire safety) L3. Understand that there are basic human rights shared by all people involved.</p>	<p>Jigsaw http://think.direct.gov.uk/roadsafety.html</p> <p>Trip KS2</p> <p>Article 19, 27</p> <p>What is neglect?</p>