



**Astrea Academy Trust**

**Greengate Lane Academy**

## **Personal, Social, Health & Relationships Education Policy & Curriculum**

Date	September 2024
Written by	Kathryn Clarke
Adopted by LGC	
Review Date	September 2025

**Greengate Lane Academy**  
**Personal, Social, Health & Relationships Education**  
**(including Sex Education)**

**AIMS:**

To establish a clear policy for RSHE that is understood by all staff, parents and children, providing a sound basis for ensuring that children are taught essential knowledge and skills to grow and develop with confidence, able to make good choices about health and safety.

**The policy includes:**

- Statutory requirements
- Priorities for our pupils
- How safeguarding fits into PSHRE
- Definitions of aspects taught
- Subject content including how it is taught and who is responsible for teaching it
- Withdrawing children from lessons – parental rights
- Our approach to LGBT relationships
- Monitoring and evaluation procedures

**Links to other policies:**

- Behaviour
- Equality Plan
- Safeguarding
- First Aid
- Health & Safety
- On-line Safety

**Context:**

Greengate Lane is committed to providing a curriculum that is broad, balanced and meets the needs of all pupils. Our policy is informed by existing DfE guidance and has due regard for updated statutory guidance for RSHE. In writing this policy consideration has been given to the statutory guidance, context of the school, a review of the priority needs of our pupils (particularly with Covid-19 considerations) and consultation feedback with parents.

Greengate Lane is situated in Sheffield which is the 93rd most deprived out of 317 local authority areas in England (2019); the area the school serves was declared the 2,645th most poverty-stricken area of England out of over 32,000 neighbourhoods (2019), our school is in the top 10% of the most deprived areas. The number of children living in conditions of poverty is higher than the national average.

The PSHRE curriculum at Greengate Lane Academy has therefore been developed to support the knowledge, skills and attributes pupils need to manage their lives, now and in the future: to help them stay healthy, safe and prepare them for life and work in modern Britain.

We teach a full, comprehensive PSHRE curriculum but prioritise aspects that we have identified as significant to our pupils and the community in which they live:

- vocabulary and language to articulate their views and opinions;
- safe use of technology (online safety) including anxiety/mental health issues linked to social media;

- personal safety within the community;
- recognising their own diversity, strengths and talents.

The school's PSHRE curriculum will always be responsive to any emerging issues. As an example, following Covid-19, the school is aware of the pandemic's potential impact on children's mental health and has additionally prioritised social and emotional development. Pupil Voice informs our curriculum too: if an issue is identified, there is greater emphasis placed on particular aspects of the PSHRE taught curriculum and additionally through assembly themes. There are links with our Safeguarding Curriculum too: in addition to specific foci, the school's curriculum will respond to any emerging safeguarding risks.

### PSHRE – what it all means

Personal, Social, Health & Relationships Education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. (*PSHE Association*).

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

### TEACHING PSHRE – what pupils are expected to learn by the time they leave primary school

The table below defines the content of what is taught in PSHRE at Greengate Lane Academy.

Personal Education	Social Education	Health Education	Relationships Education
<i>Supporting pupils to be confident, capable and resilient individuals</i>	<i>Guiding pupils how to work effectively together with the interpersonal skills needed to relate to others</i>	<i>Giving pupils the information they need to make good decisions about their own health and wellbeing</i>	<i>Teaching the fundamental building blocks and characteristics of positive relationships</i>
Self-esteem & confidence Goal setting & aspirations	Understanding friendship, family and other relationships Conflict resolution Communication skills Bereavement and loss Anti-bullying (inc cyber and homophobic)	Mental wellbeing Internet safety and harms Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health & prevention Basic first aid Changing adolescent body	Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe

## Sex Education

The Department for Education recommends that schools have a sex education programme tailored to the age and physical and emotional maturity of its pupils which supports them effectively before moving to secondary school. We agree that pupils should be prepared for the changes that adolescence brings and aim to develop the skills, attitudes and knowledge that they need to form healthy relationships and make well informed choices in the future. Pupils learn what happens in puberty, including periods as a statutory requirement of health education. We understand sex and relationships to be inter-connected and a lifelong learning process but define sex education as *the specific teaching of human reproduction –conception and birth*. In order to teach this in a scientific context we teach this as part of our science curriculum. The national curriculum sets out content that relates to sex education and is required to be taught in science:

Key Stage One – Y1/2	Upper Key Stage Two – Y5/6
Notice that animals, including humans, have offspring which grow into adults, including the naming of body parts. <b><i>They DO NOT learn how reproduction occurs</i></b>	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the changes as humans develop to old age.

‘Puberty and Girls’ is taught in Year 4, we teach this in two groups (girls and boys) to ensure the content is appropriate for the groups of children. Human reproduction, is taught to pupils in Year 5 and 6 and specifically teaches pupils about how a baby is conceived and born. This is taught through science.

## Delivery & teaching content

At Greengate Lane Academy, we teach PSHRE as a whole-school approach through a teaching and learning programme called 1 decision. This provides a scheme of work that ensures consistency and progression across all the required individual areas across the primary and early years’ phase, including statutory Relationships and Health Education, which is tailored to our children’s needs.

1 Decision organises learning content into units that are taught across the academic year. These are also taught across the school; learning deepens and broadens in each year group through a carefully sequenced and planned progression. Lessons are delivered by class teachers to their own classes each week in order to teach the required knowledge and skills in a developmental and age-appropriate way. Where appropriate, outside agencies such as NSPCC, school nurses, may come into school to deliver topics alongside teaching staff to offer advice and give additional support.

The table in **appendix 2** gives the curriculum overview. These are taught across the school; the learning deepens and broadens every year.

### **Wider curriculum opportunities**

Learning is reinforced and enhanced through; assemblies, behaviour reward systems, peer engagement arrangements, School Council initiatives, pastoral provision and our general relationships with each other as a school community.

Assemblies focus on celebrating achievement and encouraging ambition, our school values, British Values and SMSC. We also use Picture News to deliver a weekly assembly. Throughout the school year there are events that teach and reinforce the PSHRE curriculum such as Anti-Bullying weeks, Safer Internet Day, Pupil Voice Week. We are also responsive to local contextual risks and will add assemblies and additional PSHRE lessons to ensure children have the information and tools to remain safe.

Greengate Lane Academy follows the Thrive Approach: a dynamic, developmental and trauma-sensitive way of meeting the emotional and social needs of children. The Thrive Approach aims to ensure children's needs are understood and met. Pupils may receive additional support for social and emotional development through the Thrive approach. This is led by our dedicated specially trained pastoral team.

The 1 Decision Programme is aligned to the PSHE Association Programmes of Study for PSHE.

### **Access and inclusion: SEND/EAL learners**

Our PSHRE curriculum is inclusive to all children, whatever their ability, disability or level of language acquisition. Although we follow the Jigsaw scheme which sets out planned intentions and provides activities and resources, teachers adapt the lessons as needed to ensure all children can access learning. It may be that teachers provide alternative resources or teaching methods such as pre-teaching, breaking learning down into meaningful chunks, or over-teaching key vocabulary. In some cases, the content or delivery will have to be adapted to meet an individual's needs and/or teaching staff will work with individual pupils where required, and if appropriate. It is not our policy to withdraw pupils with special educational needs from PSHRE education to catch up on other national curriculum subjects or work on specific targets: these aspects of personal and social development are as important to all pupils as their academic achievement, but we are mindful where smaller groups, additional discussion or pre-empting sensitive topics may need a different and adapted approach.

### **Right to withdraw children**

Parents cannot withdraw their child from Personal, Social, Health and Relationships Education. There is no right to withdraw pupils from any science lessons that relate to human development or reproduction. We are of course happy to discuss the content of the curriculum and encourage parents to raise any questions or concerns with their class teacher in the first instance.

### **Safeguarding**

Our PSHRE curriculum is complemented by our Safeguarding curriculum (see appendix 3) and in addition to specific foci, the school adapts the PSHRE curriculum in response to any emerging safeguarding risks.

Keeping children safe and aware of dangers in society is our absolute priority. Within Sheffield, there is a higher than national average demand for Children's Services and referral rates to Children's Social Care are again higher in Sheffield than the national average. We therefore provide extensive early help support through our pastoral team to our school community. Our approach to pupil voice and our rigorous approach

to safeguarding is therefore underpinned with an extensively planned and far reaching Safeguarding curriculum that incorporates all aspects of Safeguarding as well as due regard to latest RSHE guidance, in a connected and meaningful way that empowers pupils.

We are mindful due to the content of some PSHRE sessions, there may be disclosures made by pupils during the delivery of PSHRE sessions: the school's safeguarding procedures are followed in these instances.

### **Equality and the Public Sector Equality Duty**

This PSHRE policy informs the school's Equalities Statement (available online).

As a school, we have a legal duty under the Equality Act (2010) to promote equality and ensure that teaching is accessible to all children, including those who are lesbian, gay, bisexual and transgender (LGBT) in a way that does not subject them to discrimination. The school's PSHRE curriculum teaches the importance of equality and respect and explores homophobic, sexist, sexual and transphobic bullying. We ensure that we lead our community in tolerant and respectful behaviours to others.

### **Protected Characteristics**

It is against the law to discriminate against someone because of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. Greengate Lane ensures its legal duty for all children have an understanding of the world they are growing up in, learning how to live alongside, and show respect for, a diverse range of people (Equality Act 2010). At Greengate Lane Academy, we promote pupils understanding of the protected characteristics through our curriculum and in developing age-appropriate knowledge and appreciation of tolerance and respect for those who share the protected characteristics during their time at school, for example in the unit 'Being responsible' and 'Our World'.

All PSHRE lessons are delivered in an age-and stage-appropriate way so that they meet pupils' needs and can help them understand the wider world.

### **LGBT relationships**

At Greengate Lane Academy, we promote respect for all and value every individual child. Through our teaching we encourage pupils to be kind, understanding and respectful of others. We teach them that people have rights but there are also responsibilities that go with these. We teach them that there are laws to protect them and others from being hurt or abused and help protect them from bullying.

LGBT is not mentioned specifically in lessons for children aged 3-7. In materials for 7-11-year olds, some lessons about bullying provide opportunities for teachers to discuss and correct homophobic language the children may be using, such as the inappropriate use of the words 'gay' and 'lesbian', or the use of slang words that are LGBT - phobic.

For further information on how we approach LGBTQ relationships, please refer to including and valuing all children: What does Jigsaw teach about LGBT relationships?

## Gender Identity

The issue of gender identity is rarely treated as an explicit focus in 1 Decision. There are opportunities for transgender to be included in classroom discussions at the teacher's discretion, but there is only one lesson (for children aged 10-11 years) where this term is used explicitly. There is one lesson in KS1 which looks at whether being a boy or a girl makes a difference when choosing friends and toys. The lesson includes a character who the children do not know is a girl or a boy to help stimulate discussion about whether this makes a difference.

## Monitoring & Evaluation

1 Decision planning and PSHRE policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported. The subject leader for PSHRE will liaise with staff, senior leaders and relevant governors to ensure policy and practice is effective and that staff are supported and trained to deliver the curriculum.

Monitoring of the impact of this policy includes prioritising pupil voice. Pupils are interviewed for their views on all aspects of safety and wellbeing by governors and SLT and they participate in important roles as part of the extended School Council to support the school's monitoring schedule. This supports us in shaping the curriculum to emerging needs and helps in prioritising pupil views.

The Trust undertakes an annual safeguarding review and audit which also includes pupil voice and supports changes where needed to the way the policy is lived.

The Governing Body of Greengate Lane (LGC) monitors this policy at least termly and often more, in line with the school's monitoring schedule. Additional surveys ensure that all stakeholders can input their views and opinions to policy and practice. School leaders and Governors give serious consideration to any comments from parents about the PSHRE programme. Governors challenge leaders about teaching materials and approaches to check they are in accordance with the school's ethos.

## Policy Review

This policy is reviewed annually.

	Signed Principal	Signed Chair of Governors
Date of review	<b>Kara Robinson</b>	
Date of next review	September 2025	

## Appendix 1

Our PSHRE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

[www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-andhealth-education](http://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-andhealth-education)

To find out more about the Jigsaw approach, go to

<https://www.1decision.co.uk/>



**Appendix 2 – The Jigsaw curriculum coverage** *(which includes regard to statutory guidance for: families and people who care, caring friendships, respectful relationships, online relationships and being safe).*

5-8 MODULES	KSS	KSH	REL	BR	FAE	CS	OW	HW	FS SPECIAL*
YEAR 1	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
	Road Safety	Washing Hands	Friendship	Water Spillage	Jealousy	Online Bullying	Growing in Our World		Hoax Calling
YEAR 2	Tying Shoelaces	Healthy Eating	Bullying	Practice Makes Perfect	Worry	Image Sharing	Living in Our World	Is it safe to eat or drink?	Petty Arson
		Brushing Teeth	Body Language	Helping Someone in Need	Anger	Computer Safety Documentary	Working in Our World		Texting Whilst Driving
YEAR 3	Staying Safe	Medicine	Touch	Stealing	Grief	Making Friends Online	Looking After Our World	Is it safe to play with?	Enya and Deedee Visit the Fire Station
	Leaning Out of Windows						Summative Assessment		Summative Assessment
	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment				

*\*Please note: Although the Fire Safety module features our young character Deedee, you may find that the lesson content is also suitable for older children.*

[illegible]

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Special days and events	International Day of Peace, , Black History Month, Show Racism the Red Card, World Mental Health Day, Harvest Festival, Rosh Hashanah, Yom Kippur, Eid-al-adha,	Bonfire Night, Diwali, Antbullying week, Remembrance Day, Guru Nanak, Gurburab, Hanukah, Christmas, Children in Need/	World Religion Day, Chinese New Year, Pancake Day, Safer Internet Day, Children's Mental Health Week	World Book Day, Mothering Sunday, Holi Festival, Passover, Easter, International Women's Day, St Patrick's and St David's Day, International Day of Happiness, Comic Relief or Sport Relief	St George's Day, World Day for Cultural Diversity, Earth Month, International Day of Families, Ramadan/Eid-alfit	Father's Day, World Refugee Day, Sports Day
Nursery	<p>Pink goes to Nursery School (AS/RM)</p> <p>Yellow returns to Nursery School (DD)</p> <p>Yellow learns about germs (AS/RM)</p> <p>Yellow learns about germs (TC)</p> <p>Pink goes to School (TC)</p> <p>Pink misses Mummy (AS/RM)</p> <p>Pink misses Mummy (TC) Pink feels worried (DD) Orange helps out (AS/RM)</p>	<p>Green's Greens (AS/RM)</p> <p>Red visits the Dentists (AS/RM)</p> <p>Red brushes his teeth (AS/RM)</p> <p>It is Yellow's Birthday (DD)</p> <p>Rainbow loves to dance (DD)</p> <p>Red needs the toilet (AS/RM)</p> <p>Pink Feels Worried (DD)</p> <p>Red visits the Dentists (TC)</p>	<p>Yellow's bedtime (AS/RM)</p> <p>Blue explores road Safety (AS/RM)</p> <p>Blue explores road Safety (SC)</p> <p>Purple is Poorly (AS/RM) Blue learns to share (AS/RM)</p> <p>Blue learns to share (SC) Yellow's bedtime (SC)</p> <p>Red is Upset (DD)</p> <p>Yellow will not share (DD)</p> <p>Purple is Poorly TC)</p>	<p>Rainbow feels angry (AS/RM)</p> <p>Blue's Indoor voice (AS/RM) Pink has a new brother (AS/RM)</p> <p>Blue wants to play a game (DD)</p> <p>Rainbow wants to play (DD) Yellow wants to play with orange (AS/RM)</p> <p>Purple the passenger (AS/RM)</p>	<p>Pink's screen time (AS/RM) Pink's computer game (DD) Pink's screen time (TC) Rainbow's day out (AS/RM) Pink feels sad (AS/RM)</p> <p>Purple's picture (DD)</p> <p>Purple's pet bird (AS/RM)</p> <p>Purple is upset (DD)</p> <p>Orange moves house (AS/RM)</p>	<p>Rainbow is going to the zoo (DD)</p> <p>Green gets glasses (AS/RM)</p> <p>Green's glasses (DD)</p> <p>Green gets glasses (SC) Rainbow's food journey (AS/RM)</p> <p>Rainbow's food journey (SC)</p> <p>Rainbow visits the seaside (AS/RM)</p> <p>Rainbow visits the seaside (TC)</p> <p>Orange feels worried (AS/RM)</p> <p>Blue's best friend (AS/RM) Yellow goes on holiday (AS/RM)</p>
	<ul style="list-style-type: none"> <li>GETTING TO KNOW YOUR BODY (MV)</li> <li>YOGA</li> <li>ELSEY BREATHING ACTIVITIES</li> <li>RELAX KIDS MEDIATION</li> </ul>	<ul style="list-style-type: none"> <li>BEING KIND (MV)</li> <li>YOGA</li> <li>ELSEY BREATHING ACTIVITIES</li> <li>RELAX KIDS MEDIATION</li> </ul>	<ul style="list-style-type: none"> <li>MAGIC CLOUD (MV)</li> <li>YOGA</li> <li>ELSEY BREATHING ACTIVITIES</li> <li>RELAX KIDS MEDIATION</li> </ul>	<ul style="list-style-type: none"> <li>MANAGING ANGER (MV)</li> <li>YOGA</li> <li>ELSEY BREATHING ACTIVITIES</li> <li>RELAX KIDS MEDIATION</li> </ul>	<ul style="list-style-type: none"> <li>MANAGING ANGER (MV)</li> <li>YOGA</li> <li>ELSEY BREATHING ACTIVITIES</li> <li>RELAX KIDS MEDIATION</li> </ul>	<ul style="list-style-type: none"> <li>FLOWER BREATH (MV)</li> <li>YOGA</li> <li>ELSEY BREATHING ACTIVITIES</li> <li>RELAX KIDS MEDIATION</li> </ul>
Reception	<p>Pink goes to School (AS/RM)</p> <p>Pink goes to School (TC)</p> <p>Pink has a new brother (AS/RM)</p> <p>Why does Purple Play Differently? (TC)</p> <p>Rainbow loves to dance (DD)</p> <p>Green is moving up a year (AS/RM)</p> <p>Pink's new classmate (DD)</p> <p>Pink has to get changed for P.E (DD)</p> <p>Blue's Best Friend (SC)</p> <p>Red's Playtime (DD)</p> <p>Orange goes swimming (AS/RM)</p>	<p>Green's Greens (AS/RM)</p> <p>Green's Greens (SC)</p> <p>Yellow learns about germs (AS/RM)</p> <p>Yellow learns about germs (TC)</p> <p>Rainbow's food Journey (AS/RM)</p> <p>Rainbow's food journey (SC)</p> <p>Red has a wobbly tooth (DD)</p> <p>Blue bakes cakes (DD)</p> <p>Blue has forgotten her lunch(DD)</p> <p>Yellow's new sister (DD)</p>	<p>Yellow's bedtime (AS/RM) Yellow's bedtime (SC)</p> <p>Blue explores road Safety (AS/RM)</p> <p>Blue explores road Safety (SC) Blue learns to share (AS/RM)</p> <p>Blue learns to share (SC)</p> <p>Green gets glasses (AS/RM)</p> <p>Green's glasses (DD)</p> <p>Green gets glasses (SC)</p> <p>Red visits the Dentists (AS/RM)</p> <p>Red brushes his teeth (AS/RM)</p> <p>Red and his wellies (DD)</p> <p>Why does Purple play differently (AS/RM)</p> <p>Why does Purple play differently? (TC)</p>	<p>Rainbow feels angry (AS/RM)</p> <p>Blue's Indoor voice (ASA/RM)</p> <p>Pink's Screen time (AS/RM)</p> <p>Pink's screen time (TC)</p> <p>Pink feels sad (AS/RM)</p> <p>Purple watches the news (AS/RM)</p> <p>Red's Hearing Aid (AS/RM)</p> <p>Red's Hearing Aid (SC)</p> <p>Green stays in hospital (AS/RM)</p> <p>Orange sleeps over (AS/RM)</p> <p>Red's nut allergy (AS/RM)</p>	<p>Pink's computer game (DD)</p> <p>Rainbow's day out (AS/RM)</p> <p>Rainbow is going to the zoo (DD)</p> <p>Rainbow helps at home (AS/RM)</p> <p>Yellow play fights (AS/RM)</p> <p>Yellow gets cross with her parents and decides to run off (DD)</p> <p>Rainbow wants to play (DD)</p> <p>Green's Daddy moves out (AS/RM)</p>	<p>Pink feels sad (AS/RM)</p> <p>Rainbow visits the seaside (AS/RM)</p> <p>Rainbow visits the seaside (TC)</p> <p>Yellow's bedtime (SC)</p> <p>Red has hurt his ankle (DD)</p> <p>Rainbow is moving house (DD)</p> <p>Yellow's Dad has a new girlfriend (DD)</p> <p>Blue at the Shopping centre (DD)</p> <p>Blue gets lost (AS/RM)</p>
	<ul style="list-style-type: none"> <li>MANAGING WORRY (MV)</li> <li>YOGA</li> <li>ELSEY BREATHING ACTIVITIES</li> <li>RELAX KIDS MEDIATION</li> </ul>	<ul style="list-style-type: none"> <li>BEING KIND (MV)</li> <li>YOGA</li> <li>ELSEY BREATHING ACTIVITIES</li> <li>RELAX KIDS MEDIATION</li> </ul>	<ul style="list-style-type: none"> <li>MANAGING ANGER (MV)</li> <li>YOGA</li> <li>ELSEY BREATHING ACTIVITIES</li> <li>RELAX KIDS MEDIATION</li> </ul>	<ul style="list-style-type: none"> <li>ENCHANTED FOREST (MV)</li> <li>YOGA</li> <li>ELSEY BREATHING ACTIVITIES</li> <li>RELAX KIDS MEDIATION</li> </ul>	<ul style="list-style-type: none"> <li>FLOWER BREATH (MV)</li> <li>YOGA</li> <li>ELSEY BREATHING ACTIVITIES</li> <li>RELAX KIDS MEDIATION</li> </ul>	<ul style="list-style-type: none"> <li>FLOWER BREATH (MV)</li> <li>YOGA</li> <li>ELSEY BREATHING ACTIVITIES</li> <li>RELAX KIDS MEDIATION</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	<p><b>Road Safety:</b> Understanding what we need to keep ourselves and others safe.</p> <p>Being able to recognise safe places to cross on a road.</p> <p>Understand difference between safe and risky choices.</p> <p><b>Practice crossing the road</b></p> <p><b>Washing Hands:</b> Understand what we can do to keep us healthy.</p> <p>To know how germs spread and practise good hand washing.</p> <p>To know the differences between healthy and unhealthy choices.</p>	<p><b>Tying shoelaces:</b> To understand why it is important your shoelaces are tied.</p> <p>Learn to tie shoelaces.</p> <p><b>Practice tying shoelaces.</b></p> <p><b>Healthy eating:</b> To know that food is needed for our bodies to be healthy and to grow understand that some foods are better for good health than others</p> <p>To be able to list different types of healthy food understand how to keep yourself and others healthy</p> <p>To know the differences between healthy and unhealthy choices.</p> <p><b>Brushing teeth:</b> To understand why we need to brush our teeth</p> <p>To be able to practise brushing your teeth.</p> <p>To know the differences between healthy and unhealthy choices</p> <p>To be able to develop strategies to help you remember to brush your teeth</p>	<p><b>Staying safe and leaning out of windows:</b> To know ways to keep yourself and others safe</p> <p>To be able to recognise risky situations</p> <p>To be able to identify trusted adults around you</p> <p>To understand the differences between safe and risky choices be able to recognise a range of warning signs be able to spot the dangers we may find at home</p> <p>To know the importance of listening to our trusted adults</p> <p>To be able to understand ways we can keep ourselves and others safe at home</p> <p>To know the differences between safe and risky choices</p> <p><b>PCSO to come into school/ fire talk – local firestation</b></p> <p><b>Visit to Chorlton Brook – water safety</b></p> <p><b>Medicine:</b> To know, understand, and be able to practise simple safety rules about medicine understand when it is safe to</p>	<p><b>Cycle safety:</b> To identify strategies we can use to keep ourselves and others safe</p> <p>To recognise the impact and possible consequences of an accident or incident identify what is a risky choice</p> <p>To create a set of rules for and identify ways of keeping safe</p> <p><b>Bike Ability – Can this be extended to Y4? See Rachel Armitage</b></p> <p><b>Healthy Living:</b> To explain what is meant by a balanced diet and plan a balanced meal recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older understand nutritional information on</p>	<p><b>Peer pressure (adults and children's views):</b> To identify strategies we can use to keep ourselves and others safe</p> <p>To recognise ways to manage peer pressure</p> <p>To explain the potential outcomes that may happen when we take risks recognise the impact and possible consequences of an accident or incident</p> <p><b>Smoking (adults and children's views):</b> - explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc.</p>	<p><b>Water safety:</b> To identify a range of danger signs</p> <p>To develop and name strategies that can help keep ourselves and others safe recognise the impact and possible consequences of an accident or incident</p> <p><b>Visit to Chorlton Brook – water safety</b></p> <p><b>Alcohol:</b> To identify what is a risky choice</p> <p>To identify the risks associated with alcohol (+ drugs - extension)</p> <p>To describe how alcohol can affect your immediate and future health</p> <p>To develop and recognise skills and strategies to keep safe</p>

		<p>when you forget, are tired, or busy</p> <p>Dental nurse coming into school – send home free toothbrush and tooth paste pack</p>	<p>take medicine know who we can accept medicine from understand the differences between healthy and unhealthy choices</p>	<p>packaged food and explain what it means describe different ways to maintain a healthy lifestyle</p> <p>Visit to the shop – budgeting and buying healthy food</p>	<p>describe how smoking can affect your immediate and future health and wellbeing give reasons why someone might start and continue to smoke identify and use skills and strategies to resist any pressure to smoke</p>	
	<p><b><u>Friendship:</u></b></p> <ul style="list-style-type: none"> <li>- To understand different types of relationships and how to be a good friend.</li> <li>- To recognise kind and thoughtful behaviours, as well as the importance of caring for others.</li> <li>- To be able to see a situation from another person's point of view.</li> </ul>	<p><b><u>Bullying:</u></b></p> <ul style="list-style-type: none"> <li>- be able to name a range of feelings</li> <li>- understand why we should care about other people's feelings</li> <li>- be able to see and understand bullying behaviours</li> <li>- know how to cope with these bullying behaviours</li> </ul> <p><b><u>Body Language:</u></b></p> <ul style="list-style-type: none"> <li>- be able to recognise and name a range of feelings understand</li> </ul>	<p><b><u>Touch:</u></b></p> <ul style="list-style-type: none"> <li>- understand the difference between appropriate and inappropriate touch</li> <li>- know why it is important to care about other people's feelings</li> <li>- understand personal boundaries</li> <li>- know who and how to ask for help</li> <li>- be able to name human body parts</li> </ul>	<p><b><u>Appropriate touch (relationships):</u></b></p> <ul style="list-style-type: none"> <li>- identify the different types of relationships we can have and describe how these can change as we grow explain how our families</li> </ul>	<p><b><u>Puberty (adults and children's views):</u></b></p> <ul style="list-style-type: none"> <li>- explain what puberty means</li> <li>- describe the changes that boys and girls may go through during puberty</li> <li>- identify why our</li> </ul>	<p><b><u>Conception:</u></b></p> <ul style="list-style-type: none"> <li>- explain the terms 'conception' and 'reproduction'</li> <li>- describe the function of the female and male reproductive systems</li> </ul>



		<p>that feelings can be shown without words</p> <ul style="list-style-type: none"> <li>- be able to see a situation from another person's point of view</li> <li>- understand why it is important to care about other people's feelings</li> </ul>		<p>support us and how we can support our families</p> <ul style="list-style-type: none"> <li>- identify how relationships can be healthy or unhealthy</li> <li>- explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable</li> </ul>	<p>bodies go through puberty</p> <ul style="list-style-type: none"> <li>- develop coping strategies to help with the different stages of puberty</li> <li>- identify who and what can help us during puberty</li> </ul>	<ul style="list-style-type: none"> <li>- identify the various ways adults can have a child</li> <li>- explain various different stages of pregnancy</li> <li>- identify the laws around consent</li> </ul>
Spring 1	<p><b>Water spillage:</b></p> <ul style="list-style-type: none"> <li>- To understand responsibilities and how these can change as you grow up.</li> <li>- To understand why we must be responsible and the importance of preventing accidents.</li> <li>- To recognise the differences between being responsible and irresponsible.</li> </ul> <p><b>Online Bullying:</b></p> <ul style="list-style-type: none"> <li>- To understand computers, the</li> </ul>	<p><b>Image Sharing Online:</b></p> <p><b>Computer Safety</b></p> <p><b>Documentary:</b></p> <ul style="list-style-type: none"> <li>- understand how your online actions can affect others</li> <li>- be able to name the positive and negative ways you can use technology</li> <li>- know the risks of sharing images without permission</li> <li>- understand the types of images that you should and should not post online</li> </ul>	<p><b>Stealing:</b></p> <ul style="list-style-type: none"> <li>- understand the differences between borrowing and stealing</li> <li>- be able to describe how you might feel if something of yours is borrowed and not returned</li> <li>- know why it is wrong to steal</li> <li>- be able to understand the differences between being responsible and irresponsible</li> </ul> <p><b>Making friends online:</b></p>	<p><b>Coming home on time:</b></p> <ul style="list-style-type: none"> <li>- recognise the importance of behaving in a responsible manner in a range of situations</li> <li>- describe a range of situations where being on</li> </ul>	<p><b>Looking out for others (adults and children's views):</b></p> <ul style="list-style-type: none"> <li>- recognise why we should take action when someone is being unkind</li> <li>- describe caring and considerate behaviour, including the</li> </ul>	<p><b>Stealing:</b></p> <ul style="list-style-type: none"> <li>- explain what consent means</li> <li>- recognise the importance of being honest and not stealing</li> <li>- explain why it is important to have a trusting relationship</li> </ul>

	<p>internet and rules to keep us safe.</p> <ul style="list-style-type: none"> <li>- To understand how your online activity can affect others.</li> <li>- To identify the positives and negatives of using technology.</li> <li>- To recognise kind and unkind comments and who and how we can be helped.</li> </ul>	<ul style="list-style-type: none"> <li>- understand how your online activity can affect others</li> <li>- be able to identify the positives and negatives of using technology know who and how to ask for help be able to list rules for keeping and staying safe</li> </ul> <p><b><u>Practice makes perfect:</u></b></p> <ul style="list-style-type: none"> <li>- be able to name ways you can improve in an activity or sport understand the importance of trying hard and not giving up</li> <li>- be able to see the benefits of practising an activity or sport</li> <li>- be able to learn ways to set goals and work to reach them</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- be able to identify possible dangers and consequences of talking to strangers online</li> <li>- know how to keep safe in online chatrooms</li> <li>- be able to name the positives and negatives of using technology understand the difference between safe and risky choices online.</li> </ul>	<p>time is important explain the importance of having rules in the home</p> <ul style="list-style-type: none"> <li>- describe ways that behaviour can be seen to be sensible and responsible</li> </ul> <p><b><u>Online bullying:</u></b></p> <ul style="list-style-type: none"> <li>- recognise the key values that are important in positive online relationships</li> <li>- identify the feelings and emotions that may arise from online bullying develop coping strategies to use if we or</li> </ul>	<p>importance of looking out for others demonstrate why it is important to behave in an appropriate and responsible way identify how making some choices can impact others' lives in a negative way</p> <p>-</p> <p><b>Visit to old peoples home – take Easter baskets</b></p> <p><b><u>Image sharing Online Adults and Children's views (online safety):</u></b></p> <ul style="list-style-type: none"> <li>- list reasons for sharing images online</li> <li>- identify rules to follow when sharing</li> </ul>	<p>relationship between friends and family</p> <ul style="list-style-type: none"> <li>- identify how making some choices can impact others' lives in a negative way</li> </ul> <p><b><u>Making friends online:</u></b></p> <ul style="list-style-type: none"> <li>- list the key applications that we may use now and in the future</li> <li>- know and understand why some applications have age restrictions</li> <li>- identify ways to keep yourself and others safe in a range of situations online and offline</li> </ul>
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				<p>someone we know is being bullied online identify how and who to ask for help</p>	<p>images online</p> <ul style="list-style-type: none"> <li>- describe the positive and negative consequences of sharing images online</li> <li>- recognise possible influences and pressures to share images online</li> </ul>	<ul style="list-style-type: none"> <li>- recognise that people may not always be who they say they are online</li> </ul>
Spring 2	<p><b><u>Jealousy:</u></b></p> <ul style="list-style-type: none"> <li>- To understand and recognise a range of emotions that we feel physically and mentally.</li> <li>- To recognise and name emotions and their physical effects.</li> <li>- To learn a range of skills to cope with unpleasant/uncomfortable emotions.</li> <li>- To understand that feelings can be communicated with or without words.</li> </ul> <p>Oral storytelling to parents/other class</p>	<p><b><u>Helping someone in need:</u></b></p> <ul style="list-style-type: none"> <li>- know how you can help other people</li> <li>- be able to recognise kind and thoughtful behaviours and actions understand the risks of talking to people you don't know very well in the community</li> <li>- be able to identify the differences between being responsible and being irresponsible</li> </ul> <p><b><u>Worry and Anger:</u></b></p> <ul style="list-style-type: none"> <li>- be able to recognise and name emotions and their physical effects</li> </ul>	<p><b><u>Grief:</u></b></p> <ul style="list-style-type: none"> <li>- be able to recognise and name emotions and their physical effects</li> <li>- know the difference between pleasant and unpleasant emotions</li> <li>- learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>- understand that feelings can be communicated with and without words</li> </ul>	<p><b><u>Jealousy:</u></b></p> <ul style="list-style-type: none"> <li>- recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good</li> <li>- describe how we can support</li> </ul>	<p><b><u>Anger (adults and children's views):</u></b></p> <ul style="list-style-type: none"> <li>- recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant</li> <li>- explain how feelings can be</li> </ul>	<p><b><u>Worry:</u></b></p> <ul style="list-style-type: none"> <li>- recognise our thoughts, feelings, and emotions</li> <li>- identify how we can reduce our feeling of worry</li> <li>- explain how we can support others who feel worried</li> <li>- recognise that we</li> </ul>

		<ul style="list-style-type: none"> <li>- know the difference between pleasant and unpleasant emotions</li> <li>- learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>- understand that feelings can be communicated with and without words</li> <li>- be able to recognise and name emotions and their physical effects</li> <li>- know the difference between pleasant and unpleasant emotions</li> <li>- learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>- understand that feelings can be communicated with and without words</li> </ul>		<p>others who feel lonely, jealous, or upset</p> <p>recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people</p> <ul style="list-style-type: none"> <li>- demonstrate a range of strategies to help control and manage unpleasant / uncomfortable emotions, such as loneliness and jealousy</li> </ul>	<p>communicated with or without words</p> <p>recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</p> <p>demonstrate a range of strategies to help control and manage unpleasant / uncomfortable emotions, such as anger</p>	<p>can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</p>
Summer 1	<p><b><u>Growing in our world:</u></b></p> <ul style="list-style-type: none"> <li>- To understand how we care for others</li> </ul>	<p><b><u>Living in our world and working in our world:</u></b></p>	<p><b><u>Looking after our world:</u></b></p> <ul style="list-style-type: none"> <li>- be able to explain the meaning of reduce, reuse, and</li> </ul>	<p><b><u>Chores at home:</u></b></p> <ul style="list-style-type: none"> <li>- identify ways in which we</li> </ul>	<p><b><u>Enterprise (adults and children's views):</u></b></p>	<p><b><u>In-app purchases:</u></b></p> <ul style="list-style-type: none"> <li>- know and understand various</li> </ul>



	<p>and the needs of a baby.</p> <ul style="list-style-type: none"> <li>- To recognise what you can do for yourself now that you're older.</li> <li>- To be able to describe the common features of family life and recognise how our families are special and unique.</li> </ul> <p><b><u>Hazard watch???</u></b></p>	<ul style="list-style-type: none"> <li>- understand why we should look after living things</li> </ul> <p><b>Class animal – fish</b></p> <ul style="list-style-type: none"> <li>- be able to identify how we can look after living things both inside and outside of the home</li> <li>- recognise why it is important to keep our communities and countryside clean</li> <li>- be able to encourage others to help keep their communities and countryside clean</li> </ul> <p><b>Eco team – litter pick in park</b></p> <ul style="list-style-type: none"> <li>- understand different ways we can receive money</li> <li>- know how to keep money safe</li> <li>- be able to describe the skills you may need in a future job or career be able to recognise the differences between wants and needs</li> </ul> <p><b>Bank – person to come into class to discuss opening a child's bank account</b></p>	<p>recycle recognise how we can help look after our planet</p> <ul style="list-style-type: none"> <li>- be able to identify how to reduce the amount of water and electricity we use</li> <li>- understand how we can reduce our carbon footprint</li> </ul> <p><b>Eco team – litter pick in park</b></p>	<p>can help those who look after us</p> <ul style="list-style-type: none"> <li>- explain the positive impact of our actions</li> <li>- describe the ways in which we can contribute to our home, school, and community identify the skills we may need in our future job roles</li> </ul> <p><b>pupil leadership roles – what does this look like? What do you have to do? How to apply etc.</b></p>	<ul style="list-style-type: none"> <li>- understand and explain why people might want to save money</li> <li>- identify ways in which you can help out at home</li> <li>- budget for items you would like to buy recognise ways to make money and the early stages of enterprise</li> </ul> <p><b>Links to Kingswood - prepare a stall for the summer fayre to sell something – funds to go towards Y6 Kingswood trip.</b></p>	<p>money-related terms recognise some of the ways in which we can spend money via technology</p> <ul style="list-style-type: none"> <li>- describe the potential impact of spending money without permission</li> <li>- identify strategies to save money</li> </ul>
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Summer 2	<b>Hoax calling:</b> <ul style="list-style-type: none"> <li>- To understand what a hoax call is and why it can be risky.</li> <li>- To understand why our emergency services are important.</li> <li>- To be able to practise simple ways of staying safe and finding help.</li> </ul>	<b>Petty arson and texting whilst driving:</b> <ul style="list-style-type: none"> <li>- know what a 'hoax call' is and why it can be risky</li> <li>- understand why our emergency services are an important part of our community</li> <li>- be able to show my knowledge of fire safety to others</li> <li>- be able to practise simple ways of staying safe and finding help</li> <li>- be able to recognise how drivers can be distracted</li> <li>- understand the importance of being responsible and how our actions/choice can affect others</li> </ul>	<b>Enya and Deedee visit the fire station:</b> <ul style="list-style-type: none"> <li>- know what a 'hoax call' is and why it can be risky</li> <li>- understand why our emergency services are an important part of our community</li> <li>- be able to show my knowledge of fire safety to others</li> <li>- be able to practise simple ways of staying safe and finding help</li> <li>- be able to recognise how drivers can be distracted</li> <li>- understand the importance of being responsible and how our actions/choice can affect others</li> </ul>	<b>Breaking down barriers:</b> <ul style="list-style-type: none"> <li>- recognise positive attributes in others</li> <li>- explain why being different is okay</li> <li>- recognise your own strengths and goals, and understand that these may be different from those around you</li> <li>- identify some of the ways we can overcome barriers and promote equality</li> </ul> <b>First Aid:</b> <ul style="list-style-type: none"> <li>- identify and name situations that may require first aid</li> <li>- list reasons why someone</li> </ul>	<b>Inclusion and Acceptance (adults and children's views):</b> <ul style="list-style-type: none"> <li>- identify some of the ways in which we are different and unique</li> <li>- explain some of the elements which help us to have a diverse community</li> <li>- describe strategies to overcome barriers and promote diversity and inclusion</li> </ul> <b>First Aid:</b> <ul style="list-style-type: none"> <li>- complete a primary survey for first aid demonstrate the recovery position for an unresponsive</li> </ul>	<b>British Values:</b> <ul style="list-style-type: none"> <li>- understand that there are a wide range of religions and beliefs in the UK</li> <li>- explain each of the British values</li> <li>- create a range of values for your educational setting</li> <li>- explain how all religions can live in cohesion</li> </ul> <b>First Aid – Part 1 &amp; Part 2:</b> <b>Part 1:</b> <ul style="list-style-type: none"> <li>- identify a range of situations that may require first aid</li> <li>- understand how to support someone with a minor or serious</li> </ul>
			<b>Fire fighters into school – visit to local fire station.</b>			

				<p>may struggle to breathe</p> <ul style="list-style-type: none"> <li>- identify the signs of an asthma attack or choking</li> <li>- identify the signs of an allergic reaction and anaphylactic shock</li> <li>- understand the correct steps for seeking immediate emergency help</li> <li>- provide first aid treatment to someone who is struggling to breathe</li> </ul>	<p>breathing casualty</p> <ul style="list-style-type: none"> <li>- know when to deliver CPR</li> <li>- demonstrate how to do CPR</li> <li>- know when to call for emergency help</li> </ul> <p>Children's basic first aid training</p>	<p>head injury</p> <ul style="list-style-type: none"> <li>- understand how to support someone who is having a seizure</li> <li>- understand how to support someone with a severe bleed</li> <li>- know when to call for medical help</li> </ul> <p><b>Part 2:</b></p> <ul style="list-style-type: none"> <li>- identify a range of situations that may require first aid</li> <li>- understand how to support someone with a minor burn or scald</li> <li>- understand how to support someone who is having a</li> </ul>
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						<div>heart attack</div> <div>- understand how to support someone with a fractured bone know when to call for medical help</div> <div>Children's basic first aid training</div>
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## Appendix 3 – Safeguarding Curriculum

### Safeguarding Curriculum:

Pupil safeguarding and the promotion of fundamental British values are a core business of our work at Greengate Lane Academy. 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 RSE 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 be 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.

Whole school	<p><u>Safety is promoted through:</u></p> <p>Our promotion of positive behaviour.</p> <ul style="list-style-type: none"><li>○ Embedding the Astrea Learning Behaviours expectations.</li><li>○ Our Anti-Bullying Policy and procedures and Behaviour &amp; Discipline Policy including constant reminders about expected behaviours in public/in classrooms/around school/outside and consistent use of our praise strategies.</li><li>○ Classroom behaviour management including class charter and playground rules.</li><li>○ Trauma Informed Schools (TIS) approach used to support vulnerable children.</li><li>○ Behaviour plans for identified children</li></ul> <p>Teaching across the curriculum.</p> <ul style="list-style-type: none"><li>○ Our PHSE Policy and themes which include strategies for developing resilience, self-esteem and confidence</li><li>○ Our Health &amp; Safety Policies and procedures</li><li>○ Our Sex and Relationship Policy</li><li>○ Positive mental health and well-being is promoted at every opportunity.</li><li>○ Whole class Well-being Chart</li></ul>
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- Positive mental health & well-being – Pastoral and Team Teach trained staff, Nurture Room, pastoral support, Thrive approach, TIS strategies used across the school & support sought from external agencies (CAHMS, play therapy etc.) when required. Lunch club provision for specific children – a safe space
- Nurture group provision as needed for identified children. ○ Thrive approach is used to support identified children. ○ External support is brought into school when needed. ○ How to keep safe embedded in all subjects - Teachers identifying opportunities for discussion points as they arise. ○ A wide range of visits from visitors. These include talks from professionals such as dental hygienists, nurses, police, road safety officers, fire fighters which extend the children's knowledge of staying safe and healthy
- Tooth brushing club in EYFS ○ Work with local health services re immunisations and health emergencies ○ The insistence that hats are worn for sun protection and sun cream is applied – spare clothing is provided for children.
- Our E-Safety Policy – all children agree and sign (age appropriate), this is displayed and referred to during all lessons where technology is accessed by children.
- Computing, DT, Science and PE policies and schemes of work which include safety guidelines and risk assessments ○ Children are taught about Protected Characteristics in an appropriate way and the importance of respecting and valuing those of others.

#### Safety procedures and practices.

- Site risk assessments in place and thorough off-site risk assessments and permissions completed when organising trips and off-site activities
- School building and grounds safety messages shared with pupils ○ Half termly fire drills and a practiced, Lock Down policy, ensuring pupils know what to do in the case of an emergency. ○ Clear safety procedures built into the beginning and end of each day (senior staff on duty at these times. ○ The use of the outdoor environment and local community to promote health & well-being – sports & PE activities, the daily Mile, leisure centre, St George's park
- Admin Team ensure that information about pupils' allergies, illnesses and parents details including those with PR is shared with staff.
- Staff challenged unknown adults collecting children and seek authorisation from parent/carer – we ask parents/carers to inform the school if their child is being collected by someone different and provide a password for adults new to school.

#### Listening to children.

- The leadership team carry out regular learning walks seeking children's views on safety and ensuring they understand general rules around safety. Children asked regularly if there is anywhere in school where they do not feel safe. Feedback is acted upon
- Children encouraged to give their views and learn that they are listened to. This is achieved through talking partners, through circle times, assemblies and through whole school, whole class, group or individual discussion
- Staff are approachable and build positive relationship with children resulting in them knowing that they have a trusted adult in school.
- Worry boxes in all classrooms
- Feelings boards in EYFS
- School Council being proactive in listening to other children's views and acting upon their concerns and ideas

#### Safeguarding children

- Annual safeguarding training for all staff, 2-yearly training for all DSLs, the use of CPOMS by all staff to record, action and track incidents that cause concern. Weekly staff meetings identifying new and updating on current safeguarding arrangements. Specific training sourced such as training on trauma, Team Teach etc.
- Clear induction procedures for new staff
- Assemblies regularly and throughout the year focused on kindness, empathy, developing good relationships, antibullying, responsible behaviour, staying safe online, personal safety and staying safe when out and about (e.g. road & safety in the dark).
- NSPCC assembly and workshops – whole school assembly and workshops with pupils in Y5&6
- E-Safety awareness
- Regular reminders to parents about how to help children stay safe online, sleep well etc. Useful links and tips shared on the website. Social media streams used to remind parents of these and signpost parents to other useful information
- Our RE curriculum includes units which celebrate diversity and caring for others.
- Learning Mentors work closely with a range of families across the school, supporting mental and physical health and well-being, good routines and parenting support, including working alongside health professionals and Foodbanks where necessary. Specific workshops delivered, e.g. safe use of the internet at home, 5-Point scale etc.
- Work with health services re immunisations, health & weight checks, vision screening
- 'Open Door' policy with parents – frequent communication is welcomed and encouraged by staff.



Termly work	Autumn	Spring	Summer
	Yearly PHSRE Curriculum as above in appendix 2		

	<p>online safety includes</p> <ul style="list-style-type: none"> <li>• Wellbeing issues arising online</li> <li>• Internet safety and harms</li> <li>• Online relationships</li> </ul> <p>Class, school and playground rules set with the children.</p> <p>E-Safety lessons planned into ICT Curriculum for all year groups.</p> <ul style="list-style-type: none"> <li>• KS1 – Passwords, what is the internet? Accepting Messages, Content Creators &amp; Scary News (My World)</li> <li>• LKS2 – Advertising, Personal Information, Copyright, Suspicious Messages, Passwords, Digital Media, Media Bias &amp; Verifying content and echo chambers (My World)</li> <li>• UKS2 - Internet advertisements and money on the internet, Personal Information, Terms and Conditions, Passwords, Copyright (revision), In-app purchases and credit card information, Digital Media, Fake News, Verifying information online &amp; Echo Chambers (My World)</li> </ul> <p>Toothbrushing club – EYFS</p>	<p>online safety includes</p> <ul style="list-style-type: none"> <li>• Online relationships</li> <li>• Wellbeing issues arising online</li> </ul> <p>E-Safety lessons planned into ICT Curriculum for all year groups</p> <ul style="list-style-type: none"> <li>• KS1 - Screen time &amp; Choosing what to do online (Healthy Me) □</li> <li>• LKS2 - Screen Time, Sleep &amp; Deciding what is appropriate (Healthy Me)</li> <li>• UKS2 - Social Media Anxiety, Self Esteem, Inaccurate Health Information, Digital 5-a-Day, Online Stereotypes &amp; Game ratings (Healthy Me)</li> </ul> <p>Toothbrushing club – EYFS</p> <p>Swimming Lessons including water safety – Y4 and Y3</p> <p>Y1- Safe pants talk with School Nurse</p> <p>Mental Health week</p> <p>EYFS – Y6 Educational Visits/Visitors linked to the curriculum</p> <p>Y3 Residential Trip to Thornbridge</p>	<p>online safety includes</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Online relationships</li> </ul> <p>E-Safety lessons planned into ICT Curriculum for all year groups.</p> <ul style="list-style-type: none"> <li>• KS1 - Personal Information, Being Kind Online, Communicating Online, Online Strangers, feeling uncomfortable online &amp; Searching Safely (Relationships)</li> <li>• LKS2 - Friendship Online, Online Strangers &amp; Sharing Online (Relationships)</li> <li>• UKS2 - Control and Consent, Behaviour Online, protecting our identity, Protecting images of us online, Unhealthy Attention &amp; Meeting online strangers (Relationships)</li> </ul> <p>□</p> <p>ICT safety planned in PHSRE Sessions</p> <ul style="list-style-type: none"> <li>• Keeping safe online and understanding have people should behave online (Online relationships)</li> </ul>
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	Swimming Lessons including water safety – Y4	Pupil voice survey	Toothbrushing club – EYFS
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	Y5 & 6 Mini police – Darker nights’ talk Halloween – stranger danger Bonfire night – fire safety Road safety Talk – all school Anti-Bullying Week EYFS – Y6 Educational Visits/Visitors linked to the curriculum Pupil voice survey Y6 & 5 Mini Police	Y6 & 5 Mini Police	Swimming Lessons including water safety – Y4 FS2 Bike Ability Y6 Pupil voice survey Parent survey Staff survey Y6 Residential visit – Kingswood EYFS – Y6 Educational Visits/Visitors linked to the curriculum Y5 & 6 – Prevent Workshop (Propaganda) Y6 visit – Crucial Crew Y6 & 5 Mini Police
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### **Safeguarding Curriculum: parent/pupil engagement**

Stakeholder/YEAR GROUP	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Pupil Support	<b>Health &amp; Hygiene</b> <ul style="list-style-type: none"> <li>- Links to health professionals (hospitals, school nurse, health visitor)</li> <li>- Dental hygiene support/links to local dentists</li> <li>- Hearing Tests</li> <li>- Vision Tests</li> </ul> <b>Social &amp; Emotional, Mental Health</b> <ul style="list-style-type: none"> <li>- Access to pastoral team members: Family Liaison/Nurture Lead; Parent Support Advisor</li> <li>- CAMHS referrals</li> <li>- Thrive Assessments</li> </ul>
	<ul style="list-style-type: none"> <li>- 1:1 Thrive Intervention</li> <li>- Local Authority Counselling Support</li> <li>- Astrea Counselling support</li> <li>- PLC referrals</li> </ul> <b>Keeping Safe</b> <ul style="list-style-type: none"> <li>- PSCO drop ins /links</li> <li>- Mini police</li> </ul> <b>SEND</b> <ul style="list-style-type: none"> <li>- EHCP reviews</li> <li>- Care plans for individual pupils</li> <li>- Risk assessments for individual pupils</li> </ul>

Stakeholder/YEAR GROUP	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Parent Support	<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>-Daily attendance calls</li> <li>- Safe &amp; Well-being checks <b>Domestic Violence</b></li> <li>-Domestic Abuse referrals</li> </ul> <p><b>Employment &amp; Careers support</b></p> <ul style="list-style-type: none"> <li>- Referrals to Language and maths courses</li> <li>- Family Learning signposting</li> </ul> <p><b>Financial support</b></p> <ul style="list-style-type: none"> <li>- Food Voucher support</li> <li>- Food Hamper support</li> </ul> <p><b>Health &amp; Hygiene</b></p> <ul style="list-style-type: none"> <li>- Links to health professionals (hospitals, school nurse, health visitor)</li> <li>- Mental Health Support</li> </ul> <p><b>Parenting Advice</b></p> <ul style="list-style-type: none"> <li>- behaviour</li> <li>- on-line safety</li> </ul> <p><b>Working with external agencies</b></p> <ul style="list-style-type: none"> <li>-Help completing forms</li> </ul>
	<ul style="list-style-type: none"> <li>-Speech and Language referrals</li> <li>-Early Help Assessments inc Stronger Families</li> <li>-Social care referrals</li> <li>- GDA referrals &amp; appointment support (General Development Assessment) - Outreach Support</li> </ul>