**Safeguarding Curriculum**:

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| ISSUE/YEAR GROUP | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| British Values  A key feature of all Jigsaw lessons, see Jigsaw breakdown document for lesson references to all values. | Being Me in  My World  5 – Rights and  Responsibilities; 5 – Consequences  *Jigsaw* | Democracy – voting in class  Being Me in  My World  3 – Rights and  Responsibilities; Celebrating Difference *Jigsaw* | Democracy – voting in class  Being Me in  My World  3 – Rights and  Responsibilities; 4 – Rewards & consequences; 5 – Valuing contributions; 6 – Choices;  Celebrating Difference *Jigsaw* | Democracy – voting in class  Being Me in  My World  4 – Rules, rights and responsibilities; 5 – Rewards & consequences; 7 – Seeing things from others’ perspectives;  Celebrating Difference *Jigsaw* | Democracy – voting in class  Being Me in  My World  2 – Rights, responsibilities & democracy; Dreams & Goals 8 Positive Attitudes;  Celebrating Difference *Jigsaw* | Democracy – voting in class  Being Me in  My World  4 – Rights and  Responsibilities; 6 - Democracy, having a voice; Dreams & Goals 5 – Goals in different cultures; Celebrating Difference *Jigsaw* | Democracy – voting in class  Being Me in  My World  3 – Children’s Universal Rights; 7 - Democracy, having a voice; 8 – Anti-social behaviour; Celebrating Difference *Jigsaw* |
| Bullying (inc cyberbullying, hate crime) | Celebrating  Difference 6 - Standing up  for yourself *Jigsaw*  Relationships 4 – Falling Out; 5 – Dealing with bullying *Jigsaw*  Dealing with bullying | Anti-Bullying Week (Nov)  Celebrating  Difference  3 – What is  bullying? 4 – What do I do  about bullying? *Jigsaw* | Anti-Bullying Week (Nov)  Celebrating  Difference  3 – Why does  bullying  happen?;  4 – Standing up  for myself and  others *Jigsaw* | Anti-Bullying Week (Nov)  Celebrating  Difference  3 & 4 – Witness  and feelings  & Witness and  solutions *Jigsaw* | Anti-Bullying Week (Nov)  Celebrating  Difference  3 –  Understanding  Bullying *Jigsaw* | Anti-Bullying Week (Nov) Being a bully - Ariana's story  *bbc.co.uk*  Celebrating  Difference  3 – Rumours  and name calling; 4 - Types  of bullying *Jigsaw* | Anti-Bullying Week (Nov)  Being a bully - Ariana's story  *bbc.co.uk*  Celebrating  Difference  4 – Why bully? *Jigsaw* |
| Child Sexual Exploitation | On-line safety | On-line safety  Pants *NSPCC* | On-line safety | On-line safety  Relationships 3 - Keeping safe online and who to go to  for help *Jigsaw* | On-line safety  Relationships 5 - Girlfriends and boyfriends; 6 -  Showing appreciation to people and  animals *Jigsaw* | On-line safety  Relationships 3 – Safer Online Communities; 7 - Dangers of online grooming *Jigsaw* | On-line safety  Healthy Me 3 - Exploitation, including ‘county  lines’ and gang culture; Relationships 5 – Power and control; 6 – Assertiveness;  Changing Me 7 – Respect & Consent *Jigsaw* |
| Discrimination & Homophobia inc racism | Celebrating Difference 2 - Understanding that being different makes us all special; 3 - Different families (photos show racial differences); 2 - Identifying differences between people in my class *Jigsaw* | Celebrating Difference 6 - Understanding the differences in everyone *Jigsaw* | Relationships 1 – Different types of family; Celebrating Difference 6 - Understanding that differences make us all special and unique *Jigsaw* | Celebrating Difference 1 – Families & their differences; 5 - Recognising that some words are used in hurtful ways, try hard not to use hurtful words (e.g. gay, fat); Changing Me 5 – Family Stereotypes *Jigsaw* | Celebrating Difference 1 – Challenging assumptions; 2 – Judging by appearance; 7 – Understanding how special and unique everyone is; 8 – First Impressions *Jigsaw* | Being Me in My World 2/3 -Empathise with people in this country whose lives are different to my own.  Celebrating Difference 1 - Prejudice and perceptions; 2 - Understanding what racism is and being aware of my attitude towards people from different races *Jigsaw* | Celebrating Difference 1 – Perceptions of normality; 2 – Understanding disability; 4- Inclusion/exclusion *Scenario about bullying which includes a girl getting bullied because she has a dark tone to her skin;* 6- Race considered as a cause for difference but also a cause for celebrating that difference |
| Domestic Violence/Safe Relationships | Relationships 4 - Falling out; 5 -  Dealing with bullying | Relationships 2 - Physical contact preferences *Jigsaw* | Relationships 2 - Physical contact boundaries; 3 -  Friendship and conflict *Jigsaw* | Celebrating  Difference  2 – Family  Conflict *Jigsaw* | Relationships 1 – Jealousy *Jigsaw* | Relationships 2 - Building self-esteem *Jigsaw* | Relationships 5 - Power and control; 6 – Assertiveness *Jigsaw* |
| Alcohol & Drug Awareness inc substance misuse | Healthy Me 6 – Safety *Jigsaw* | Healthy Me 5 - Medicine safety/safety with  household items *Jigsaw* |  | Healthy Me 3 - Food labelling and healthy swaps; 4 - Attitudes towards drugs *Jigsaw* | Healthy Me 4 – Smoking; 5 – Alcohol *Jigsaw* | Healthy Me 1 - Smoking, including vaping; 2 – Alcohol; 3 -  Alcohol and anti-social behaviour  *Jigsaw* | Crucial Crew  Healthy Me 2 - How substances affect the body; Relationships 7 - Technology safety; 8 - Take responsibility with technology use  *Jigsaw* |
| e-safety | Safer Internet Day  Online Identity 3-7 *Childnet* | Safer Internet Day  Lee & Kim short film: staying safe online – ‘not everyone is who they say they are’. *CEOP*  Staying safe online: SMARRT  (6 lesson plan)  <https://www.child> net.com/resources /video-lessons  *Childnet* | Safer Internet Day  Lee & Kim short film: staying safe online – ‘not everyone is who they say they are’. *CEOP*  Online Identity 3-7 *Childnet* | Safer Internet Day  Reporting concerns (Zip it, Block it, Flag it)  Online Identity 7-11 *Childnet*  Relationships 3 – Keeping  myself safe  online; Healthy Me 5 - Keeping safe and why it’s  important online and off line  scenarios *Jigsaw* | Safer Internet Day  Alright Charlie:  CSE and Online Safety film. *BLAST project*  RevisitStaying safe online: SMARRT  (6 lesson plan)  <https://www.child> net.com/resources /video-lessons  *Childnet* | Safer Internet Day  Relationships 3 - Safer online communities; 4 - Rights and responsibilities online; 5 - Online gaming and gambling; 6 -  Reducing screen time; 7 - Dangers of online grooming; 8 -  SMARRT internet safety rules *Jigsaw* | Safer Internet  Day  Online Identity 7-11 *Childnet*  Relationships 5 – Being Online:  real or fake?  Safe or unsafe?; 6 – Using  technology  responsibly; Changing Me 7 - Sexting *Jigsaw* |
| Fabricated or induced illness | Explicit teaching content on fabricated or induced illness is not appropriate for our age-range. Instead our PSHRE curriculum content builds the foundation for later learning through its focus on keeping safe and healthy; knowing who to approach if they feel unsafe. | | | | | | |
| Fire Safety | Follow up talks from fire drills | Follow up talks from fire drills | Follow up talks from fire drills | Follow up talks from fire drills  Play it safe *(SYorks Fire & Rescue)* | Follow up talks from fire drills | Follow up talks from fire drills | Follow up talks from fire drills  Crucial Crew  T1 Fire & Fireworks (additional lesson) Jigsaw |
| First Aid |  |  |  |  |  | Healthy Me 4 - Emergency Aid *Jigsaw* | Crucial Crew |
| Forced Marriages | Explicit teaching content on Forced Marriages is not appropriate for our age-range as most teaching material is designed for young adult and adult learners. Instead our PSHRE curriculum content builds the foundation for later learning through its focus on keeping safe; understanding boundaries; respecting and valuing themselves, their beliefs and opinions; knowing who to approach if they feel unsafe. | | | | | | |
| FGM |  |  | FGM and sensitive issues (additional lesson) Jigsaw |  |  |  | FGM and sensitive issues (additional lesson to Changing me 6) *Jigsaw* |
| Gender Diversity/ Identity | Being Me in My World 1 – Self-identity *JIgsaw* |  | Celebrating Difference 1 – Assumptions & stereotypes about gender; 5 - Gender Diversity *Jigsaw* |  |  |  | Celebrating Difference 2 - ‘Understanding Difference’ *Jigsaw* |
| Hygiene | Healthy Me 5 - Keeping clean *Jigsaw* | Healthy Me 3 - Keeping clean *Jigsaw* |  |  |  | Changing Me 2/3 – Puberty (How to look after myself physically) *Jigsaw* | Changing Me 2 – Puberty (How to look after myself) *Jigsaw* |
| Keeping Safe  Many aspects of Jigsaw’s Healthy Me (Term 4) cover this | Healthy Me 6 – Stranger  Danger *Jigsaw* | Being Me in  My World  1 – Feeling Special & Safe; Healthy Me 4 – Being Safe *Jigsaw* | Being Me in  My World  4 – Safe and fair learning; | Healthy Me 5 – Keeping safe and why it’s important;  6 Healthy & safe choices *Jigsaw* | Healthy Me 5 – Peer Pressure; 6 – Celebrating  My Inner  Strength and  Assertiveness *Jigsaw* | Relationships 3 – Safer online communities; | Relationships 6 – Using  technology  responsibly *Jigsaw* |
| Mental Health Awareness | Transition events | Assemblies:  Mental Health Day Assembly  Physical wellbeing- Red January Launch Assembly  Healthy Me 7 - Linking health and happiness *Jigsaw* | Assemblies:  Mental Health Day Assembly  Physical wellbeing- Red January Launch Assembly  Healthy Me 3 – Relaxation *Jigsaw* | Assemblies:  Mental Health Day Assembly  Physical wellbeing- Red January Launch Assembly  Being Me in My World 2 – Self-identity and worth; Dreams & Goals 7 – Managing feelings *Jigsaw* | Assemblies:  Mental Health Day Assembly  Physical wellbeing- Red January Launch Assembly  Healthy Me 7 - Celebrating inner strength *Jigsaw* | Assemblies:  Mental Health Day Assembly  Physical wellbeing- Red January Launch Assembly  Healthy Me 8 - Motivation and behaviour *Jigsaw* | Assemblies:  Mental Health Day Assembly  Physical wellbeing- Red January Launch Assembly  Healthy Me 4 - Emotional and mental health; 5 - Managing stress; Relationships 1 Mental health; 2 – Identifying mental health worries & sources of support *Jigsaw* |
| Preventing Radicalisation | Being Me in My  World 1 - How it feels to belong and that we are similar and different; Celebrating  Difference  2 - Understanding that being different makes us all special; 3 - Different families *Jigsaw* | Celebrating  Difference 2- Identifying differences between people in my class; 6 - Understanding these differences make us all  special and unique *Jigsaw* | Celebrating  Difference 6 -  Understanding that differences make us special and unique *Jigsaw* | Celebrating  Difference 5 - Recognising that some words are used in hurtful ways, try hard not to use hurtful words (e.g. gay, fat) *((The example given is “gay” but the teacher can adapt to include racist remarks.))Jigsaw* | Celebrating  Difference 1- Understanding that, sometimes, we make  assumptions based on what people look like *Jigsaw* | Being Me in My  World 2/3 -Empathise with people in this country whose  lives are different to my own.  *(Lesson is based on refugees but discusses the*  *stereotyping and prejudice that can go along*  *with their situation which is equally applicable*  *to racism.)*  Celebrating  Difference 2 -Understanding what racism is and being aware  of my attitude towards people from different  races *Jigsaw* | Celebrating  Difference 1 - Prejudice and perceptions; 4 - Scenario about bullying which includes a girl  getting bullied because she has a dark tone to  her skin; 6 - Race considered as a cause for difference but  also a cause for celebrating that difference *Jigsaw* |
| Road Safety | Safer Journeys Anthem: Stop, look, listen, think *Think!*  https://www. think.gov.uk /resource/safer-journeys-anthem/ | Healthy Me 6 - Road safety *Jigsaw*  Crossing Roads: Kids Know Best *Think!*  https://www. think.gov.uk/res ource/ crossing-roads/ | Think! Stop, Look, Listen and Think sequence:  [https://www.think. gov.uk](https://www.think.gov.uk)/resource  /lesson-1-stepping-stones-to-road-safety/ | First Journeys *Think!*  https://www.think. gov.uk/resource /first-journeys/ | Bikeability session  Revisit Think! Stop, Look, Listen and Think sequence:  [https://www.think. gov.uk](https://www.think.gov.uk)/resource  /lesson-1-stepping-stones-to-road-safety/ | Road Ready? Expect the Unexpected. *Think!*  [https://www.think .gov](https://www.think.gov).uk/resource/ expect-the-unexpected/ | Crucial Crew |
| Sex & Relationships Education  Relationships is a core element of the school’s PSHRE curriculum (term 5)  These references relate to specific safeguarding sessions | Changing Me 2 – Respecting  my body;  Relationships 4 & 5 – Falling  out and bullying *Jigsaw* | Pants *NSPCC*  Safe Touch *School Nursing Team*  Relationships 3 – Physical Contact Preferences; 4 – People who  help us; Changing Me 4 – Boys’ and  Girls’ Bodies J*igsaw* | Relationship 2 – Physical contact boundaries; 4 – Secrets; 5 – Trust & appreciation; Changing Me 4 – Differences in female and male bodies(terminology); 5 - Assertiveness *Jigsaw* | Revisit Pants *NSPCC*  Healthy Me 4 – Keeping safe & why it’s important; Relationships 7 – Expressing affection for family & friends; Changing Me 3&4 Outside/inside body changes *Jigsaw* | Healthy Me 5 – Healthy  Friendships; Relationships 5 – Girlfriends & Boyfriends; Changing Me 3 – Girls and puberty *Jigsaw* | Puberty: changes to your amazing body *School Nursing Team*  Celebrating  Difference  3 – Power  Struggles; Healthy Me 5 – Body Image; Relationships 7 -Dangers of on-line grooming;  Changing Me 3&4 Puberty; *Jigsaw* | Conception & Birth *Science lessons/School Nursing Team*  Relationships 4 – Power and  Control; Changing Me 3 – Puberty & feelings; 5 – Physical attraction; 6 – Boyfriends & Girlfriends; 7 - Sexting |
| Trafficking | Explicit teaching content on trafficking is not appropriate for our age-range as most teaching material on human trafficking, such as commercial sexual exploitation, is designed for young adult and adult learners. Instead our PSHRE curriculum content builds the foundation for later learning through its focus on keeping safe; understanding boundaries; respecting and valuing themselves, their beliefs and opinions; knowing who to approach if they feel unsafe. | | | | | | |

**Safeguarding Curriculum**: **Pupil/Parent engagement**

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| Stakeholder/YEAR GROUP | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Pupil Support | **Health & Hygiene**  - Links to health professionals (hospitals, school nurse, health visitor)  - Dental hygiene support/links to local dentists  - Hearing Tests  - Vision Tests  **Social & Emotional, Mental Health**  - Access to pastoral team members: Family Liaison/Nurture Lead; Parent Support Advisor  - CAMHS referrals  - Thrive Assessments  - Group Boxall interventions  - 1:1 Thrive Intervention  - Astrea Counselling support  - PLC referrals  **Keeping Safe**  - PSCO drop ins /links  **SEND**  - EHCP reviews  - Care plans for individual pupils  - Risk assessments for individual pupils | | | | | | |

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| Stakeholder/YEAR GROUP | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Parent Support | **Attendance**  -Daily attendance calls  - Safe & Well-being checks  **Domestic Violence**  -Domestic Abuse referrals  **Employment & Careers support**  - Referrals to Language and maths courses  - Innovation Fund applications  - Family Learning  **Financial support**  - Applications for charity funding  - Debt support  - Food Voucher support  **Health & Hygiene**  - Links to health professionals (hospitals, school nurse, health visitor)  - Help finding a Dentist/GP  - DCLT Passes (Doncaster Culture & Leisure Trust)  - Sleep Clinic referrals  - Mental Health Support  **Housing**  -Referrals to St Leger Housing  - Referrals to Green Gables  **Parenting Advice**  - behaviour  - Talking to my Mum program  - on-line safety  - Triple P parenting course  - Soihul Parenting Programme  **Working with external agencies**  -Help completing forms  -Speech and Language referrals  -Early Help Assessments inc Stronger Families  -Social care referrals  - GDA referrals & appointment support (General Development Assessment)  - Outreach Support  - PAFSS referrals (Parent and Family Support Service) | | | | | | |