

# SAFEGUARDING ACROSS THE CURRICULUM AT CATTON GROVE PRIMARY SCHOOL



Safeguarding is the highest priority within Catton Grove 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 a varying ability 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 ..."*

## **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 (RSHE) and the importance of physical activity and diet for a healthy lifestyle.'

### **RSHE Education in the National Curriculum:**

The Relationships, Sex and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.<sup>4</sup> They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

Safeguarding Topic	Subject	Year group it is covered in	Content that is covered	Resources
		Year 2- Year 6	We discuss the content of daily Newsround programmes where many of these areas may be covered. We share key information with parents via Class Dojo too. For example- Ukrainian Invasion	Newsround Worry boxes Daily discussion time
Child Sexual Exploitation Core Value- Respect	RSHE	Reception , Year 1, 2 and 3  Year 4  Year 5 and 6  Whole School	Pupils learn how to respond to relationships through Gr8 AS U R GR8 M8 Challenge.  Discussions around appropriate actions and respectful relationships.  LC to look into suitable resources aimed at primary pupils. Webinar: 'Child Criminal Exploitation Explained' to be shared with staff members. 'I've seen your willy' video <a href="#">NSPCC: I saw your willy - Bing video</a>  Termly PANTS Sessions (ex Y5/6)	Webinar- 'Tricky Friends' Norfolk County Council
Bullying: including cyberbullying Core Value- Unity, Resilience, Respect	RSHE	Foundatio n Stage  Year 1 and 2  Year 3	During key person discussions we use social stories to reinforce positive relationships, we model positive interactions. GR8 M8 Spring and Summer Term  GR8 M8 Challenge in Autumn Term My Relationships RSE Educator Solutions Unit  GR8 M8 Challenge in Autumn Term We share information with parents on how to support their child when using devices at home.	<a href="https://www.thinkuknow.co.uk/parents/">https://www.thinkuknow.co.uk/parents/</a>  Think You Know level 2 <a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a>  RSE Solution.

		<p>Year 4</p> <p>Year 5</p> <p>Year 6</p>	<p>Internet safety on the 8th February 2022 covers cyber bullying. We also share updates with parents via DOJO on what to look out for when relevant that is sent through.</p> <p>Children learn what to do if they experience this. In Autumn 2 we have a unit on online safety to explain that bullying can occur online and how children can protect themselves in these circumstances using report tools or speaking to a trusted adult.</p> <p>Face-to-face bullying: Children are told to report any unkind behaviour to a trusted adult as this can be dealt with appropriately and recorded. If a pattern begins to build up from our records, adults can then follow our school's bullying procedures to support those involved. In Autumn 2 we have a unit on managing friendships and when it is appropriate to ask for help.</p> <p>The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on health. Children learn what to do if they experience this. In Autumn 2 we have a unit on online safety to explain that bullying can occur online and how children can protect themselves in these circumstances using report tools or speaking to a trusted adult.</p> <p>Face-to-face bullying: Children are told to report any unkind behaviour to a trusted adult as this can be dealt with appropriately and recorded. If a pattern begins to build up from our records, adults can then follow our school's bullying procedures to support those involved. In Autumn 2 we have a unit on managing friendships and when it is appropriate to ask for help.</p> <p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online. The importance of keeping personal information private. How information and data is shared and used online. Face to face bullying discussed during 'Hot Topic' sessions as and when it's appropriate. How we should treat other people is added to our class expectations at the beginning on the year.</p> <p>About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p>YR 5, Lesson 5.</p> <p>RSE Solution. YR 6, Lesson 3.</p>
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		YN - Yr 6	National Internet Safety Day - every February the children participate in a day of activities which raise awareness around the safeguarding issues related to being online such as cyberbullying. Pupils take part in activities which enable them to build understanding, signpost them to people/places who can help and give them an opportunity to reflect on their own online habits both good and bad. Face to face bullying discussed during 'Hot Topic' sessions as and when it's appropriate.	
Domestic Abuse Core Value-Unity, Resilience, Respect	RSHE	Foundatio n Stage	Pupils learn to use words to communicate rather than actions. In Autumn 1 we look at families and how different families are structured. We also think about adults that care for us, adults we can trust, and strangers.	RSE Solution Respectful Relationships Aut 2/Spring 1  Year 3: Educator Solutions lessons 3  Summer term
		Year 1	Pupils learn that resorting to violence is never right through circle times and class discussions about class rules.	
		Year 2	RSE Solutions My Rights Responsibilities Sessions/Circle Times/Class Rules	
		Year 3	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships. Pupils can distinguish different kinds of conflict; know when and where to get help.	
		Year 4	Pupils learn about what physical interactions are appropriate and inappropriate and how best to respond.	
		Year 5	In RSE, pupils learn that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.  We will use the video 'Tricky Friends' to talk about what friendship should be like and to lay the foundations for discussing Child Criminal Exploitation (CCE).	
		Year 6	Pupils safely explore examples of unhappy and unsafe family relationships, including identification of healthy responses to safely seeking help. We use the video 'Tricky Friends' to talk about what friendship should be like and to lay the foundations for discussing Child Criminal Exploitation (CCE).	
Discrimination (inc racism/ sexism/	RSHE	Foundatio n Stage	During the Autumn term, we use texts which cover a variety of cultures. We create self portraits and	

<p>homophobic abuse) Core Value-Unity, Resilience, Respect</p>		<p>Year 1</p> <p>Year 2</p> <p>Year 3</p> <p>Year 4</p> <p>Year 5</p> <p>Year 6</p>	<p>celebrate the things that make us unique. We learn to note that we are all different and that makes us special and individual.</p> <p>Pupils learn about how racist, sexist and homophobic language is not acceptable. We talk about what this means during class discussions and story times.</p> <p>Pupils learn that others' families, either in school or in the wider world, sometimes look different from their family but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy or one way to be a girl.</p> <p>Pupils recognise differences and similarities between people arise from a number of factors, including family and personal identity.</p> <p>What a stereotype is and how stereotypes can be unfair, negative or destructive.</p> <p>Pupils realise the nature and consequences of discrimination, including the use of prejudice-based language.</p>	<p>RSE Solution YR2, Lesson 4</p> <p>RSE Solution. YR 3, Lesson 4.</p> <p>RSE Solution YR4, Lesson 4</p> <p>RSE Solution YR 5, Lesson 3.</p> <p>RSE Solution. YR 6, Lesson 3.</p>
<p>Drugs Core Value- Wisdom</p>	<p>RSHE</p>	<p>Year 1 and 2</p> <p>Year 3</p> <p>Year 4</p> <p>Year 5 and 6</p>	<p>DT and Science - we learn about the importance of keeping healthy in our body and minds and how to do so. We discuss healthy food and drink choices and unhealthy choices.</p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</p> <p>Summer 1: To learn about the safe use of medicines and household products. LT: To learn that caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect people's health.</p> <p>Within Science, pupils recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. We discuss county lines to the extent that we discuss the dangers of drugs and also unsafe relationships.</p> <p>Year 5 &amp; 6 Assembly delivered by the police with a focus on making children aware of the behaviors gang members may display when they coerce young children into holding and delivering drugs or weapons.</p>	<p>Childline video - drugs</p> <p>PSHE association resource</p>
<p>Fabricated or induced illness Core Value-</p>			<p>Pastoral- Intensive support as necessary</p>	

Respect				
Faith abuse Core Value- Unity, Resilience, Respect		Foundatio n Stage	During the Autumn term, we use texts which cover a variety of cultures. We create self portraits and celebrate the things that make us unique. We learn to note that we are all different and that makes us special and individual. Throughout the year we celebrate different festivals and make links between how different cultures celebrate festivals in different ways e.g. Diwali, Christmas, Chinese New Year, Holi, Eid-al-Fitr.	
		Year 1 and 2	Throughout the year we celebrate different festivals and make links between how different cultures celebrate festivals in different ways e.g. Diwali, Christmas, Chinese New Year, Holi, Eid-al-Fitr. Throughout our RE curriculum we discuss a number of religions and link these to our own beliefs. We talk constantly about the importance of understanding and accepting what other people believe even if we disagree.	
		Year 3	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl. Pupils understand the right to protect their body from unwanted touch.	Year 3: RSE My beliefs lesson 4 My rights and responsibilitie s lesson 5
		Year 4	Linked with learning about appropriate and inappropriate physical touch. Children are also reminded to report concerns to a trusted adult.	
		Year 5 Year 6	Discussed during 'Hot Topic' sessions as and when appropriate.	
Female Genital mutilation (FGM) Core Value-	RSHE	Reception to Year 4	Safeguarding Training for all staff yearly which covers this area.  Termly PANTS sessions and links to personal space and respect.	
		Year 5	RSE lessons cover parts of the body, changes during puberty and private parts.	Summer term
		Year 6	Pupils know some cultural practices are against British law, including FGM.	RSE Solution. YR 6, Lesson 4.
Forced Marriage Core Value- Respect	RSHE	Reception	Safeguarding Training for all staff yearly which covers this area.	RSE solution YR4, Lesson 5

		to Year 3	Termly PANTS sessions and links to personal space and respect.	
		Year 3:	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships. It is important pupils feel comfortable to talk about all the relationships that matter to them, including those with non-blood relatives, pets etc. It is also important that pupils can equally celebrate the different types of families within which they live including foster families, same sex parents, grandparents etc.	
		Year 4	Pupils learn that marriage is a commitment freely entered into by both people and that no one should marry if they do not want to or are not making the decision freely for themselves.	
		Year 4-6	Termly PANTS sessions and links to personal space and respect.	
		Year 5 and 6	In RSE, pupils learn that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	
Gender based violence Core Value-Unity, Resilience, Respect	RSHE	Foundation Stage, Year 1 and 2	Pupils learn about how sexist language is not acceptable (roleplay focus in FS). We talk about what this means during class discussions and story times. Pupils learn that resorting to violence is never right.	RSE Solution Respectful Relationships Aut 2/Spring 1
		Year 3	Pupils learn to challenge gender stereotypes, understanding that there is not one way to be a boy or one way to be a girl. Throughout the year we discuss gender as an equality, book fortnight covers this, rshe lessons and great as u r. As part of careers day, children explore stereotypical jobs according to gender and learn that these can be challenged and are not a reality.	RSE Solution. YR 3, Lesson 1,3 and 4
		Year 4	In Science, pupils will describe the changes (in both males and females) as humans develop to old age.	Careers Day
		Year 5 and 6	All forms of violence are addressed during the class expectations at the beginning of the year and appropriate behaviour is agreed upon. Any gender based violence would be discussed during the 'Hot Topic' sessions. Pupils safely explore examples of unhappy and unsafe family relationships, including identification of healthy responses to safely seeking help.	

<p>Mental Health Core Value- (all) Resilience, Change, Independence, Pride, Respect, Gratitude, Wisdom, Unity, Adventurous, Creativity, Ambition</p>	<p>RSHE</p>	<p>Foundation Stage</p> <p>Year 1-3</p> <p>Year 1</p> <p>Year 2</p> <p>Year 3</p> <p>Year 4</p>	<p>Pupils begin to recognise/identify different emotions and how these emotions can be triggered. How these are expressed, including words to describe them and simple strategies for managing feelings are taught. Adults support children in managing their emotions and teach strategies to control extreme emotions, e.g. becoming angry when someone takes a toy. Other techniques and strategies are taught throughout the year such as mindfulness, yoga, quiet areas to promote a positive sense of self and wellbeing. ELSA trained members of staff are available for further support.</p> <p>CHILLED Challenge Summer Term</p> <p>Pupils learn to communicate about feelings, recognising how others show feelings, and know how to respond to support respectful relationships.</p> <p>Pupils learn that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>High self-esteem lies at the heart of pupil health and wellbeing, contributing towards a reduction in risk taking behaviours. Encouraging pupils to identify and celebrate their strengths and confidently accept compliments without embarrassment is a clear demonstration of fostering healthy self-esteem. Any negative self-talk by pupils needs to be addressed sensitively throughout the lesson. It is important to be mindful that some pupils may have low self-esteem and will find the lesson a greater challenge than pupils with healthy self-esteem. Pupils learn that mental wellbeing is a normal part of daily life in the same way as physical health</p> <p>Pupils learn that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>Pupils learn that mental wellbeing is a normal part of daily life in the same way as physical health and anticipate the emotional changes they may experience moving through puberty.</p> <p>Pupils learn it is common for people to experience mental ill health. For many people who do, the</p>	<p>RSE solution</p> <p>GR8 AS UR</p>



		Year 5 and 6  Whole School	<p>problems can be resolved if the right support is made available especially if accessed early enough.</p> <p>We have a feelings and fears box/ worry box where pupils can anonymously seek advice.</p> <p>Star of the Week and Hot Chocolate awards are used to boost self-esteem and recognise good behaviour and work. Growth mindset encourages to develop their minds in a healthy way.</p> <p>Pupils participate in a mental health and wellbeing awareness day hosted by 'Now and Beyond'. During the day pupils participate in activities tailored to the age range and abilities that encourage them to talk about what mental health is, strategies to support mental health and their own personal wellbeing and ways they can raise awareness and support others. The festival has a different theme each year. In 2021, the theme was 'Inside Out' encouraging the children to express what they feel on the inside. In 2022 all students took part in the Norwich City Football Club Healthy Lives programme.</p>	Now and Beyond Lesson plans and resources.
Preventing Radicalisation Core Value-Unity, Resilience, Respect		Whole School	<p>As a school we have an active School Council where resilience and respect are promoted. These are also discussed during Class Council sessions.</p> <p>Throughout the year British Values are addressed through Year Group assemblies. These will also be covered where appropriate within Philosophy.</p>	
Sexting Core Value-Respect			Year 6-Taught within Sex Education and consent	
Trafficking Core Value-N/A		Year 1 - Year 6	<p>Relationships and online safety- all children to be taught the 'Help Me' sign to support their communication and safety within this area.</p> <p>Pastoral- Intensive support as necessary</p>	
Safety Core Value-Independence, Wisdom, Adventure, Resilience	RSHE	Whole School  Foundation Stage	<p>All year groups to cover- Fire Safety at key points throughout the year (Bonfire Night, New Year etc). Road Safety as the evenings draw in and before Summer holidays. Sun Safety before the Summer Holidays. Oral hygiene before Easter. Water Safety Assembly delivered by the RNLI.</p> <p>Pupils are supported in understanding how to maintain a safe and healthy lifestyle. Oral hygiene is covered termly including a visit and talk from a dental nurse. At the end of every half term, stranger danger and road safety is covered. In Autumn 2, fire safety is covered linked to bonfire night, including use of sparklers. Information shared</p>	<p>Year 1 &amp; 2- Step Up (Road Safety)</p> <p>Year 3 &amp; 4- Seatbelt Safety</p> <p>Year 5 &amp; 6- Ride On It (Cycle safety)</p>

	Geog		<p>with parents. We also talk about safety at Halloween including not knocking on people's doors that we do not know (unless they have a pumpkin outside) and not going out without our grown ups.</p> <p>In Spring 2 children are taught how to stay safe in the sun, staff promote how to stay safe in the sun and information is shared with parents on how they can help to keep their children safe in the sun.</p> <p>In the Summer Term we teach the children in Reception to 'slip, slap, slop' and ensure that they wear sun cream and a sun hat when outside. We take a trip to the beach and the children meet the coast guards who teach them about water safety and that they can ring 999 for the coastguard.</p>	<p>RSE Solution YR1, Lesson 6</p> <p>RSE Solution. YR 2, Lesson 5</p> <p>RSE Solution. YR 3, Lesson 5.</p> <p>RSE Solution. YR 4, Lesson 3</p> <p>RSE solution</p> <p>RSE Solution</p>
		Year 1	<p>Pupils learn how to ask for help for themselves or others and to keep trying until they are heard and safe. Water Safety covered when linked to trips. Fire Safety before/during Forest School Sessions.</p>	
		Year 2	<p>Pupils learn that each person's body belongs to them. The differences between appropriate and inappropriate or unsafe physical and other contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>	
		Year 3	<p>Water Safety covered when linked to trips. Fire Safety before/during Forest School Sessions.</p> <p>Pupils take part in road safety lessons with outside agency.</p> <p>In Science, pupils recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p>	
		Year 4	<p>In Summer term, a beach trip could be planned and a demonstration by the lifeguards on water safety</p> <p>Pupils learn about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe. Water safety: In Rivers topic, children learn about currents of water, the consequences of strong currents and ways to stay safe around water</p>	
		Year 5	<p>In Science, pupils will recognise some common conductors of electricity where it will be highlighted that water is a conductor too.</p> <p>All pupils in Year 5 attend swimming lessons at Heartease Primary school for a 6 week block.</p> <p>Road Safety webinar called 'Ride on it'.</p>	

		Year 6	<p>Pupils learn how to report concerns or abuse and the vocabulary needed to do so.</p> <p>All pupils in Year 6 attend swimming lessons at Heartease Primary school for a 6 week block.</p> <p>Road Safety webinar called 'Ride on it'.</p> <p>Pupils learn where to get advice e.g. family, school and/or other sources</p> <p>All Year Groups take part in regular Fire Drills. Firework Safety is covered in Year Group Assemblies before 5th November Yearly. Road Safety is provided by NCC with a magic show following to revisit the theme.</p>	
Peer on peer sexual abuse/sexual harrassment Core Value- Unity, Resilience, Respect	RSHE	<p>FS - 6</p> <p>Year 2</p> <p>Year 3</p> <p>Year 4</p> <p>Year 5</p>	<p>NSPCC PANTS - Pupils learn about good and bad touch.</p> <p>Pupils learn that each person's body belongs to them. The differences between appropriate and inappropriate or unsafe physical and other contact.</p> <p>NSPCC PANTS powerpoint. Recapped throughout year. Also linked to appropriate and inappropriate physical touches in RSHE curriculum. Pupils understand the right to protect their body from unwanted touch. Some pupils may have already experienced unwanted and/or sexual touching. This may make it harder for them to engage in this lesson and use appropriate behaviours. It is important for you to demonstrate an openness in discussing this sensitive topic so pupils see that you are someone who is willing to talk about it. As this lesson has the potential to enable safeguarding disclosures ensure pupils know who and when to talk to a trusted adult in school. It is advisable to notify the school safeguarding leads and pastoral support workers that you will be teaching this lesson, allowing them to prepare for any disclosures. Ensure that you are familiar with the safeguarding policy and procedures within your school.</p> <p>NSPCC PANTS powerpoint. Recapped throughout year. Also linked to appropriate and inappropriate physical touches in RSHE curriculum.</p> <p>Pupils learn About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>RSE lessons cover parts of the body, changes during puberty and private parts.</p>	<p>NSPCC pants</p> <p>RSHE</p>

		Year 6	<p>Pupils learn About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>RSE lessons cover parts of the body, changes during puberty and private parts.</p>	
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