



Safeguarding Children Through our Curriculum at Locks Heath Junior School

What is Safeguarding?

Safeguarding our children is of paramount importance at Locks Heath Junior School. Staff training, safe recruitment practices and whistleblowing all contribute to our safeguarding culture but this only works alongside a curriculum that considers how we teach children about keeping themselves safe in a wider sense. These two areas work together at Locks Heath Juniors to give children a safe environment in which to learn as well as teaches them about how to keep themselves safe.

Safeguarding Children through the Curriculum

English

At Locks Heath Junior School, our English curriculum is centred around high-quality texts which are the starting points for all our reading and writing units of learning. Through these texts, our children experience different cultures, moral dilemmas and a range of emotional, social and spiritual themes. Through detailed study, discussion and role play, each year group explores and considers key themes such as tolerance, emotional safety and relevant contemporary world issues which will equip with the skills they need to keep themselves safe in a range of circumstances and begin to develop a moral compass.

Through a range of teaching strategies, our children are enabled to take risks, formulate opinions, work collaboratively and share their newly-formed ideas in a safe environment through rich book talk. We place high importance on teaching our children strategies to keep themselves physically and emotionally safe and our English curriculum often provide a forum in which such strategies can be talked about and learnt.

We do this by:

- Promoting healthy relationships and challenging bullying through texts such as 'The Boy at the Back of the Class' (bullying), 'Arabian Nights' (unhealthy relationships and slavery)
- Tackling issues of prejudice and racism through texts such 'Coming to England' (Windrush Generation), 'Counting on Katherine' (racism and women's rights), 'Hunchback of Notre Dame' (disability and disfigurement)
- Negotiating moral dilemmas through texts such as 'Macbeth' (greed, jealousy, good and evil), a variety of war poetry (violence and peace), 'The Island at the End of Everything' (how society should treat vulnerability), 'Kiss the Dust' (treatment of refugees)
- Encouraging stewardship of our planet and environmental responsibility through texts such as 'Floodland' (global warming), 'Rubbish Town Hero' (pollution and toxic waste)
- Learning how to keep ourselves physically and mentally healthy through texts such as 'Human Body', 'Lungs, Heart and Blood' and 'Kensuke's Kingdom' (mental health, family).

Maths

For children to be successful mathematicians, with the ability to problem solve, they must feel safe in the classroom environment to take safe risks with their answers. During the problem solving and reasoning parts of our maths lessons here at Locks Heath Junior School, there can be a range of different answers and challenges the children face, so they must feel safe and secure in knowing that it is acceptable if their answer is not 'correct'. Furthermore, this problem-solving strategy is a skill we wish pupils to apply to real life contexts ensuring they are able to keep themselves safe in a wider sense. In addition, Times Table Rockstars is an online platform where pupils practice their multiplication skills. Pupils need to follow our online safety strategies to keep themselves safe when using this website.

PSHE

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs. At Locks Heath Junior School, we value Jigsaw as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school Jigsaw programme. The children explore themes of what a good friend looks like early on so that they can develop healthy relationships and understand what peer on peer abuse can look like. Safeguarding entwines into the core areas of PSHE within our school curriculum and environment. Children learn about types of foods, which foods fall into what categories and how to get physical to support a healthy body. Work on secrets and safe choices is explored to reaffirm learning covered – this is repeated and progressed in every year group. Children are taught about the importance of a good night's sleep for our emotions and physical well-being.

At Locks Heath Junior School we allocate time to teach PSHE each half term in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward systems, learning charters, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community. Class teachers deliver lessons to their own classes. The use of set terms from the Jigsaw scheme across year groups supports children in making safe/right choices for themselves and their peers and also gives them the comprehension and ability to understand when something does not feel safe so that they are able to act upon this.

Some examples of safeguarding within the PSHE curriculum are detailed below.

- Know how to build positive relationships with others and have a safe adult within the school so that they can speak about any worries they have, no matter how big or small.
- Understand characteristics of positive relationships.
- Jigsaw provides further knowledge, factual information and resources to enable the school to support all children, however vulnerable, in knowing about all types of families, what a healthy relationship should look like, mental well-being, online safety, puberty and sex education.
- Know how to solve problems to repair or strengthen relationships.
- Respect others' opinions, even if they differ from their own.
- Understand conventions of courtesy and manners.
- Understand online safety and that people sometimes behave differently online.
- Know about different types of bullying and its impact – children progress further into the idea of 'bullying' and what this can look like so they are aware of what to look out for but also how to treat others with tolerance and mutual respect. These themes are covered in Jigsaw lessons, but also in assemblies throughout the year.
- Know and understand rules and principles for keeping safe online.
- They are taught about the rights all people have as humans to provide them with the awareness of what everyone has the right to, such as privacy, food and shelter.
- Laws and rights – explored through the use of the UN Rights of the child and through discussing class charters each half term.
- Appreciating diversity in the community
- Aspirations and perseverance

Science

Within our school, our science curriculum utilises practical, hands on and memorable ways to learn new scientific knowledge. During all practical work, we teach children about safe use of equipment, using protective clothing such as goggles (when appropriate) and safe handling of objects and materials. There are risk assessments for Science which details safety control measures that staff and pupils take when teaching a range of Science activities. In Upper Key Stage 2, children have the opportunity when planning their own enquiries to develop their own risk assessment to go along with their experiment.

Throughout the curriculum there are also some key units that allow us the opportunity to explore safeguarding with the children:

- Year 3 “Solids, liquids and gases” unit – we discuss different gasses and in recent years, children have mentioned vapes and e-cigarette fumes as well as some children mentioning regular cigarettes and the smoke. At this point, we focus on the science knowledge but do listen and discuss worries at a suitable time.
- In Year 4 children are taught that animals including humans get their nutrition from what they eat and need the right types and amounts of nutrition
- Year 4 children learn to recognise that light from the sun can be dangerous and that there are ways to protect our eyes
- Teaching our Year 4 children about electrical safety and about good dental hygiene
- Year 5 children learn to understand about changes to their body during adolescence and puberty and have time to discuss concerns or worries they may have around this with their teachers.
- Year 5 unit in Spring term teaches about the effects of exercise, drugs and alcohol on the body. During this unit the teachers remind child of who they can speak to if they are worried about someone they know – if they mention a parent/family member/friend who does drugs or drinks “all the time” etc. Teachers to remind them that they can always tell a trusted adult as well as sharing relevant phone numbers and websites to share these concerns.
- Year 6 evolution and inheritance unit teaches us about biological families and the things inherited from birth parents – teachers include specific teaching point that this is only for biological parents and that all families are different and that they may not have inherited their genes from their parents (adopted families, sperm donations etc)

Geography

At Locks Heath Junior School, our geography curriculum places great emphasis on developing children as articulate and confident learners about the world around them through enquiry-led learning about a range of contemporary and challenging issues. By doing so, we intend for our children to become global citizens, engendering a sense of personal and wider social responsibility to grow up safely and happily in a dynamic and ever-changing world. We do this in a variety of ways:

- Using dialogic and collaborative discussions, we empower children to express their opinions whilst valuing and respecting the contributions of others.
- When learning about people and places around the world, we equip our children with the skills that they need to keep themselves safe. We enable children to think critically

by recognising and challenging stereotypes and promote empathy when thinking of other cultures.

- We present children with opportunities to evaluate the impact that human activity has on the environment, developing their understanding of equality, justice and ethics.
- We build upon children's prior knowledge of their local area, enabling children to feel safe and secure by creating a clear sense of identity and pride.
- We promote independence and curiosity through our fieldwork units in which children are encouraged to ask questions and work cooperatively with others.

Computing

At Locks Heath Junior School, our computing curriculum encompasses safeguarding at the centre of our learning. We take the online safety of our children seriously and our E-safety curriculum is revisited in each year group, every term. Through our E-safety curriculum, we aim to empower the children to act safely online, feel confident in noticing any potential dangers and know how to and who to report concerns to.

During our weekly computing sessions, children practice using electronic devices safely and respectfully. Our computing units touch upon several aspects of online safety such as the reliability of websites, use of passwords to protect our privacy and making safe choices online.

History

Our History curriculum gives pupils opportunities to learn about life in all its diversity, and to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare, and to see how that has evolved over time. Locks Heath children will learn about other cultures and safe practises from British history and history from around the world. The knowledge they acquire should equip the children to ask perceptive questions, help them to think critically, weigh evidence and develop perspective and judgement about how people have lived and the choices they have made. History helps children to understand the complexity of peoples' lives, so we hope that Locks Heath children will make links about their own lives to the lives of others that they will explore.

Design and Technology

At Locks Heath Junior School, our Design Technology curriculum is inspiring and hands-on and it allows children to take safe risks. Allowing our children to use their creativity and imagination, we place high value on the importance of teaching children strategies to keep themselves physically and emotionally safe and to take safe risks. Locks Heath children design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

We do this in a variety of ways:

- Completing risk assessments which details safety control measures and these are shared with the staff and children.
- Teaching all children about the importance of washing hands thoroughly before any food, nutrition or cooking learning
- Teaching our children about the hazards of different tools from rounded ended knives in cooking to the use of electrical circuits but also how to use the tools correctly to take safe risks during design technology learning.
- Every year group completes a unit of food design which focuses the importance of good hygiene, avoiding cross-contamination and experiencing a variety of foods.
- The children learn about different electrical systems and why electrical systems are needed, including using the equipment safely.
- Children are taught to work independently and collaboratively on design ideas learning to work as a team, sharing and discussing ideas and turn taking.
- During all our design technology work, we teach our children about the safe use of equipment, using protective clothing, safe handling of objects and correct use of materials when designing and making.

Art

Teaching safeguarding is a core aspect of Art at Locks Heath Junior School, where the focus is on our pupils enjoying their Art lessons, whilst developing their artistic skills and techniques, along with their knowledge of safety whilst doing so. We believe this gives our pupils a sense of ownership over their learning and the Art work that they produce. Teachers model how to use equipment and resources safely and with respect. We also recognise the role that Art plays in our pupils' mental health, and because of this, during our Art lessons we encourage artistic expression as a method to help pupils to express their feelings and relax. As a part of this, we teach our pupils that their Art lessons are a place for acceptance, not only of their own and their peers' art work, but also of Art work created in different cultures and by famous artists. We ensure that pupils feel proud of the Art they produce and that they are ambitious and confident artists who make responsible choices and keep themselves and their peers safe and show respect to other artists, whether they are their peers, historical figures or people from other cultures.

Religious Education

Nurturing, respecting and caring for children are part of the teachings and values of all major faiths. It is also something that we take very seriously at Locks Heath Junior School. Children have the right to feel safe all of the time which is why at Locks Heath in RE our children are taught to be respectful, tolerant, curious, empathetic yet challenging. The teaching of RE allows pupils to develop the ability to make reasoned and informed judgements about religious and moral issues, address safeguarding through understanding of cultures and enhance their spiritual, moral, social and cultural development.

We encourage children to be challenging yet empathetic as they tackle tough moral questions such as 'What can we learn from religions about deciding what is right and wrong?' We encourage children to seek out an adult they feel safe talking to if they want to raise anything discussed in the lesson in private. We highlight promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens, such as visiting the concept of law in Year 5.

Locks Heaths' staff are fully trained in safeguarding and PREVENT and take responsibility to protect children from harm. This includes becoming radicalised and/or being exposed to extreme views.

Physical Education

There are lots of opportunities to approach the teaching of safeguarding within PE at Locks Heath Juniors. We place high value on the importance of teaching children these strategies to keep themselves physically and emotionally safe and to take safe risks. Techniques for the safe moving and carrying of equipment is shown and taught. When children are changing for PE upper school children are in gendered rooms, teaching children the importance of privacy and encouraging children to have a positive body image for themselves and each other. This is carried through into their PSHE lessons. Additionally, children are taught drowning prevention and lifesaving skills in their swimming lessons. When changing for swimming, children are taught about the importance of privacy. Through the teaching of protective behaviours, children are taught about 'safe and unsafe choices' and this is also encouraged and considered in PE lessons when playing a range of sports. Children also learn how they can safely use different parts of their bodies in a range of games and sports. By inter-linking different areas of the curriculum, we ensure that our children are ambitious sportspeople, who can responsibly make decisions and choices, to keep themselves and others safe in PE lessons.

Music

Safeguarding is of vital importance at Locks Heath Juniors and we seek to promote and teach it in all areas of the curriculum. In music, this takes the following forms:

- Ensuring that all peripatetic music teachers and external visitors are appropriately checked, e.g. DBS.
- Ensuring that all equipment such as instruments are maintained properly and hygienically, and are regularly checked.
- Using response to music to help recognise, label and articulate feelings.
- Through performance and feedback, raising self-esteem and confidence.
- Using the act of creating music as a way of allowing children to express their feelings and emotions in a non-verbal manner.
- Using the collaborative nature of music to promote positive peer interactions.
- Ensuring that music used in school, e.g. assemblies/dances etc. is age-appropriate.
- Engaging appropriately should children raise adult themes from music that they have listened to outside of school

Safeguarding themes cross-reference

<u>Safeguarding theme</u>	<u>Year group, when and what is covered</u>
Sexual violence and sexual harassment	NSPCC workshops, RSE education, all year groups – relationship lessons. Input on who you can talk to if worried, peer pressure and asserting yourself in jigsaw in all year groups. Yr5 spr2 how to keep calm in emergencies. Yr3 sp2 – identify things, people and places that I need to keep safe from and strategies on how to keep safe and who can keep me safe. Yr 4 spr 2 – healthy friendships, peer pressure and knowing right from wrong, developing inner strength.
Gender based violence – FGM, forced marriage, honour-based abuse, teenage relationship abuse	YR 6 Sum1 relationships – recognising when someone is trying to gain power and control and strategies for dealing with this. Yr5 sum1 Recognising own personal qualities and self-esteem, peer pressure and strategies for dealing with that Yr5 spr2 how to keep calm in emergencies, Yr 4 Changing me – labelling inside and outside body parts, how a girl's body changes during puberty, Yr3 sp2 – identify things, people and places that I need to keep safe from and strategies on how to keep safe and who can keep me safe. Yr 4 spr 2 – healthy friendships, peer pressure and knowing right from wrong, developing inner strength NSPCC – Pants workshop See also bullying links.
Preventing radicalisation and extremism	Yr 3 e-safety aut2 connecting with people online and in person, spr2 keeping information private, YR 6 Sum1 relationships – recognising when someone is trying to gain power and control and strategies for dealing with this. Yr5 sum1 Recognising own personal qualities and self-esteem, peer pressure and strategies for dealing with that, Yr3 sp2 – identify things, people and places that I need to keep safe from and strategies on how to keep safe and who can keep me safe. Yr4 computing aut1 – knowing not everything that is put on the internet is true, Yr 4 spr 2 – healthy friendships, peer pressure and knowing right from wrong, developing inner strength See also bullying links.

Upskirting	E-safety lessons – Year 5 and 6 Talk around appropriate behaviours Cyberbullying lessons. Yr 6 Jigsaw relationships – using technology in a positive way.
The Trigger Trio – Domestic abuse, Parental Mental Health, Parental Substance Abuse	Mental health day highlighting mental health symptoms. Wellbeing assemblies, including what to do if worried All year groups, jigsaw spr2 drugs & alcohol – asking for help if you are concerned about others behaviour. Jigsaw relationships sum1, all year groups – healthy relationships Yr5 spr2 how to keep calm in emergencies, Yr3 sp2 – identify things, people and places that I need to keep safe from and strategies on how to keep safe and who can keep me safe.
Young Carers	Assembly given to all pupils to raise profile and champion.
Missing, exploited and trafficked children	YR 6 Sum1 relationships – recognising when someone is trying to gain power and control and strategies for dealing with this. Yr5 sum1 Recognising own personal qualities and self-esteem, peer pressure and strategies for dealing with that, Yr5 spr2 how to keep calm in emergencies, Yr3 sp2 – identify things, people and places that I need to keep safe from and strategies on how to keep safe and who can keep me safe. Yr 4 spr 2 – healthy friendships, peer pressure and knowing right from wrong, developing inner strength, see also bullying links.
Returning home from care	Specialised support given on individual needs in this area. ELSA given and further referrals made to support if needed.
Technologies – Online safety and Social Media, Cyberbullying, Sexting, Online sexual abuse, Gaming, Online reputation, Grooming	E-safety lessons across the school – see e-safety planning. Yr 3 computing aut1 Whole school Safer internet day, Yr5 spr2 how to keep calm in emergencies, see also bullying links.
Homelessness, Children in the court system and children with parents in prison	Specialised support given on individual needs in this area. Referrals made if further support is needed.
Pupils with medical conditions (both inside and outside of school)	Assemblies on various medical conditions (particularly ones that are prevalent in school at the moment) e.g. asthma, epilepsy, allergies etc.
Special educational needs and disabilities	Celebrating differences section of Jigsaw – Yr 4 and Yr 6. Assemblies on different types of disabilities and SEN.

Intimate and personal care, perplexing presentations, fabricated or induced illness	Specialised support given on individual needs in this area. Referrals made to appropriate services if support needed.
Mental health	Mental health day – assemblies, assemblies on Wellbeing and strategies for maintaining a positive mental health, Yr 3 e-safety aut 1 on healthy relationship with devices, Yr 6 healthy me Spr2 emotional and mental wellbeing, strategies for managing stress, yr5 spr2 – eating disorders and relationship with food, body image, Yr5 spr2 how to keep calm in emergencies.
Bullying	Antibullying assemblies, NSPCC Speak out, stay safe, Jigsaw – Celebrating differences, all year groups.
Prejudiced based abuse	Yr 3 jigsaw aut2 Homosexuality, different types of families. Yr5 aut2 Racism, understanding cultural differences, Spr1 – communicating with someone with a different culture, Yr 4 aut2 – judging by appearances and the influence of others on opinions, see also bullying links.
Drugs and substance abuse	All year groups - jigsaw healthy me – drugs, smoking and alcohol as harmful substances Yr 5 science – how to keep healthy.
Faith abuse	Yr5 aut1 Being me in my world – empathising with people whose lives are different from your own Yr 4 aut2 – judging by appearances and the influence of others on opinions, see also bullying links.
Gangs and youth violence	YR 6 Sum1 relationships – recognising when someone is trying to gain power and control and strategies for dealing with this. Yr5 sum1 Recognising own personal qualities and self-esteem, peer pressure and strategies for dealing with that, Yr5 spr2 how to keep calm in emergencies, Yr3 sp2 – identify things, people and places that I need to keep safe from and strategies on how to keep safe and who can keep me safe. Yr4 computing aut1 – knowing not everything that is put on the internet is true, Yr 4 spr 2 – healthy friendships, peer pressure and knowing right from wrong, developing inner strength. See also bullying links.
Private fostering, parenting	Specialised support given on individual needs in this area. Referrals made to appropriate services to support if needed.

Safeguarding processes	Safe recruitment, staff induction, health and safety procedures, site security, off site visit risk assessments, first aid trained members of staff.
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