



ROKEBY PRIMARY SCHOOL

PART OF STOWE VALLEY MULTI ACADEMY TRUST

Safeguarding Children through our Curriculum at Rokeby.

What is Safeguarding?

Safeguarding our children at Rokeby is paramount in what we do. Staff training, safe recruitment practices and whistleblowing all contribute to our safeguarding culture but this only works alongside a curriculum that has considered how we teach children about keeping themselves safe in a wider sense. These two areas work together at Rokeby 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 Rokeby, our English curriculum is centred around our high-quality texts from the power of reading, through these texts our children experience different cultures, moral dilemmas, emotional, social, and spiritual texts. Through drama, role play, discussions around key themes within the texts, each year group discusses and learns about tolerance, emotional safety and real-world current affairs.

Through different teaching techniques our children can take safe risks to discuss their ideas, work collaboratively and share ideas through regular book talk. We place high value on the importance of teaching our children strategies to keep themselves emotionally safe and to take safe risks.

We do this by:

- Teaching EYFS the children learn the importance of looking after living animals during yucky worms and in Year 1 through the snail and the whale with class pet snails
- Protecting our environment through the texts 'One Day On Our Blue Planet', '10 Things I Can Do To Save My World' and 'The Great Kapok Tree'.
- Stories from other cultures such as 'The Lion and the Unicorn', Grace and Family, looking at whether it is morally right to remove an animal from its home in Zeraffa Giraffa.
- 'The Journey' learning about current affairs and conflicts where families have left their home because of war
- Through the text 'Journey to the River Sea' learning about different families and different family units.

Maths

For children to be successful mathematicians, with the ability to reason and problem-solve, then they must feel safe in the classroom environment to take safe risks with their answers. During problem-solving and reasoning parts of maths lessons, 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 ok if their answer is not 'correct'.

The PSHE curriculum fully encompasses safeguarding into all three core areas

1. Health and Well-being.
2. Relationships.
3. Living in the Wider World.

Protective Behaviours:

Rokeby fully incorporates the Protective Behaviours scheme into life at Rokeby. All children are taught to have a 'network of trusted adults', inside and outside of school, who they can talk to about any worries they have, however small or big these are. To support children's understanding of what a worry or unsafe choice is children are exposed daily, across all year groups, to the language of safe, unsafe, early warning signs and is my fun, fun for everyone? The use of these set terms 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. 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.

My Feelings, Friends and Family:

This additional programme, that Rokeby uses, 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.

Below are examples of how safeguarding entwines automatically into the three core areas of PSHE within our school curriculum and environment.

Core 1- Health and Well-being.

In year 1, Spring 1, children learn about types of foods, which foods fall into what categories and how to get physical to support a healthy body. In Spring 2, further work on secrets and safe choices is explored to reaffirm learning covered in Protective Behaviours. In year 3, the learning progresses further onto supporting children with the importance of a goodnight sleep for our emotions as well as first aid and contacting emergency services so that they can help themselves and others in need. As the children progress into year 6, they learn basic first aid so they are equipped to safeguard themselves and others should they be exposed to situations where the need arises.

Core 2- Relationships.

In reception, several lessons focus on behaviour and consequences: Lesson 12 'Clean and Tidy', Lesson 13 'Bully Boy' and Lesson 24 'Playtime Games'. 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. In year 1, Spring 2, 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. In year 6, children discuss race and identity as well as acceptable for others.

Core 3- Living in the Wider World.

In year 1, children are introduced to where money comes from, how to look after it and the importance of saving. This progresses onto children taking part in an enterprise activity in year 2 so that they learn the value of money. In year 5 children then learn how to manage money and in year 6 compare prices of foods from different places to give them a depth of understanding needed to appreciate the value of money and to keep it safe.

Below are examples of how safeguarding entwines automatically into the three core areas of PSHE within our school curriculum and environment.

Additional units are covered within our PSHE scheme to provide children with an understanding of Radicalisation and Extremism, Substance Related-Abuse and Online Safety.

A brief summary of further themes explored which teach safeguarding:

- Dental hygiene
- Stranger Awareness
- Sun safety
- Balanced diets
- Gender identity
- Religious diversity
- Smoking
- Cooking
- Laws and rights
- Appreciating diversity in the community
- Aspirations and perseverance

Science

We do this by:

- Teaching our EYFS children about the importance of washing their hands thoroughly and often
- Teaching our Year 1 children about wearing the right clothes for the weather and seasons, applying sun cream, wearing a sun hat and drinking plenty of water during hot weather
- Teaching our Year 2 children about the basic needs of humans, the importance of exercise, eating the right amounts of different types of food and the importance of good hygiene
- Teaching our Year 3 children that animals including humans get their nutrition from what they eat and need the right types and amounts of nutrition.
- Teaching our Year 3 children 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
- Teaching our Year 5 children to understand about changes to their body during adolescence and puberty
- Teaching our Year 6 children to recognise the impact of diet, drugs, exercise and lifestyle on the way our bodies function

During investigative work, we also teach children about safe use of equipment, using protective clothing such as goggles where appropriate and safe handling of objects and materials. There is a risk assessment for Science which details safety control measures that staff take when teaching a range of Science activities.

Geography

During geography lessons, we learn about other cultures and the different customs and ways in which people live. By learning about other cultures and ways in which people live, children are able to appreciate and understand how we are different, which can also support children in demonstrating respect towards others. Children also feel safer knowing that others understand, acknowledge, and appreciate their culture and customs.

Computing

Teaching children to learn strategies to keep themselves safe is essential both in physical and online life. At Rokeby we take online safety seriously and aim to teach children how to feel empowered to act safely online, spot any potential dangers and be able to report these concerns appropriately. Due to previous online safety concerns within the community and school, we know that our older children are vulnerable to online activity and by taking this contextual element into account we will teach explicit online sexual abuse in year 6.

We also offer an additional 'one off' session for years 5 and 6 through our safer community policing team around online abuse and dangers.

In computing safeguarding is taught directly each Autumn Term through our 'We are safe online' unit.

Children's learning starts in EYFS with using computers safely in a physical safeguarding way – not tugging plugs, having drinks near machinery.

In key stage one pupils are taught about having passwords, keeping passwords safe and their online identity.

Through Key stage 2 children, children continue to develop their understanding of their online identity, using social media safely and how to report concerns about online activity.

In years 5 and 6 children learn how to spot potentially dangerous behaviours from others including bullying and online sexual harassment/abuse.

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. Rokeby 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 Rokeby children will make links about their own lives to the lives of others that they will explore.

Design and Technology

At Rokeby our Design Technology curriculum and learning style is inspiring, rigorous and a practical hands-on subject which 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. Rokeby 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 by:

- Teaching our EYFS children through to year 6 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 hacksaws, low melt glue guns, sharp knives, snip and utility scissors
- Not only teaching the children about the hazards but how to use the tools correctly to take safe risks during design technology learning
- Every year group has a food design learning half term, focusing on eating the right amounts of different types of food, the importance of good hygiene and experiencing a variety of foods.
- In KS2 learning about different electrical systems and why electrical systems are needed, including using the equipment safely.
- In Year 1 children are taught how to use a low melt glue gun to join materials together
- In Year 3 children are taught how to connect different electrical components to turn a light bulb on and off and how to do this safely
- In year 6 children are taught how to use the hacksaws and low melt glue guns to cut and join small dowels to make rigid structures
- 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 such as goggles or aprons where appropriate. Safe handling of objects and materials when designing and making. There is a risk assessment for Design technology which details safety control measures that staff take when teaching a range of make activities.

Art

Teaching safeguarding is a core aspect of Art and Design at Rokeby, where the focus is on pupils developing their artistic skills and techniques, enjoyment of art, and knowledge of safety whilst doing so. This gives pupils a sense of ownership of their learning and work.

Before each Art and Design lesson, we teach and model how to use equipment and resources safely and with respect. It is key that pupils understand how to use equipment, resources and our facilities respectfully, so that the wider school community can also use them.

Children's learning starts in EYFS, where children are taught how to recognise their own and others' art, handle equipment safely and share resources with their peers.

In KS1 and KS2, teaching staff model the safe use of equipment and resources, so as pupils learn new technical skills, their safety in which they use them also increases.

We also recognise the role Art and Design plays in pupils' mental health. Artistic expression is used throughout the school as a method to help pupils relax, express their feelings and anxieties and as

a venue for them to talk to their peers and staff openly. To support this, pupils are taught from EYFS to Year 6 that Art and Design lessons are a place for acceptance, whether that be of each others', or artists work, as well as pieces of art from other cultures.

Through the teaching of Protective Behaviours, children are taught about 'safe and unsafe choices' and this is also encouraged and considered in our Art and Design lessons. Complementing this, our school's teachings on community, collective support and respect to all people are also modelled and taught throughout our Art and Design lessons.

By linking Art and Design to all other areas of the curriculum, we ensure that pupils are confident, proud and ambitious artists and designers, who make responsible choices, keep themselves and their peers safe and show respect to all 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 Rokeby Primary School.

- Children have the right to feel safe all of the time which is why at Rokeby in RE our children are taught to be respectful, tolerant, curious, empathetic yet challenging.
- In Early Years we encourage all children to celebrate different beliefs practically in an environment where they feel safe and excited to explore. We look at 'Which times are special and why?' and celebrate through, music, cooking and dance.
- In KS1 we welcome respectful conversation regarding all backgrounds, faiths, cultures and religious beliefs. We are very fortunate that all our classrooms are enriched by a variety of these. We are sensitive when addressing questions such 'How should we care for others and the world, and why does it matter?' and take all children's backgrounds into consideration when discussing such questions.
- In KS2 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 our trust's Global Values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.
- Rokeby 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 Rokeby. We place high value on the importance of teaching children these strategies to keep themselves physically and emotionally safe and to take safe risks.

- Children's learning starts in EYFS, where children are taught how to move objects safely and with control. Children are also encouraged to use the correct terminology for body parts to be able to tell an adult of an injury.
- PE encourages children to promote their mental wellbeing, children are taught about the links between physical and mental health through our daily mile.
- At the start of a PE lesson, children are taught how to warm up and cool down to prevent injury, empowering children to gain an understanding of their bodies and to test their limits.
- When introducing new skills teaching the importance of using the right technique encourages the child to practise safely, for example during gymnastics in Year 2, children are taught how to carry out forward rolls by tucking in their head in to prevent injury.

- In KS1 and 2, techniques for the safe moving and carrying of equipment is shown and taught.
- When children are changing for PE 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.
- Throughout KS2, children are shown how and when to use equipment safely.
- In year 6, 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, at Rokeby, 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 to Rokeby 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.