



ROKEBY PRIMARY SCHOOL

PART OF STOWE VALLEY MULTI ACADEMY TRUST

Safeguarding in Our Curriculum

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Introduction

This guidance outlines how safeguarding is embedded within the Rokeby curriculum to provide children with the knowledge, skills, and understanding to stay safe, recognise risk, and know how to seek help when needed. It reflects statutory requirements and best practice guidance from the Department for Education (DfE) and Ofsted.

1.2 Legislative and Statutory Context

This guidance aligns with key legislation and statutory guidance, including:

- Keeping Children Safe in Education (KCSIE) (DfE, 2024)
- The Education Act 2002 (Section 175 – duties to safeguard and promote the welfare of children)
- Working Together to Safeguard Children (DfE, 2018, updated 2023)
- The Prevent Duty (2015, updated 2023)
- Relationships Education, Relationships and Sex Education (RSE), and Health Education (DfE, 2019, updated 2021)
- Ofsted's Education Inspection Framework (EIF, 2023)

Teaching Safeguarding Across the Curriculum

- The **Personal, Social, Health and Economic Education (PSHE) curriculum**
- The **Relationships and Sex Education (RSE) curriculum**
- The **Computing and Online Safety curriculum**
- Assemblies, enrichment activities, and external contributions from relevant organisations

Online Safety and Digital Resilience

In line with Education for a Connected World Framework (UKCIS, 2020), we provide children with skills to navigate digital environments safely. This includes:

- Understanding risks associated with online interactions, including cyberbullying and grooming
- Privacy settings and protecting personal data
- Challenging misinformation, fake news, and online radicalisation
- Online relationships and consent

Healthy Relationships and Consent

- Understanding consent and establishing boundaries
- Identifying unhealthy relationships, coercion, and abuse
- Developing self-respect and respecting others
- Managing peer pressure and understanding rights over one's own body

Mental Health and Wellbeing

Aligned with the Mental Health and Wellbeing Guidance (DfE, 2021), we cover:

- Recognising and managing emotions
- Seeking support for mental health concerns
- Coping strategies and resilience building
- Addressing the impact of bullying and discrimination on mental health

Anti-Bullying and Peer-on-Peer Abuse

- Strategies to challenge bullying behaviour and seek help
- Recognising and responding to harmful sexual behaviour
- The importance of bystander intervention
- The effects of bullying, including cyberbullying

Protective Behaviours and Empowering Children

We teach children about their right to feel safe and how to report concerns, including:

- Identifying trusted adults and support networks
- Understanding their rights under the UN Convention on the Rights of the Child
- Recognising unsafe situations and responding appropriately

Creating a Safe Learning Environment

To ensure safeguarding teaching is effective, we:

- Establish clear ground rules for respectful discussions
- Provide a safe space for children to ask questions
- Use age-appropriate materials and resources
- Provide signposting to further support when sensitive topics arise

Involving External Agencies and Experts

At Rokeby we work with the following external agencies and experts:

- We have an Art Therapist that comes into school every Monday and runs 1:1 and group sessions for children, staff and parents
- The Warwickshire Primary Mental Health in Schools Team come into our school and work 1:1 with children and run group sessions
- Compass
- Referrals to CAMHs
- Referrals to Listening Ear
- Referrals to Guy's Gift
- Referrals to Safeline
- Visits from Fire Fighters to learn about Fire Safety
- Visits from local Police Officers to teach about local contextualised safeguarding
- Severn Trent Water and RNLI teach children about Water Safety
- We work with the NSPCC
- The Dogs Trust deliver workshops about how to be safe around dogs

Role of Parents and Guardians

We engage parents through workshops, newsletters, and guidance materials to reinforce safeguarding messages at home.

The Family Information Service (FIS) run regular workshops in school for parents. Our Family Support Worker works closely with families to ensure positive outcomes.

Monitoring and Evaluation

We assess the effectiveness of safeguarding teaching through:

- Pupil voice surveys to evaluate understanding.
- Lesson observations and curriculum reviews conducted by senior leaders.
- Parental feedback on key safeguarding themes.
- Safeguarding incidents monitoring to identify emerging risks.

Teaching Safeguarding in PSHE-The Jigsaw Approach

The teaching of Safeguarding is weaved throughout our Rokeby Curriculum but is taught explicitly in PSHE lessons. We teach PSHE using the Jigsaw Programme.

What is the Jigsaw PSHE approach to safeguarding?

Jigsaw, the mindful approach to PSHE, takes children's safety very seriously and aims to equip them to lead safe, happy and healthy lives, to embrace the opportunities open to them, to aim high, and to be empowered to keep themselves safe, know their rights and responsibilities and know where and how to ask for help when needed.

Jigsaw aims to equip children with knowledge and skills which empower them. Jigsaw PSHE teaches age-appropriate knowledge e.g., about relationships, coupled with personal skills of e.g., self-esteem, assertiveness and respect, and the understanding that their bodies belong to them and they have the right of consent in all aspects of their lives, supports children to be safe.

The Jigsaw Programme builds the foundations of children's positive relationship with themselves, self-esteem, self-respect, and assertiveness skills; and it approaches sensitive subjects in an age- and stage-appropriate way, which is particularly important when it comes to safeguarding.

The spiral Jigsaw approach is designed in a progressive and developmental way: children learn about keeping themselves safe, why it is important, and how they can get help if they need it. These messages are repeated and added to across all year groups. These explicit lessons are taught in the safe learning environment created by the teacher, the school ethos and the Jigsaw Charter.

Through Jigsaw, we aim to empower children to understand that the world may sometimes present threats to their safety but to know how they can protect themselves from these, and to do this in a way that does not cause distress or fear. Jigsaw also teaches the underlying resilience and skills needed to assertively protect yourself. There are numerous themes that are threaded through the entire Jigsaw programme, which enable children to see how their learning is practical and can be life-long – and how safety underpins everything they learn, and how they are valuable unique human beings who deserve to be safe.

Jigsaw uses the mindfulness approach. Practising mindfulness can also give more insight into emotions, boost attention and concentration, and improve relationships. This in itself is invaluable, but when applied to the safeguarding context, mindfulness offers children insight into their own thoughts and feelings and, in addition, increases their resilience and ability to self-regulate and respond rather than react.

Ground rules (The Jigsaw Charter) are fundamental to creating and maintaining a safe teaching and learning environment. Establishing a safe learning environment for both children and teachers is important for PSHE education lessons – especially those focusing on mental health and emotional wellbeing, as it:

- offers them the choice as to whether to contribute or not
- enables them to feel comfortable exploring values and attitudes
- enables them to express their own opinions and consider the views and opinions of others, without the fear of negative feedback.

These rules are revisited at the start of every lesson. This is crucial to establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike.

One of the most important elements of the Charter is the Right to Pass, where children understand fully that they do not have to participate in the discussion/activity if they do not wish to. This creates a space where they can feel safe and their wishes are taken seriously by adults and peers alike. This is vital when teaching about safeguarding in both an implicit and explicit way. They choose whether they speak or not and their right to pass is upheld and respected.

There are numerous learning strategies in Jigsaw that encourage more open discussion whilst at the same time giving some protection to the privacy and feelings of both children and teachers. Distancing techniques depersonalise situations and can help everyone to feel more secure and safe. Being in a role, putting yourself in another's shoes or speaking in response to the actions of others (real or imaginary) allows children to explore their feelings about issues safely, because they are not speaking or acting as themselves. Distancing also helps children learn and subsequently reflect on how something applies to their own lives. Children who can struggle with written work often thrive when given the opportunity to take on roles or to respond to scenarios.

In Jigsaw, the Jigsaw Friends are used as the 'talking object' in circle discussions. The children and staff pass the particular friend for their class around the circle and when holding the Jigsaw Friend, it is their turn to talk or to offer a suggestion, experience or feeling relevant to the discussion (if they choose to). A further role for the Friends is to act as a distancing tool so that children can talk about potentially more sensitive issues without referring directly to themselves.

Jigsaw guides the teacher as well as the children through a clear comprehension of safeguarding, in practical PSHE- related terms.

This table that outlines the Jigsaw lesson content that supports safeguarding:

| Year Group | Puzzle (unit) | Piece (lesson) | Content | Link to safeguarding |
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| 3 | Celebrating Difference | 2 – Family conflict | This lesson explores how sometimes conflict occurs in families and how children can calm themselves down and use solution-based techniques to help themselves. | Children think about a possible source of family conflict and of ways to help solve it. Teachers need to be aware of all children's domestic situations (particularly any that maybe violent) before teaching this lesson; notes in the lesson plan are provided to help. |

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| 3 | Celebrating Difference | 3 & 4 – Witness and feelings & Witness and solutions | Children learn that the role of witnesses in bullying situations, and that sometimes a witness can hinder rather than help. | Homophobic bullying is covered in these lessons, as well as what children can do if they see bullying taking place. The Jigsaw 'Solve It Together' technique is especially helpful for children to have a strategy to help themselves and others. |
| 3 | Healthy Me | 4 – Being safe & 5 Safe or unsafe | Children identify things, people and places that they need to keep safe from, and can share some strategies for keeping themselves safe, including who to go to for help. | Using the 'We are keeping safe from...' cards, children can come up with strategies for Jigsaw Jino to keep safe in different situations, including online. Children can also complete the 'Keeping Safe' templates to form their contributing chapter for the school's Healthy, Happy Me Recipe Book (assessment task). They can learn how to take responsibility for keeping themselves and others safe, and why this is important (and that adults do not always have to be present). |

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| 3 | Relationships | 3 – Keeping myself safe online | Children discuss things that they might need to keep safe from when online. | Children rank the top tips for keeping safe online and discuss their ranking decisions, while learning about the importance of trust. |
| 4 | Celebrating Difference | 3 – Understanding bullying | Reinforcing the messages from previous year groups, this lesson focuses on more surreptitious bullying and how to better understand bullying behaviour. | For older children, it is timely to look at the intricacies of bullying and how sometimes it can be difficult to spot. Teachers are encouraged to know what the school's anti-bullying policy states and to ensure that this lesson adheres to the guidance. |

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| 4 | Healthy Me | 5 – Healthy Friendships | This Piece looks at how children can learn to recognise when people are putting them under pressure and how to resist this when they want. | Through the context of healthy friendships, children can explore their possible feelings of anxiety and fear and how this might be associated with peer pressure; it could also be applied to the pressure they might feel from other people. |
| 4 | Healthy Me | 6 – Celebrating My Inner Strength and Assertiveness | Helping children learn that they can have a clear picture of what they believe is right and wrong, and to know how to be assertive when they need to be. | Children can learn to draw on their own sense of right and wrong to help make decisions that suit them. Using some simple assertiveness techniques can help children feel more empowered in their lives and can help to keep them from harm. |
| 5 | Celebrating Difference | 2 – Racism | Children learn about what racism is and how their own attitudes can affect how they treat others. | The concepts of racism and discrimination are introduced to children and they are invited to share their thoughts. Particular emphasis is given to the words that people use, often without understanding them, and how they can be racist. |
| 5 | Celebrating Difference | 3 & 4 – Rumours and name-calling & Types of bullying | Children learn about how rumours are spread and how name-calling can both be bullying behaviours. They also learn the difference between direct and indirect bullying. | Both lessons help children to learn ways that they can be empowered to help themselves, and to report anything that feels wrong to them. |
| 5 | Relationships | 2-6 – Online safety lessons x5 | Lessons on staying safe when using technology. Children learn to recognise and resist pressure | Rights and responsibilities are being online, staying safe, and relationships with technology all refer implicitly to |

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| | | | to use technology in ways that may be risky or cause harm to others. | safeguarding within these lessons. |
| 6 | Celebrating Difference | 3 – Power struggles | Children explore power in different contexts – how sometimes it is needed, and how sometimes it is unwarranted and can feel unsafe. | This lesson focuses on power scenarios, how to identify them and how to deal with them practically in real life. |
| 6 | Celebrating Difference | 4 – Why bully? | Children learn about some of the reasons why people bully, using various example scenarios. | Children are encouraged to practise and use a variety of strategies in managing their feelings in bullying scenarios – and how they can help solve problems if they are part of a bullying situation. |
| 6 | Relationships | 4 – Power and Control | Returning to more assertiveness training, where children learn to recognise when people are trying to gain control or power, and how they can stand up for themselves (and their friends) in situations when others try to gain control or power. | Power and Control headlines and scenario cards are used to facilitate discussion among the children so they can decide on whether someone is being 'controlling' – and then to practise some helpful assertiveness techniques, which demonstrate how to deal with some of these situations. |
| 6 | Relationships | 5 – Being Online: real or fake? Safe or unsafe? | Linked to previous lessons, children learn how to judge whether something online is safe and helpful | Online scenario cards are used to give examples of what might happen if someone tried to use technology to gain power over another. |

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| 6 | Relationships | 6 – Using technology responsibly | Children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their own safety and well-being. | This lesson focuses on the SMARRT rules and how to stay safe and happy online – and what to do if you don't feel safe. |
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The Teaching of Safeguarding in Other Subjects

The teaching of Safeguarding is weaved through our Rokeby Curriculum.

Art and Design

Teaching safeguarding is a core aspect of Art and Design at Rokeby, where the focus is on children developing their artistic skills and techniques, enjoyment of art, and knowledge of safety whilst doing so. This gives children 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 children 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 children learn new technical skills, their safety in which they use them also increases. We also recognise the role Art and Design plays in children's mental health. Artistic expression is used throughout the school as a method to help children relax, express their feelings and anxieties and as a venue for them to talk to their peers and staff openly. To support this, children 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. Linking Art and Design to all other areas of the curriculum, we ensure that children 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.

Design 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.

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.

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.

History

Our History curriculum gives children 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.

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'.

MfL

Children are given the opportunity to learn another language (French), which helps them to understand that places in the world are different, with one of those differences being the language that they speak. Children are also taught how to express their emotions in another language-this could give children who may not choose to express themselves in their first language as they do not feel comfortable, another channel to project how they are feeling.

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 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.

PE

- 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

Science

Integral to our Science curriculum at Rokeby, we place high value on the importance of teaching children strategies to keep themselves physically, mentally and emotionally safe.

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.