



### **Safeguarding in the curriculum - Year 4**

Pupil safeguarding is of primary importance at Stoke Park Primary. The school is committed to supporting and educating children across a range of safeguarding matters, as well as supporting issues specifically related to the local context. We seek opportunities in the taught curriculum for children to learn about safeguarding. Our PHSE curriculum covers safeguarding themes through each of the strands within the Jigsaw scheme of work. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age appropriate level, or within a small group or 1:1 level where a more urgent need arises. We teach Relationships and Sex education across the school and support parents in understanding the importance of children learning about healthy relationships. We teach online safety in each year group but also respond to any issues that arise through further lessons, assemblies or by using external agencies, i.e - the police to run workshops. Our English curriculum uses carefully selected texts that promote equality, acceptance and tackle specific moral, social and ethical issues. The texts are mapped out across the year so that teachers are aware of the sensitive content that may arise, whilst also having the opportunity to respond to events that are relevant to their contexts and cohorts. Our assemblies across the year are carefully mapped out to ensure that we are proactively teaching the children about key safeguarding topics but we also use assemblies to respond to any issues that may arise either in school or in the local community. We seek further enrichment opportunities that support our safeguarding curriculum, for example - trip to the lifeskills centre for year 6 or forest school sessions in KS1.

We have an experienced and highly trained pastoral support team who support individual children and groups of children where safeguarding needs or concerns are individual or specific to that child/group. We use ELSA sessions, play therapy, external services such as NSPCC or the police and various other wellbeing interventions. These are carefully monitored and external support is accessed where appropriate.

We plan to constantly challenge children to think deeply about safeguarding matters and their own personal physical and mental wellbeing. We have developed an open and safe learning environment in which pupils express their views and seek help. The school displays posters around the corridor highlighting who the children can talk to if they are worried and provide opportunities for pupils to express their views via pupil surveys and school council. All staff have an open door policy where children are encouraged to talk. Staff communicate with children using a calm and measured tone at all times and use respectful and positive language. Staff are encouraged at all times to take a non-judgemental, curious and empathetic attitude towards pupils' behaviour.

|                 | Term 1  | Term 2  | Term 3   | Term 4   | Term 5   | Term 6   |
|-----------------|---|---|--|--|--|--|
| PSHE curriculum | <p><b><u>Being me</u></b></p> <p>Being part of a class team</p> <p>Being a school citizen</p> <p>Rights, responsibilities and democracy (school council)</p> <p>Rewards and consequences</p> <p>Group decision-making</p> <p>Having a voice</p> <p>What motivates behaviour</p> <p><b><u>Additional lessons</u></b></p> <p>PANTS lesson</p> | <p><b><u>Celebrating differences</u></b></p> <p>Challenging assumptions</p> <p>Judging by appearance</p> <p>Accepting self and others</p> <p>Understanding influences</p> <p>Understanding bullying</p> <p>Problem-solving</p> <p>Identifying how special and unique everyone is</p> <p>First impressions</p> | <p><b><u>Dreams and Goals</u></b></p> <p>Hopes and dreams</p> <p>Overcoming disappointment</p> <p>Creating new, realistic dreams</p> <p>Achieving goals</p> <p>Working in a group</p> <p>Celebrating contributions</p> <p>Resilience</p> <p>Positive attitudes</p> <p><b><u>Additional lessons</u></b></p> <p>Different families, same love lesson</p> | <p><b><u>Healthy Me</u></b></p> <p>Healthier friendships</p> <p>Group dynamics</p> <p>Smoking</p> <p>Alcohol</p> <p>Assertiveness</p> <p>Peer pressure</p> <p>Celebrating inner strength</p> | <p><b><u>Relationships</u></b></p> <p>Jealousy</p> <p>Love and loss</p> <p>Memories of loved ones</p> <p>Getting on and Falling Out</p> <p>Girlfriends and boyfriends</p> <p>Showing appreciation to people and animals</p> <p><b><u>Additional lessons</u></b></p> <p>Speak out, stay safe lesson</p> | <p><b><u>Changing me</u></b></p> <p>Being unique</p> <p>Having a baby</p> <p>Girls and puberty</p> <p>Confidence in change</p> <p>Accepting change</p> <p>Preparing for transition</p> <p>Environmental change</p> |

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| <b>Computing curriculum</b> | <p><b><u>Online Safety unit</u></b></p> <p>Describe how to search over multiple platforms and are aware of the accuracy of the results presented.</p> <p>Describe some of the methods used to persuade people to buy online.</p> <p>Explain the difference between fact, opinion and belief and recognise these online.</p> <p>Explain what a bot is and give examples of different bots.</p> <p>Explain some positive and negative distractions of using technology and small strategies on how to reduce the amount of time spent on technology.</p> | <p>Revisit online safety at the beginning of new unit and throughout</p> | <p><b><u>Safer Internet day</u></b></p> <p>Drop down day using online safety hub to plan sessions</p> | <p>Revisit online safety at the beginning of new unit and throughout</p> | <p>Revisit online safety at the beginning of new unit and throughout</p> | <p>Revisit online safety at the beginning of new unit and throughout</p> |
|-----------------------------|--|--|---|--|--|--|

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| Science curriculum |  |   | <u>Animals, including humans</u><br><br>Describe the simple functions of the basic parts of the digestive system in humans<br><br>Identify the different types of teeth in humans and their simple functions |  |                                       |  |
| Themed days/weeks  | World Mental health Day  | Anti bullying week<br><br>Road Safety week<br><br>Black History Month                 | Children's Mental Health Week<br><br>Safer Internet Day  | Neuro diversity month  |                                       | Pride Month<br><br>Child Safety Week                           |
| Assembly focus     | Introduction to safeguarding<br><br>Behaviour and feelings<br><br>Racism | Staying safe in school<br><br>Anti-bullying<br><br>Road safety<br><br>Firework safety | Staying safe in the community<br><br>Tackling homophobia<br><br>Online safety  | Keeping our bodies healthy<br><br>Water safety - seaside focus<br><br>Neurodiveristy<br><br>Racism | Railway safety<br><br>Stranger danger | Child Safety week<br><br>NSPCC childhood day<br><br>Sun safety |