



Safeguarding in the curriculum - Year 6

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><u>Being me</u></p> <p>Identifying goals for the year</p> <p>Global citizenship</p> <p>Children's universal rights</p> <p>Feeling welcome and valued</p> <p>Choices, consequences and rewards</p> <p>Group dynamics</p> <p>Democracy, having a voice</p> <p>Anti-social behaviour</p> <p>Role-modelling</p>	<p><u>Celebrating differences</u></p> <p>Perceptions of normality</p> <p>Understanding disability</p> <p>Power struggles</p> <p>Understanding bullying</p> <p>Inclusion/exclusion</p> <p>Differences as conflict, difference as celebration</p> <p>Empathy</p> <p><u>Additional lessons</u></p> <p>Knife crime workshop with the police</p>	<p><u>Dreams and Goals</u></p> <p>Personal learning goals, in and out of school</p> <p>Success criteria</p> <p>Emotions in success</p> <p>Making a difference in the world</p> <p>Motivation</p> <p>Recognising achievements</p> <p>Compliments</p> <p><u>Additional lessons</u></p> <p>Different families, same love lesson</p>	<p><u>Healthy Me</u></p> <p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including 'county lines' and gang culture</p> <p>Emotional and mental health</p> <p>Managing stress</p>	<p><u>Relationships</u></p> <p>Mental health</p> <p>Identifying mental health worries and sources of support</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p> <p>Technology safety</p> <p>Take responsibility with technology use</p> <p><u>Additional lessons</u></p> <p>Speak out, stay safe lesson</p>	<p><u>Changing me</u></p> <p>Self-image</p> <p>Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Sexting</p> <p>Transition</p> <p><u>Additional lessons</u></p> <p>Alright Charlie - Lesson addressing</p>

						CCE concerns
Computing curriculum	<p><u>Online Safety Unit</u></p> <p>Discuss a range of issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help.</p> <p>Explain how sharing online can have both positive and negative impacts.</p> <p>Be aware of how to seek consent from others before sharing material online and can describe how content can still be shared online even if it is set to private.</p> <p>Explain what a 'digital reputation' is and what it can consist of.</p>	Revisit online safety at the beginning of new unit and throughout	<p><u>Safer Internet day</u></p> <p>Drop down day using online safety hub to plan sessions, based on recent concerns raised from the class.</p>	Revisit online safety at the beginning of new unit and throughout	Revisit online safety at the beginning of new unit and throughout	<p>Revisit online safety at the beginning of new unit and throughout</p> <p>Safe skills assessment</p>

	<p>Understand the importance of capturing evidence of online bullying and can demonstrate some of these methods on the devices used at school.</p> <p>Describe ways to manage passwords and strategies to add extra security such as two-factor authentication.</p> <p>Explain what to do if passwords are shared, lost, or stolen.</p> <p>Describe strategies to identify scams.</p> <p>Explain ways to increase their privacy settings and understand why it is important to keep their software updated.</p> <p>Safe skills assessment</p>					
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Science curriculum			<u>Animals, including humans</u> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function			
Themed days/weeks	World Mental health Day	Anti bullying week Road Safety week Black History Month	Children's Mental Health Week Safer Internet Day	Neuro diversity month		Pride Month Child safety week
Assembly focus	Introduction to safeguarding Behaviour and feelings Racism	Staying safe in school Anti-bullying Road safety Firework safety	Staying safe in the community Tackling homophobia Online safety	Keeping our bodies healthy Water safety - seaside focus Neurodiveristy Racism	Railway safety Stranger danger	Child Safety week NSPCC childhood day Sun safety
Trips/visitors/Enric	Police - hate crime		Police - Online		Life skills	

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