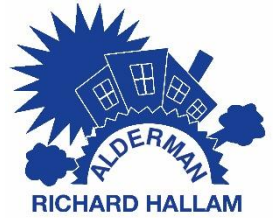


# **ALDERMAN RICHARD HALLAM PRIMARY SCHOOL**

**ARH – Educating a community of life-long learners**

## **Safeguarding Curriculum Policy**



# **Safeguarding Curriculum Policy**

## **Introduction**

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

### **'A.R.H. - Educating a community of life-long learners'**

The happiness and safety of all children at Alderman Richard Hallam Primary School is of the utmost importance to us. For these reasons, we ensure that safeguarding practices are rigorous and that all staff know the importance of ensuring our children are safe in school.

Pupil safeguarding and the promotion of fundamental British values is at the heart of what we do at ARH and great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding. Our broad curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, and behaviour and attitudes, and equips every child with the knowledge and skills required for personal safeguarding.

Through our Behaviour and Safety Curriculum (see Appendix 2), our PSHE curriculum, our teaching of RSE, our use of the 'No Outsiders In Our School' programme and our own 'Ingredients For Success', we ensure that children have a thorough understanding of all areas of their own safeguarding (see Appendix 1). We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age-appropriate level, or at a small group or 1:1 level where a more urgent need arises.

We plan to constantly challenge children to think deeply about safeguarding matters and their own personal physical and mental wellbeing. We value pupils' questions and give them space for their own thoughts, ideas and concerns. We give them opportunities across the curriculum to explore values, personal rights, responsibilities and equal opportunities that develop moral concepts that impact positively on safeguarding, promote British values and prevent radicalisation and extremism. There are many opportunities throughout our learning in school to explore safeguarding issues.

## **Coverage**

Practical safeguarding opportunities are planned into the curriculum. Examples may include:

- Road and rail safety (including assemblies, work with police officers in the community)
- Visits from our local police officers
- Poolside and water safety through swimming lessons
- Fire awareness (including visits from the local fire service)

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- Visits to school from medical staff and the teaching of age-appropriate first aid skills
- Annual safeguarding surveys of our pupils
- What to do if you are separated from your group (in relation to school visits)
- Online Safety through our Computing curriculum

We have developed an open and safe learning environment in which pupils express their views, seek help and help others. They make use of our Worry Box and worry drop-in sessions to share concerns with staff and Anti-Bullying Champions. The promotion of equality of opportunity and diversity, for pupils and staff, helps prevent any form of direct or indirect discriminatory behaviour. Our children learn to not tolerate any prejudiced behaviour. Our Behaviour Policy promotes making good choices and exhibiting good learning behaviours.

### Teaching Safeguarding

There are lots of opportunities to discuss safeguarding matters in the school day and our staff are trained to find opportunities to discuss personal safety, within all lessons and throughout the school day. When the children are in class, this is an invaluable opportunity for children to share ideas, address concerns and promote important values. Assemblies are used to promote personal safeguarding matters and explore themes. For example, we talk about anti-bullying including cyber bullying, and British values, including how these values are promoted in our multi-faith society. Staff and children are quick to challenge stereotypes and the use of derogatory language in lessons and around school. Our school reflects the diversity of pupils' experiences and provides pupils with a comprehensive understanding of people and communities beyond their immediate experience including the role of women in society and different family groups including same sex couples.

Throughout the curriculum (and particularly through our 'No Outsiders' programme), there are planned opportunities to promote all forms of equality and foster greater understanding of, and respect for, people of all faiths (and those with no faith), races, genders, ages, disability and sexual orientations, through their words, actions and in their influence. Opportunities are created in a variety of subjects to address areas of safeguarding, for example, themes are highlighted through novels in English lessons.

Time is taken at the beginning of every new school year to reaffirm school values, expectations and rules for living and learning at ARH and the first week of the academic year focuses on developing children's understanding of their emotions and mental health through our 'Positive Emotions Week'. This good start to the year, with everyone clear about their roles and responsibilities, sets the tone for the rest of the year and leads to excellent safeguarding outcomes.

This should be read in conjunction with the following policies:

- Anti-Bullying Policy
- Behaviour Policy
- Online Safety Policy
- Mental Health and Emotional Wellbeing Policy
- PSHE Policy
- Safeguarding Policy
- RSE Policy

*To be reviewed Autumn 2025*

## Safeguarding Curriculum Coverage

<b>Coverage through:</b> No Outsiders Sex and Relationship Education (RSE) Personal, Social, Health and Economic Education (PSHE) Behaviour & Safety curriculum (B+S) PREVENT and RESPECT Ingredients For Success (IFS) SLT/SMT Assemblies Online Safety and Progression (OSP)	<b>Bullying (including cyber bullying)</b> No Outsiders – EYFS ‘Red Rockets and Rainbow Jelly’ – Y1 ‘Elmer’, ‘My World, Your World’ – Y2 ‘Can I join Your Club?’ – Y6 ‘Introducing Teddy’ Anti-Bullying Champions (ABCs) Anti-Bullying Week Online Safety week Anti-Bullying Assemblies B+S Autumn 2 – all year groups Computing OSP Y1-Y6 B+S Y6: Spring 1	<b>Homophobic or Transphobic Abuse</b> No Outsiders – EYFS ‘Mommy, Mama and Me’ – Y2 ‘The Great Big Book of Families’ – Y4 ‘Dogs Don’t Do Ballet’, ‘Julian is a Mermaid’ – Y5 ‘And Tango Makes Three’, ‘Kenny lives with Erica and Martina’ – Y6 ‘Introducing Teddy’ Anti-Bullying Champions (ABCs) Anti-Bullying Week Online Safety Week	<b>Radicalisation and Extremism</b> No Outsiders – Y1 ‘My World, Your World’ – Y2 ‘Can I join Your Club?’ – Y3 ‘Planet Omar: Accidental Trouble Magnet’ – Y4 ‘Aalfred and Aalbert’ – Y5 ‘Mixed’ – Y6 ‘The Island’, ‘A Day in the Life of Marlon Bundo’ PREVENT agenda and following RESPECT programme through school B+S curriculum British Values overview B+S Y5: Autumn 1	<b>Mental Health Issues</b> Positive Emotions Week World Mental Health Day IFS Positive Emotions Aspirations Week Mental Health Champions B+S Y5: Autumn 2 Worry box Children’s Mental Health Week MH Assemblies Daily check-ins	<b>Online Safety</b> Online Safety week Computing Curriculum and OSP Annual parents and carers workshops Assemblies B+S Y2-Y4: Autumn 2 B+S Spring 1 – all year groups
<b>Sex and Relationships</b> No Outsiders – EYFS ‘Mommy, Mama and Me’ – Y2 ‘The Great Big Book of Families’ RSE Progression Map School nurse team FS - NSPCC ‘Pants Rule’ Y5 Science Curriculum Worry box B+S Y6: Spring 1	<b>Keeping Physically Healthy</b> P.E. lessons Break and lunch times Extra-curricular sports clubs Science Curriculum B+S Y1 and Y2: Summer 1	<b>Drugs, Alcohol and Tobacco</b> Mental Health Week Science Curriculum Y5 ‘Alright Charlie’ B+S Y6: Summer 1	<b>Emotional and Physical Abuse</b> Positive Emotions Week Childline assembly NSPCC Assembly Worry box B+S Autumn 2 – all year groups	<b>Fire and Water Safety</b> Y1 and Y5 Fire Safety Assemblies (visit from local fire services) Y4-5 Swimming – talks about water safety B+S Y2: Spring 2 Annual Fireworks Assembly and posters around the school	<b>Road Safety</b> Road Safety Assemblies B+S Y1 and Y3: Spring 2
<b>‘Clever Never Goes’</b> B+S Y1 and Y2: Spring 1 B+S Y3 and Y4: Spring 2 SLT Assembly	<b>Children Missing in Education</b> No Outsiders – Y3 ‘Beegu’ Mental Health Week Transition work	<b>Domestic Violence</b> PSHE – Healthy Relationships B+S Y6: Spring 1 NSPCC Assembly	<b>Child Sexual Exploitation (CSE)</b> Y5 and Y6 RRE Online Safety Week Y5 ‘Alright Charlie’ B+S Y6: Spring 1 FS - NSPCC ‘Pants Rule’	<b>Forced Marriage</b> RSE – healthy relationships	<b>Female Genital Mutilation (FGM)</b> RSE FS - NSPCC ‘Pants Rule’ B+S Y5: Summer 1

## Behaviour and Safety Curriculum – 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	The Golden Rules – what are they and what do they mean? BV – The Rule of Law	Bullying – what is bullying? How can we stop it? BV – Individual Liberty	‘Clever Never Goes’	Staying safe – the green cross code and wearing seatbelts BV – Tolerance of Others	Healthy living – exercise and eating well BV – Democracy	Being a good friend – what is a friend? How do they act? BV – Mutual Respect
Year 2	The Golden Rules - what they are and how they help us. BV – The Rule of Law	Bullying – what is bullying? Introduce the four main types of bullying BV – Mutual Respect	Water safety BV – Individual Liberty	Fire safety	Healthy living – eating your 5 a day and a balanced diet BV – Tolerance of Others	Making good choices – different scenarios – what would you do? BV – Democracy
Year 3	Demonstrating following the school rules – why do we need to follow rules? BV – The Rule of Law	Bullying – types of bullying and features of each. BV – Individual Liberty	Road Safety – green cross code, car safety and cycling safety BV – Democracy	‘Clever Never Goes’	RESPECT – Lesson 1 Stereotypes and Prejudices BV – Tolerance of Others	Making good choices – what are the consequences of our actions? BV – Mutual Respect
Year 4	Following the rules – when and how do we follow rules outside of school? BV – The Rule of Law	Bullying – Focus on different bullying scenarios (all types). What should you do? BV – Tolerance of Others	RESPECT – Lesson 2 Discrimination BV – Democracy	Electrical safety BV – Tolerance of Others	RESPECT - Lesson 3 Identity BV – Individual Liberty	Resolving Conflict BV – Mutual Respect
Year 5	Why is it important to follow the rules? BV – The Rule of Law	Bullying – Emotions of those bullying, being bullied and bystanders. What is the impact of bullying? BV – Mutual Respect	RESPECT – Lesson 4 Alternative Perspectives BV – Tolerance of Others	RESPECT – Lesson 5 Respect and Dealing with Conflict BV – Democracy	Peer Mediation Training BV – Individual Liberty	Child Criminal Exploitation – what is crime? How do children end up involved in crime? BV – Mutual Respect
Year 6	RESPECT – Lesson 7 Democracy and the Rule of Law BV – The Rule of Law and Democracy	Bullying – Awareness of types of bullying, what it is and how to stop it – posters for around the school.	Online Safety focus Healthy/unhealthy relationships ‘Alright Charlie’ video BV – Individual Liberty	RESPECT – Lesson 6 Being British BV – Mutual Respect	Healthy living – peer pressure and avoiding drugs and alcohol BV – Tolerance of Others	Transition work – how do I make friends at secondary school? What should I look for in a friend? BV – Mutual Respect