



## **Tyters Green First School**

### **Safeguarding across the Curriculum**

#### **Our school vision:**

We believe that it is only possible to achieve our core purpose if all members of the school community put children's **wellbeing and happiness** at the heart of decision making, and this is the fundamental principle behind our approach.

Leaders, teachers, staff and Governors use the following as their guide when making decisions:

***Children at the heart of the school, the school at the heart of the Village.***

In practice this means that Governors and staff keep the child at the heart of decision making and believe that **every decision should be in the best interests of the children.**

#### **Values**

We feel that the following school values encapsulate the vision of our school, and support the delivery of our core purpose.

We believe our children should be:

***Safe  
Happy  
Creative  
Learning  
Successful***

Our curriculum and our approach reflect this vision and these values.

## **Safeguarding**

Keeping Children Safe in Education 2023 defines Safeguarding as:

*Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:*

- *protecting children from maltreatment*
- *preventing the impairment of children's mental and physical health or development*
- *ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and*
- *taking action to enable all children to have the best outcomes.*

Safeguarding and the promotion of British Values is part of our core purpose at Tylers Green First School. Our curriculum is a part of our overall approach to safeguarding.

We identify opportunities for the children to learn about safeguarding through our broad and rich academic curriculum and through our programme of personal development. We understand that some areas of this programme can be sensitive and we are careful to present information and use resources in an age-appropriate way.

Our PSHE programme, Jigsaw, is taught developmentally through the school. This curriculum equips children with the knowledge and skills needed to keep themselves safe, and the nature of the curriculum means that the children's knowledge and understanding builds over time, with key topics revisited regularly.

Our curriculum provides opportunities for children to develop their thinking, and to reflect and explore ideas in relation to their own physical and mental health, values, diversity, equality and rights and responsibilities. This supports children to begin to develop their own moral concepts and sense of self.

Additionally, safeguarding is promoted in assemblies and events such as NSPCC number day.

## **Children with SEN and Disabilities**

All of our children, including those with special educational needs and disabilities, are taught this curriculum. Some adaptations are made to ensure that some children are able to access the learning – for example using visual resources and Makaton signing alongside teacher talk to ensure that all children understand key messages.

## **Specific Safeguarding Issues**

Teaching children to keep themselves safe is integral to our curriculum. Where situations arise this is seen as an opportunity to develop knowledge and skills.

We have identified key safeguarding areas taught through our curriculum below.

### Online Safety

- Parent/pupil e-safety hub on school website and email reminders
- Acceptable use policy
- Assemblies
- School song & school rules “be kind, be safe”

#### PSHE curriculum:

**YR** children’s rights, kind words, understanding what is a stranger and what to do if a stranger approaches

**Y1** Feeling special and safe in the classroom, telling someone you trust.

**Y2** Understand what to do if something worries you

#### Computing curriculum:

**Y1** online safety and digital literacy, using technology purposefully

**Y2** Online safety, using the internet safely and respectfully

#### Key texts:

Y1: traditional tales, e.g., Hansel and Gretel

### Keeping physically healthy

- PE lessons
- PD in EYFS
- Equipment and games at break and lunchtime
- Extra curricular sports clubs
- Forest School
- Allergies and care plans

#### Science/UW curriculum:

**YR** Healthy eating, planting seeds, tooth brushing

**Y1** naming body parts, understanding our senses.

**Y2** Understand the basic needs of animals including humans, describe the importance for humans of eating healthily, exercise and hygiene.

#### PSHE Curriculum:

**YR** I need exercise, healthy eating, washing hands

**Y1** understanding healthy choices

**Y2** know what I need to keep my body healthy

#### Topic Curriculum:

**YR** throw and catch a ball, kick a football, move around obstacles, woodland rules

**Y1** Stone age food, staying safe in forest school, multi sports skills.

**Y2** Staying safe in forest school, multi sports skills

#### Key texts:

### Relationships

- School rules/Values
- Class charter
- Behaviour policy and curriculum
- PE – team games
- House system

#### PSHE/RHE Curriculum:

**YR** making friends, kind/unkind words, solving problems with friends

**Y1** acting as a good friend, who to go to if I feel unhappy or bullied, understanding differences and similarities in people.

**Y2** know some of the things that cause conflict with my friends and how to resolve conflicts using positive problem solving techniques.

#### Topic Curriculum:

**YR** PE Team games, getting to know you, social phrases

**Y1** music call and response and active listening. Team games in PE.

**Y2** Music active listening, Team games in PE.

#### Key texts:

**YR** Squirrels Who Squabbled, Colour monsters

**Y1** The jolly postman and the Highway Rat

**Y2** Kai and the Monkey King

The Green Ship  
Claude in the City

Bad Panda

	<p><b>YR</b> At the Dentist, When I grow up, Olivers Vegetables, Olivers Fruits  <b>Y1</b> The secret pizza party and the Highway Rat</p>	<p>Ocean meets sky  Way back home  Secret Sky Garden  Owl who was afraid of the Dark</p>
<p><b><u>Medicines, poisons, substance abuse</u></b></p> <ul style="list-style-type: none"> <li>• School values</li> <li>• Medicine administration</li> <li>• Care plans</li> </ul> <p><u>Science/UW curriculum:</u>  <b>YR</b> Making potions safely, woodland rules  <b>Y1</b> identify common/wild plants  <b>Y2</b> identify and name a variety of plants and animals, describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p><u>PSHE Curriculum:</u>  <b>YR</b> making healthy food choices  <b>Y1</b> understanding that some household products and medicines can be dangerous  <b>Y2</b> Understand how medicines work and how it is important to use them safely</p> <p><u>Key texts:</u>  <b>YR</b> I will not eat a tomato  <b>Y1</b> Scientist like me, Ada Twist Scientist</p>	<p><b><u>Emotional and physical abuse</u></b></p> <ul style="list-style-type: none"> <li>• NSPCC assembly</li> <li>• NSPCC number day</li> <li>• Worry monster in classrooms</li> <li>• Safeguarding posters</li> <li>• School rules</li> <li>• Behaviour policy</li> </ul> <p><u>PSHE Curriculum:</u>  <b>YR</b> being different makes us all special, recognising and managing feelings, kind hands and kind words  <b>Y1</b> know which ways of physical contact for greetings are appropriate and which I prefer  <b>Y2</b> To know which types of physical contact I like and don't like. Understand what types of physical contact are not appropriate.</p> <p><u>Topic Curriculum:</u>  <b>YR</b> school rules, class rules, learning about our bodies, identifying feelings.  <b>Y1</b> Recognising past and present. Our body and senses  <b>Y2</b> Comparing the past and present</p> <p><u>Key texts:</u>  <b>YR</b> I like me, Pantasaurus  <b>Y1</b> The Gruffalo, Traditional tales, e.g., Hansel and Gretel, Cinderella  <b>Y2</b> Bad Panda</p>	<p><b><u>Mental health</u></b></p> <ul style="list-style-type: none"> <li>• Worry monsters in classrooms</li> <li>• EYFS colour monsters</li> <li>• Assemblies</li> <li>• Mental Health lead in school</li> </ul> <p><u>PSHE Curriculum:</u>  <b>YR</b> using calm me time, recognise and manage feelings, consider other people's feelings, self regulation  <b>Y1</b> Calm me time, proud tickets, recognising my qualities as a person and a friend.  <b>Y2</b> I can show or tell you what relaxed means</p> <p><u>Topic Curriculum:</u>  <b>YR</b> making choices of activity, self regulation, colour monsters to identify emotion, choice of calm corner in each area.  <b>Y1</b> Identify events from our own past, present and future.  <b>Y2</b> art – use imagination to create drawings.</p> <p><u>Key texts:</u>  <b>YR</b> Owl babies, colour monsters, Colour Monster Goes to School  <b>Y1</b> Beegu, Grandad's Island</p>

		<p><b>Y2</b> The owl who was afraid of the dark, Charlie changes into a chicken, Light in the night, Way back home, The dark, Tine Forest, Ocean meets sky, Secret Sky Garden, Bad Panda.</p>
<p><b><u>Radicalisation/extremism</u></b></p> <ul style="list-style-type: none"> <li>• School Values</li> <li>• British Values</li> <li>• Prevent – all staff trained</li> <li>• Assemblies</li> </ul> <p><u>PSHE Curriculum:</u>  <b>YR</b> our houses and homes, our traditions, different kinds of families, celebrations. Understand that being different makes us special.  <b>Y1</b> finding out ways of being different to friends, differences make us special and unique.  <b>Y2</b> Beginning to understand assumptions/stereotypes, understand it is OK to be different to other people and be friends with them</p> <p><u>RE/UW Curriculum:</u>  <b>YR</b> festivals and celebrations  <b>Y1</b> How important are the groups people belong to? Religious texts, e.g., The Bible and the Qu’ran  <b>Y2</b> festivals and celebrations/special books/special places/creation stories/ceremonies</p> <p><u>Computing Curriculum:</u></p>	<p><b><u>Road, fire, water safety</u></b></p> <ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Fire drill and assembly points</li> <li>• Stop, look, listen song</li> </ul> <p><u>PSHE Curriculum:</u>  <b>YR</b> Bonfire night safety  <b>Y1</b> keeping safe crossing the road  <b>Y2</b> Healthy me</p> <p><u>Topic Curriculum:</u>  <b>YR</b> Bonfire night safety, fireworks pictures  <b>Y1</b> Famous explorers - Shackleton  <b>Y2</b> How did the Great Fire of London start and spread?</p> <p><u>Key texts:</u>  <b>YR:</b> Guy Fawkes story  <b>Y1</b> Lost and Found, Claude at Sea, Shackleton  <b>Y2</b> Toby and the Great Fire of London, Vlad and the Great Fire of London, Meerkat Mail, Zeraffa Giraffa, Owl who was afraid of the Dark.</p>	<p><b><u>Bullying and child on child abuse</u></b></p> <ul style="list-style-type: none"> <li>• Assemblies</li> <li>• School Values</li> <li>• School rules -</li> </ul> <p><u>PSHE Curriculum</u>  <b>YR</b> I know how to stand up for myself and know how to be a kind friend, understand the impact of unkind words.  <b>Y1</b> Understand what bullying is and how it can make someone feel. Know who to go to if they are being bullied.  <b>Y2</b> know when and how to stand up for myself and others, understand that bullying is sometimes about difference</p> <p><u>Key texts:</u>  <b>YR:</b> Squirrels that squabbled  <b>Y1</b> Farmer Duck, The Highway Rat, the go away bird, Willy the wimp/Willy the dreamer  <b>Y2</b> Bad Panda, Kai and the Monkey King.</p>

**Y1** digital literacy skills  
**Y2** Online safety.

Key texts:

**YR:** Diwali, Chinese New Year story, Bible, Easter Story

**Y1** Little people, big dreams

**Y2** Ocean meets sky, Kai and the monkey king.

**Diversity, racism and LGBTQ+**

- Age appropriate LGBTQ+ resourcing in school library (eg Pirate Mums, My Two Daddies)
- Diverse resourcing in school library (eg Black and British)
- Age appropriate LGBTQ+ resourcing in PSHE lessons (eg some pictures may show two mums)
- Signing in assemblies
- Representation in curriculum resourcing (eg female explorers)
- Assembly songs (eg what makes a family)

Key texts:

**YR** different kinds of families, The only way is badger

**Y1** Nelly Bly, Little people big dreams, Jane Goodall, Look up

**Y2** The Prince and the Knight, Ocean Meets Sky, Kai and the Monkey King, Zeraffa Giraffa, Bad Panda, Great Kapok Tree, Way Back Home, Secret Sky Garden.

**Sexual abuse and CSE**

- NSPCC PANTS lessons
- NSPCC Pantosaurus display in KS1 toilets

PSHE Curriculum

**YR** Name body parts, emphasis on talking to a trusted grown-up

**Y1** identify which parts of the body make boys and girls different and understand which are private. Understand who to tell or to go to for help.

**Y2** know when it is good to keep or not keep a secret. To know how it feels to be asked to keep a secret I do not want to keep and who to talk to. Recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private

Key texts:

**YR** Pantasaurus

**Y1** The worry monster book

**Children missing in education**

- Attendance bears
- Transition work with TGMS
- Letters/emails to parents
- Term time holiday leaflets

Key texts:

**YR** The fox and the star, The Colour Monster Goes to School

**Y1** Beegu, Paddington

**Y2** The way back home, Kai and the Monkey King, Secret Sky Garden.

