** 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 Kapow 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. In the penultimate week of term 6, we hold a safeguarding themed week across the school where we invite in lots of external speakers to provide advice and guidance to our pupils on a range of topics relating to safeguarding so they are well equipped with safeguarding knowledge before the long summer break. We also run parent workshops during this week.

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.

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **PSHE curriculum** | **Family and relationships**  Respect  Respectful relationships  Stereotypes- attitudes  Challenging stereotypes  Resolving conflict  Change and loss  **Additional lessons**  Consent | **Health and wellbeing**  What can I be?  Relaxation-mindfulness  Taking responsibility for y health  Impact of technology on my health  Resilience toolbox  Immunisation  Good and bad habits  Physical health concerns  **Additional lessons**  Speak out, stay safe lesson (NSPCC and virtual assembly) | **Safety and the changing body (RSE)**  Alcohol  Critical digital consumers  Social media  Physical and emotional changes of puberty  Conception  Pregnancy and birth  **Additional lessons**  Different families, same love lesson | **Safety and the changing body (RSE)**  First aid- choking  First aid- basic life support  **Citizenship**  Human rights  food choices and the environment | **Citizenship**  Caring for others  Prejudice and discrimination  Valuing diversity  National democracy | **Economic wellbeing**  Navigating feelings about money  Keeping money safe  Imagining our financial future  The risks of gambling  Workplace environments  Career routes  **Identity and transition**  What is identity/  Identity and body image  transition  **Additional lessons**  [Knife crime (workshop TBC)](https://benkinsella.org.uk/resources-for-teachers-and-practitioners/)  [Alright Charlie - Lesson addressing CCE concerns](https://basisyorkshire.org.uk/wp-content/uploads/2018/11/Professional-Guidance-22Feb2016.pdf) |
| **Computing curriculum** | **Online Safety Unit**  Discuss a range of issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help.  Explain how sharing online can have both positive and negative impacts.  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.  Explain what a ‘digital reputation’ is and what it can consist of.  Understand the importance of capturing evidence of online bullying and can demonstrate some of these methods on the devices used at school.  Describe ways to manage passwords and strategies to add extra security such as two-factor authentication.  Explain what to do if passwords are shared, lost, or stolen.  Describe strategies to identify scams.  Explain ways to increase their privacy settings and understand why it is important to keep their software updated. | Revisit online safety at the beginning of new unit and throughout | **Safer Internet day**  Drop down day using online safety hub to plan sessions, based on recent concerns raised from the class. | Revisit online safety at the beginning of new unit and throughout | Revisit online safety at the beginning of new unit and throughout | Revisit online safety at the beginning of new unit and throughout  Safe skills assessment |
| **Science curriculum** |  |  | **Animals, including humans**  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  Safeguarding 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  Safeguarding week |
| **Enrichment** | Learn to save a life - First aid safety |  |  |  | Visit a Buddhist centre - respecting others beliefs | Meet a mental health professional |