** Safeguarding in the curriculum - Year 2**

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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **PSHE curriculum** | **Families and relationships**  Role of family  Families are all different  Responding to others feelings  Dealing with unhappy friendships  Manners and courtesy  Change and loss  Gender stereotypes- careers and jobs  **Additional lessons**  PANTS lesson | **Health and well being**  Managing a range of emotions  Benefits of being active  Using breathing exercises to relax  Strengths and goals]  Developing a growth mindset  Healthy diet  Looking after our teeth  **Additional lessons**  Speak out, stay safe lesson (NSPCC and virtual assembly) | **Safety and the changing body (RSE)**  Introduction to the internet  Communicating online  Secrets and surprises  Vocabulary for body parts  Private parts are private  **Additional lessons** Different families, same love lesson | **Safety and the changing body (RSE)**  respecting personal boundaries  Road safety and Crossing roads safely  Staying safe with medicines  **Citizenship**  Rules beyond school  Looking after the school environment | **Citizenship**  Looking after the wider environment  similarities and differences in the local community  Democracy in school  Giving my opinion  **Economic wellbeing**  Ways people receive money | **Economic wellbeing**  Basic needs for healthy growth  Exploring wants  Bank cards and accounts  Skills and talents  Everyone in welcome  **Transition**  Moving into Year three |
| **Computing curriculum** | **Online Safety unit**  Explain what is meant by online information.  Recognise what information is safe to be shared online.  Explain why we need passwords and what makes a strong password.  Understand that they need to ask permission before sharing content online and explain why.  Understand that they have the right to deny their permission to information about them being shared online.  Say who they can ask for help with online worries.  Use some strategies to work out if online information is reliable or not. | Revisit online safety at the beginning of new unit and throughout | **Safer Internet day**  Drop down day using online safety hub to plan sessions | 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 |
| **Science curriculum** |  | **Animals, including humans**  Notice that animals, including humans, have offspring which grow into adults  Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene |  |  |  | **Revisit Animals, including humans**  Notice that animals, including humans, have offspring which grow into adults  Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene |
| **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  Safeguarding week |
| **Enrichment** |  | Visit a synagogue - Respecting other faiths | Posting learning online - online safety |  |  |  |