

Unity through Diversity

Safeguarding Curriculum: explicit teaching content

ISSUE/YEAR GROUP	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>British Values</p> <p>A key feature of all Jigsaw lessons, see Jigsaw breakdown document for lesson references to all values.</p>	Being Me in My World 5 – Rights and Responsibilities; 5 – Consequences <i>Jigsaw</i>	Democracy – voting in class Being Me in My World 3 – Rights and Responsibilities; Celebrating Difference <i>Jigsaw</i>	Democracy – voting in class Being Me in My World 3 – Rights and Responsibilities; 4 – Rewards & consequences; 5 – Valuing contributions; 6 – Choices; Celebrating Difference <i>Jigsaw</i>	Democracy – voting in class Being Me in My World 4 – Rules, rights and responsibilities; 5 – Rewards & consequences; 7 – Seeing things from others' perspectives; Celebrating Difference <i>Jigsaw</i>	Democracy – voting in class Being Me in My World 2 – Rights, responsibilities & democracy; Dreams & Goals 8 Positive Attitudes; Celebrating Difference <i>Jigsaw</i>	Democracy – voting in class Being Me in My World 4 – Rights and Responsibilities; 6 - Democracy, having a voice; Dreams & Goals 5 – Goals in different cultures; Celebrating Difference <i>Jigsaw</i>	Democracy – voting in class Being Me in My World 3 – Children's Universal Rights; 7 - Democracy, having a voice; 8 – Anti-social behaviour; Celebrating Difference <i>Jigsaw</i>
<p>Bullying (inc cyberbullying, hate crime)</p>	Celebrating Difference 6 - Standing up for yourself <i>Jigsaw</i> Relationships 4 – Falling Out; 5 – Dealing with bullying <i>Jigsaw</i>	Access to Worry Boxes Anti-Bullying Week (Nov) Celebrating Difference 3 – What is bullying? 4 – What do I do about bullying? <i>Jigsaw</i>	Access to Worry Boxes Anti-Bullying Week (Nov) Celebrating Difference 3 – Why does bullying happen?; 4 – Standing up for myself and	Access to Worry Boxes Anti-Bullying Week (Nov) Celebrating Difference 3 & 4 – Witness and feelings & Witness and solutions <i>Jigsaw</i>	Access to Worry Boxes Anti-Bullying Week (Nov) Celebrating Difference 3 – Understanding Bullying <i>Jigsaw</i>	Access to Worry Boxes Anti-Bullying Week (Nov) Being a bully - Ariana's story bbc.co.uk Celebrating Difference 3 – Rumours	Access to Worry Boxes Anti-Bullying Week (Nov) Being a bully - Ariana's story bbc.co.uk Celebrating Difference 4 – Why bully? <i>Jigsaw</i>

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			others <i>Jigsaw</i>			and name calling; 4 - Types of bullying <i>Jigsaw</i>	
Child Sexual Exploitation	On-line safety	On-line safety Pants NSPCC	On-line safety	On-line safety Relationships 3 - Keeping safe online and who to go to for help <i>Jigsaw</i>	On-line safety Relationships 5 - Girlfriends and boyfriends; 6 - Showing appreciation to people and animals <i>Jigsaw</i>	On-line safety Relationships 3 – Safer Online Communities; 7 - Dangers of online grooming <i>Jigsaw</i>	On-line safety Healthy Me 3 - Exploitation, including 'county lines' and gang culture; Relationships 5 – Power and control; 6 – Assertiveness; Changing Me 7 – Respect & Consent <i>Jigsaw</i>
Discrimination & Homophobia inc racism	Celebrating Difference 2 - Understanding that being different makes us all special; 3 - Different families (photos show racial differences); 2 - Identifying differences between people in my class <i>Jigsaw</i>	Celebrating Difference 6 - Understanding the differences in everyone <i>Jigsaw</i>	Relationships 1 – Different types of family; Celebrating Difference 6 - Understanding that differences make us all special and unique <i>Jigsaw</i>	Celebrating Difference 1 – Families & their differences; 5 - Recognising that some words are used in hurtful ways, try hard not to use hurtful words (e.g. gay, fat); Changing Me 5 – Family Stereotypes <i>Jigsaw</i>	Celebrating Difference 1 – Challenging assumptions; 2 – Judging by appearance; 7 – Understanding how special and unique everyone is; 8 – First Impressions <i>Jigsaw</i>	Being Me in My World 2/3 - Empathise with people in this country whose lives are different to my own. Celebrating Difference 1 - Prejudice and perceptions; 2 - Understanding what racism is and being aware of my	Celebrating Difference 1 – Perceptions of normality; 2 – Understanding disability; 4- Inclusion/exclusion <i>Scenario about bullying which includes a girl getting bullied because she has a dark tone to her skin;</i> 6- Race considered as a cause for difference but also a cause for

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						attitude towards people from different races <i>Jigsaw</i>	celebrating that difference
Domestic Violence/Safe Relationships	Relationships 4 - Falling out; 5 - Dealing with bullying	Relationships 2 - Physical contact preferences <i>Jigsaw</i>	Relationships 2 - Physical contact boundaries; 3 - Friendship and conflict <i>Jigsaw</i>	Celebrating Difference 2 – Family Conflict <i>Jigsaw</i>	Relationships 1 – Jealousy <i>Jigsaw</i>	Relationships 2 - Building self-esteem <i>Jigsaw</i>	Relationships 5 - Power and control; 6 – Assertiveness <i>Jigsaw</i>
Alcohol & Drug Awareness inc substance misuse	Healthy Me 6 – Safety <i>Jigsaw</i>	Healthy Me 5 - Medicine safety/safety with household items <i>Jigsaw</i>		Healthy Me 3 - Food labelling and healthy swaps; 4 - Attitudes towards drugs <i>Jigsaw</i>	Healthy Me 4 – Smoking; 5 – Alcohol <i>Jigsaw</i>	Healthy Me 1 - Smoking, including vaping; 2 – Alcohol; 3 - Alcohol and anti-social behaviour <i>Jigsaw</i>	Crucial Crew Healthy Me 2 - How substances affect the body; Relationships 7 - Technology safety; 8 - Take responsibility with technology use <i>Jigsaw</i>
e-safety	Safer Internet Day Online Identity 3-7 <i>Childnet</i>	Safer Internet Day Lee & Kim short film: staying safe online – 'not everyone is who they say they are'. CEOP Staying safe online: SMARRT (6 lesson plan)	Safer Internet Day Lee & Kim short film: staying safe online – 'not everyone is who they say they are'. CEOP Online Identity 3-7 <i>Childnet</i>	Safer Internet Day Reporting concerns (Zip it, Block it, Flag it) Online Identity 7-11 <i>Childnet</i> Relationships 3 – Keeping myself safe	Safer Internet Day Alright Charlie: CSE and Online Safety film. BLAST project Revisit Staying safe online: SMARRT (6 lesson plan) https://www.childnet.com/resources/video-lessons	Safer Internet Day Relationships 3 - Safer online communities; 4 - Rights and responsibilities online; 5 - Online gaming and gambling; 6 - Reducing screen time; 7 - Dangers of	Safer Internet Day Online Identity 7-11 <i>Childnet</i> Relationships 5 – Being Online: real or fake? Safe or unsafe?; 6 – Using technology

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		https://www.childnet.com/resources/video-lessons Childnet		online; Healthy Me 5 - Keeping safe and why it's important online and off line scenarios Jigsaw	Childnet	online grooming; 8 - SMARRT internet safety rules Jigsaw	responsibly; Changing Me 7 - Sexting Jigsaw
Fabricated or induced illness	Explicit teaching content on fabricated or induced illness is not appropriate for our age-range. Instead our PSHRE curriculum content builds the foundation for later learning through its focus on keeping safe and healthy; knowing who to approach if they feel unsafe.						
Fire Safety	Follow up talks from fire drills	Follow up talks from fire drills	Follow up talks from fire drills Fire safety: matches & lighters; smoke alarms; edscape plans; clothes on fire (Derbyshire Fire & Rescue) https://www.youtube.com/watch?v=ffl1wyrYXhE	Follow up talks from fire drills Play it safe (SYorks Fire & Rescue)	Follow up talks from fire drills	Follow up talks from fire drills	Follow up talks from fire drills Crucial Crew T1 Fire & Fireworks (additional lesson) Jigsaw
First Aid				What to do: Bites & Stings; Head Injuries sja	Understanding Asthma sja	Bleeding; revisit Head Injuries sja Healthy Me 4 - Emergency Aid Jigsaw	Crucial Crew Calling for Help; Choking; Basic life support sja
Forced Marriages	Explicit teaching content on Forced Marriages is not appropriate for our age-range as most teaching material is designed for young adult and adult learners. Instead our PSHRE curriculum content builds the foundation for later learning through its focus on keeping safe; understanding boundaries; respecting and valuing themselves, their beliefs and opinions; knowing who to approach if they feel unsafe.						
FGM			FGM and sensitive issues (additional lesson) Jigsaw				FGM and sensitive issues (additional lesson to

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							Changing me 6) Jigsaw
Gender Diversity/ Identity	Being Me in My World 1 – Self-identity Jigsaw		Celebrating Difference 1 – Assumptions & stereotypes about gender; 5 - Gender Diversity Jigsaw				Celebrating Difference 2 - 'Understanding Difference' Jigsaw
Hygiene	Healthy Me 5 - Keeping clean Jigsaw	Healthy Me 3 - Keeping clean Jigsaw				Changing Me 2/3 – Puberty (How to look after myself physically) Jigsaw	Changing Me 2 – Puberty (How to look after myself) Jigsaw
Keeping Safe Many aspects of Jigsaw's Healthy Me (Term 4) cover this	Healthy Me 6 – Stranger Danger Jigsaw	Being Me in My World 1 – Feeling Special & Safe; Healthy Me 4 – Being Safe Jigsaw	Being Me in My World 4 – Safe and fair learning;	Healthy Me 5 – Keeping safe and why it's important; 6 Healthy & safe choices Jigsaw	Healthy Me 5 – Peer Pressure; 6 – Celebrating My Inner Strength and Assertiveness Jigsaw	Relationships 3 – Safer online communities;	Relationships 6 – Using technology responsibly Jigsaw
Mental Health Awareness	Transition events	Assemblies: Sleep; Loneliness; Sadness Transition events Healthy Me 7 - Linking health and happiness Jigsaw	Assemblies: Sleep; Loneliness; Sadness Transition events Healthy Me 3 – Relaxation Jigsaw	Assemblies: Sleep; Loneliness; Sadness Transition events Being Me in My World 2 – Self-identity and worth; Dreams & Goals 7 –	Assemblies: Sleep; Loneliness; Sadness Transition events Healthy Me 7 - Celebrating inner strength Jigsaw	Assemblies: Sleep; Loneliness; Sadness Transition events Healthy Me 8 - Motivation and behaviour Jigsaw	Assemblies: Sleep; Loneliness; Sadness Transition events Healthy Me 4 - Emotional and mental health; 5 - Managing stress; Relationships 1 Mental health; 2 – Identifying mental

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				Managing feelings Jigsaw			health worries & sources of support Jigsaw
Preventing Radicalisation	Being Me in My World 1 - How it feels to belong and that we are similar and different; Celebrating Difference 2 - Understanding that being different makes us all special; 3 - Different families Jigsaw	Celebrating Difference 2- Identifying differences between people in my class; 6 - Understanding these differences make us all special and unique Jigsaw	Celebrating Difference 6 - Understanding that differences make us special and unique Jigsaw	Celebrating Difference 5 - Recognising that some words are used in hurtful ways, try hard not to use hurtful words (e.g. gay, fat) <i>((The example given is "gay" but the teacher can adapt to include racist remarks.))</i> Jigsaw	Celebrating Difference 1- Understanding that, sometimes, we make assumptions based on what people look like Jigsaw	Being Me in My World 2/3 - Empathise with people in this country whose lives are different to my own. <i>(Lesson is based on refugees but discusses the stereotyping and prejudice that can go along with their situation which is equally applicable to racism.)</i> Celebrating Difference 2 - Understanding what racism is and being aware of my attitude towards people from different races Jigsaw	Celebrating Difference 1 - Prejudice and perceptions; 4 - Scenario about bullying which includes a girl getting bullied because she has a dark tone to her skin; 6 - Race considered as a cause for difference but also a cause for celebrating that difference Jigsaw
Road Safety	Safer Journeys Anthem: Stop, look, listen, think Think! https://www.think.gov.uk	Healthy Me 6 - Road safety Jigsaw	Think! Stop, Look, Listen and Think sequence: https://www.think.gov.uk/resource	First Journeys Think! https://www.think.gov.uk/resource/first-journeys/	Bikeability session Revisit Think! Stop, Look,	Road Ready? Expect the Unexpected. Think! https://www.think.gov.uk/resource/	Crucial Crew

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	/resource/safer-journeys-anthem/	Crossing Roads: Kids Know Best <i>Think!</i> https://www.think.gov.uk/resource/crossing-roads/	/lesson-1-stepping-stones-to-road-safety/		Listen and Think sequence: https://www.think.gov.uk/resource/lesson-1-stepping-stones-to-road-safety/	expect-the-unexpected/	
<p>Sex & Relationships Education</p> <p>Relationships is a core element of the school's PSHRE curriculum (term 5) These references relate to specific safeguarding sessions</p>	Changing Me 2 – Respecting my body; Relationships 4 & 5 – Falling out and bullying <i>Jigsaw</i>	Pants NSPCC Safe Touch <i>School Nursing Team</i> Relationships 3 – Physical Contact Preferences; 4 – People who help us; Changing Me 4 – Boys' and Girls' Bodies <i>Jigsaw</i>	Relationship 2 – Physical contact boundaries; 4 – Secrets; 5 – Trust & appreciation; Changing Me 4 – Differences in female and male bodies(terminology); 5 - Assertiveness <i>Jigsaw</i>	Revisit Pants NSPCC Healthy Me 4 – Keeping safe & why it's important; Relationships 7 – Expressing affection for family & friends; Changing Me 3&4 <i>Outside/inside body changes Jigsaw</i>	Healthy Me 5 – Healthy Friendships; Relationships 5 – Girlfriends & Boyfriends; Changing Me 3 – Girls and puberty <i>Jigsaw</i>	Puberty: changes to your amazing body <i>School Nursing Team</i> Celebrating Difference 3 – Power Struggles; Healthy Me 5 – Body Image; Relationships 7 - Dangers of on-line grooming; Changing Me 3&4 Puberty; <i>Jigsaw</i>	Conception & Birth Science lessons/ <i>School Nursing Team</i> Relationships 4 – Power and Control; Changing Me 3 – Puberty & feelings; 5 – Physical attraction; 6 – Boyfriends & Girlfriends; 7 - Sexting
Trafficking	Explicit teaching content on trafficking is not appropriate for our age-range as most teaching material on human trafficking, such as commercial sexual exploitation, is designed for young adult and adult learners. Instead our PSHRE curriculum content builds the foundation for later learning through its focus on keeping safe; understanding boundaries; respecting and valuing themselves, their beliefs and opinions; knowing who to approach if they feel unsafe.						

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Safeguarding Curriculum: termly overview of explicit teaching

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Being Me in My World (Jigsaw)	Being Me in My World (Jigsaw)	Being Me in My World (Jigsaw) Fire safety: matches & lighters; smoke alarms; edscape plans; clothes on fire (Derbyshire Fire & Rescue) https://www.youtube.com/watch?v=ffl1wyrYXhE	Being Me in My World (Jigsaw) Play it safe (SYorks Fire & Rescue)	Being Me in My World (Jigsaw) Road Safety (Bikeability)	Being Me in My World (Jigsaw)	Being Me in My World (Jigsaw) T1 Fire & Fireworks (additional lesson) Jigsaw
Term 2	Celebrating Difference (Jigsaw) Anti-Bullying week	Celebrating Difference (Jigsaw) Anti-Bullying week Safe Touch (School Nursing)	Celebrating Difference (Jigsaw) Anti-Bullying week	Celebrating Difference (Jigsaw) Anti-Bullying week	Celebrating Difference (Jigsaw) Anti-Bullying week	Celebrating Difference (Jigsaw) Anti-Bullying week: Anti-Bullying Week (Nov) Being a bully - Ariana's story bbc.co.uk	Celebrating Difference (Jigsaw) Anti-Bullying week: Anti-Bullying Week (Nov) Being a bully - Ariana's story bbc.co.uk
Term 3	Safer Internet Day: Online Identity 3-7 <i>Childnet</i>	Safer Internet Day: Lee & Kim short film: staying safe online – 'not everyone is who they say they are'. CEOP	Safer Internet Day: Lee & Kim short film: staying safe online – 'not everyone is who they say they are'. CEOP	Safer Internet Day: Reporting concerns (Zip it, Block it, Flag it) Online Identity 7-11 <i>Childnet</i>	Safer Internet Day: Alright Charlie: CSE and Online Safety film. BLAST project	Safer Internet Day: Revisit Staying safe online: SMARRT (6 lesson plan) https://www.childnet.com/resources/video-lessons	Safer Internet Day: Online Identity 7-11 <i>Childnet</i>

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		Staying safe online: SMARRT (6 lesson plan) https://www.childnet.com/resources/video-lessons Childnet	Online Identity 3-7 Childnet		Revisit Staying safe online: SMARRT (6 lesson plan) https://www.childnet.com/resources/video-lessons Childnet	Childnet	
Term 4	Healthy Me (Jigsaw) Road Safety Day: Safer Journeys Anthem: Stop, look, listen, think Think! https://www.think.gov.uk/resource/safer-journeys-anthem/	Healthy Me (Jigsaw) Road Safety Day: Crossing Roads: Kids Know Best Think! https://www.think.gov.uk/resource/crossing-roads/	Healthy Me (Jigsaw) Road Safety Day Think! Stop, Look, Listen and Think sequence: https://www.think.gov.uk/resource/lesson-1-stepping-stones-to-road-safety/ FGM and sensitive issues (additional lesson) Jigsaw	Healthy Me (Jigsaw) First Aid: What to do: Bites & Stings; Head Injuries sja Road Safety Day: First Journeys Think! https://www.think.gov.uk/resource/first-journeys/ Revisit Pants (NSPCC materials)	Healthy Me (Jigsaw) First Aid: Understanding Asthma sja Road Safety Day: Revisit Think! Stop, Look, Listen and Think sequence: https://www.think.gov.uk/resource/lesson-1-stepping-stones-to-road-safety/	Healthy Me (Jigsaw) First Aid: Bleeding; revisit Head Injuries sja Road Safety Day: Road Ready? Expect the Unexpected. Think! https://www.think.gov.uk/resource/expect-the-unexpected/	Healthy Me (Jigsaw) First Aid: Calling for Help; Choking; Basic life support sja Road Safety: Crucial Crew Healthy Me 3 - Exploitation, including 'county lines' and gang culture;
Term 5	Relationships (Jigsaw)	Relationships (Jigsaw)	Relationships (Jigsaw)	Relationships (Jigsaw)	Relationships (Jigsaw)	Relationships (Jigsaw)	Relationships (Jigsaw) Conception & Birth (School Nursing Team)
Term 6	Changing Me (Jigsaw)	Changing Me (Jigsaw)	Changing Me (Jigsaw)	Changing Me (Jigsaw)	Changing Me (Jigsaw)	Changing Me (Jigsaw)	Changing Me (Jigsaw)

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		Pants (NSPCC materials)	Pants (NSPCC materials)			Puberty: Changes to your amazing body (School Nursing Team)	FGM and sensitive issues (additional lesson to Changing me 6) Jigsaw
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Safeguarding Curriculum: parent/pupil engagement

Stakeholder/YEAR GROUP	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupil Support	<p>Health & Hygiene</p> <ul style="list-style-type: none"> - Links to health professionals (hospitals, school nurse, health visitor) - Dental hygiene support/links to local dentists - Hearing Tests - Vision Tests <p>Social & Emotional, Mental Health</p> <ul style="list-style-type: none"> - Access to pastoral team members: Family Liaison/Nurture Lead; Parent Support Advisor - CAMHS referrals - Thrive Assessments - Group Boxall interventions - 1:1 Thrive Intervention - Astrea Counselling support - PLC referrals <p>Keeping Safe</p> <ul style="list-style-type: none"> - PSCO drop ins /links <p>SEND</p> <ul style="list-style-type: none"> - EHCP reviews - Care plans for individual pupils - Risk assessments for individual pupils 						
Stakeholder/YEAR GROUP	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Parent Support	<p>Attendance</p> <ul style="list-style-type: none"> -Daily attendance calls - Safe & Well-being checks <p>Domestic Violence</p> <ul style="list-style-type: none"> -Domestic Abuse referrals <p>Employment & Careers support</p> <ul style="list-style-type: none"> - Referrals to Language and maths courses 						

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- Innovation Fund applications
- Family Learning
- Financial support**
- Applications for charity funding
- Debt support
- Food Voucher support
- Health & Hygiene**
- Links to health professionals (hospitals, school nurse, health visitor)
- Help finding a Dentist/GP
- DCLT Passes (Doncaster Culture & Leisure Trust)
- Sleep Clinic referrals
- Mental Health Support
- Housing**
- Referrals to St Leger Housing
- Referrals to Green Gables
- Parenting Advice**
- behaviour
- Talking to my Mum program
- on-line safety
- Triple P parenting course
- Soihul Parenting Programme
- Working with external agencies**
- Help completing forms
- Speech and Language referrals
- Early Help Assessments inc Stronger Families
- Social care referrals
- GDA referrals & appointment support (General Development Assessment)
- Outreach Support
- PAFSS referrals (Parent and Family Support Service)

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Monitoring:

Because learning is a change to long term memory, it is impossible to see impact of teaching in the short term. In regards to teaching explicit safeguarding content, we assess pupils' understanding as part of the PSHRE curriculum where assessments are collated using a pupil tracker contributing towards a termly summative assessment. In addition, we measure impact of learning through:

- Pupil Voice - this provides us with how well the explicit safeguarding content has been understood as well as enabling us to listen to pupil's views.
- lesson observations – how well pupils are contributing to discussions and how they articulate ideas about relevant issues
- book looks – as part of triangulation with learning walks and assessments

As the safeguarding curriculum is not just about explicit lessons, the impact of support we provide to pupils and families is measured through:

- assessments of intervention programmes (such as Thrive, Boxhall)
- feedback from professionals involved
- learning walks – how well the school's intent to safeguard pupils is embedded
- Pupil Voice – how safe pupils feel in our school and how knowledgeable they are in safeguarding practices. This may include interviews and questionnaires.
- Parent Voice – how well parents feel the school safeguards their child and how knowledgeable/informed they are in safeguarding procedures to protect their child. How well support provided by school has improved family life. This may include interviews, reviews of support, surveys and questionnaires.
- Review meetings – for pupils on individual support plans, those with Education Health Care plans, those receiving Early Help etc

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