



**Astrea Academy Trust**

**Atlas Academy**

**Personal, Social, Health & Economic Education  
(including Relationships Education)**

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Written by	V Hildreth
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# **Atlas Academy**

## **Personal, Social, Health & Economic Education (including Relationships Education)**

### **AIMS:**

To establish a clear policy for Personal, Social, Health & Economic Education (including Relationships Education) that is understood by all staff, parents and children, providing a sound basis for ensuring that children are taught essential knowledge and skills to grow and develop with confidence, able to make good choices about health and safety.

Throughout this policy, Personal, Social, Health & Economic Education (including Relationships Education) will be abbreviated to PSHRE.

### **The policy includes:**

- Statutory requirements
- Priorities for our pupils
- How safeguarding fits into PSHRE
- Definitions of aspects taught
- Subject content including how it is taught and who is responsible for teaching it
- Withdrawing children from lessons – parental rights
- Our approach to LGBT relationships
- Monitoring and evaluation procedures

### **Links to other policies:**

- Behaviour
- Equality Plan
- Safeguarding
- First Aid
- Health & Safety
- On-line Safety

### **Context:**

Atlas is committed to providing a curriculum that is broad, balanced and meets the needs of all pupils. Our policy is informed by existing DfE guidance and has due regard for updated statutory guidance for PSHRE. In writing this policy consideration has been given to the statutory guidance, context of the school, a review of the priority needs of our pupils (particularly with Covid-19 considerations) and consultation feedback with parents.

Atlas is situated in Doncaster which is the 48th most deprived out of 326 local authority areas in England (2021); the area the school serves was declared the 55th most poverty-stricken area of England out of over 32,000 neighbourhoods (2021). The number of children living in conditions of poverty is higher than the national average. Our school community is diverse and multi-cultural offering a rich community for early socio-cultural and diversity education. Most pupils speak more than one language and from an early age and the school nurtures respect for diversity, inclusion and equality.

The PSHRE curriculum at Atlas Academy has therefore been developed to support the knowledge, skills and attributes pupils need to manage their lives, now and in the future: to help them stay healthy, safe and prepare them for life and work in modern Britain.

We teach a full, comprehensive PSHRE curriculum but prioritise aspects that we have identified as significant to our pupils and the community in which they live:

- vocabulary and language to articulate their views and opinions;
- safe use of technology (online safety) including anxiety/mental health issues linked to social media;
- personal safety within the community;
- recognising their own diversity, strengths and talents.

The school’s PSHRE curriculum will always be responsive to any emerging issues. As an example, following Covid-19, the school is aware of the pandemic’s potential impact on children’s mental health and has additionally prioritised social and emotional development. Pupil Voice informs our curriculum too: if an issue is identified, there is greater emphasis placed on particular aspects of the PSHRE taught curriculum and additionally through assembly themes. There are links with our safeguarding curriculum too: in addition to specific foci, the school’s curriculum will respond to any emerging safeguarding risks.

**PSHRE – what it all means**

Personal, Social, Health & Economics (including Relationships Education) is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. (PSHE Association).

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

**TEACHING PSHRE – what pupils are expected to learn by the time they leave primary school**

The table below defines the content of what is taught in PSHRE at Atlas Academy.

<b>Personal Education</b>	<b>Social Education</b>	<b>Health Education</b>	<b>Relationships Education</b>
<i>Supporting pupils to be confident, capable and resilient individuals</i>	<i>Guiding pupils how to work effectively together with the interpersonal skills needed to relate to others</i>	<i>Giving pupils the information they need to make good decisions about their own health and wellbeing</i>	<i>Teaching the fundamental building blocks and characteristics of positive relationships</i>
Self-esteem & confidence Goal setting & aspirations	Understanding friendship, family and other relationships Conflict resolution Communication skills Bereavement and loss Anti-bullying (inc cyber and homophobic)	Mental wellbeing Internet safety and harms Physical health and fitness Healthy eating Drugs, alcohol and tobacco	Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe

		Health & prevention Basic first aid Changing adolescent body	
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## Sex Education

The Department for Education recommends that schools have a sex education programme tailored to the age and physical and emotional maturity of its pupils which supports them effectively before moving to secondary school. We agree that pupils should be prepared for the changes that adolescence brings and aim to develop the skills, attitudes and knowledge that they need to form healthy relationships and make well informed choices in the future. Pupils learn what happens in puberty, including periods as a statutory requirement of health education. We understand sex and relationships to be inter-connected and a lifelong learning process but define sex education as *the specific teaching of human reproduction –conception and birth*. In order to teach this in a scientific context we teach this as part of our science curriculum. The national curriculum sets out content that relates to sex education and is required to be taught in science:

Key Stage One – Y1/2	Upper Key Stage Two – Y5/6
Notice that animals, including humans, have offspring which grow into adults. <b><i>They DO NOT learn how reproduction occurs</i></b>	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the changes as humans develop to old age.

Human reproduction is taught to pupils in Year 5/6 and specifically teaches pupils about how a baby is conceived and born. This is taught through science.

## Delivery & teaching content

At Atlas Academy, we teach PSHRE as a whole-school approach through a teaching and learning programme called Jigsaw. This provides a scheme of work that ensures consistency and progression across all the required individual areas across the primary and early years’ phase, including statutory Relationships and Health Education, which is tailored to our children’s needs.

Jigsaw organises learning content into six units (jigsaw puzzles) across the academic year. These are taught across the school; learning deepens and broadens in each year group through a carefully sequenced and planned progression. Lessons are delivered by class teachers to their own classes each week in order to teach the required knowledge and skills in a developmental and age-appropriate way. Where appropriate, outside agencies such as NSPCC, school nurses, who may come into school to deliver topics alongside teaching staff to offer advice and give additional support.

The table in **appendix 2** gives the learning theme of each of the six puzzles (units). These are taught across the school; the learning deepens and broadens every year.

## Wider curriculum opportunities

Learning is reinforced and enhanced through; assemblies, behaviour reward systems, peer engagement arrangements, School Council initiatives, pastoral provision and our general relationships with each other as a school community.

Assemblies focus on celebrating achievement and encouraging ambition, British Values and SMSC. Pupils have a weekly 'Votes for Schools' session where they discuss a challenging current issue. Pupils then discuss and vote to ensure that their voices are heard and have an impact. Throughout the school year there are events that teach and reinforce the PSHRE curriculum such as Anti-Bullying weeks, Safer Internet Day, Pupil Voice Week.

Atlas Academy follows the Thrive Approach: a dynamic, developmental and trauma-sensitive way of meeting the emotional and social needs of children. The Thrive Approach aims to ensure children's needs are understood and met. Pupils may receive additional support for social and emotional development through the Thrive approach. This is led by our dedicated specially trained pastoral team.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

### **Access and inclusion: SEND/EAL learners**

Our PSHRE curriculum is inclusive to all children, whatever their ability, disability or level of English acquisition. Although we follow the Jigsaw scheme which sets out planned intentions and provides activities and resources, teachers adapt the lessons as needed to ensure all children can access learning. It may be that teachers provide alternative resources or teaching methods such as pre-teaching, breaking down learning into meaningful chunks, or over-teaching key vocabulary. In some cases, the content or delivery will have to be adapted to meet an individual's needs and/or teaching staff will work with individual pupils where required, and if appropriate. It is not our policy to withdraw pupils with special educational needs from PSHRE education to catch up on other national curriculum subjects or work on specific targets: these aspects of personal and social development are as important to all pupils as their academic achievement, but we are mindful where smaller groups, additional discussion or pre-empting sensitive topics may need a different and adapted approach.

### **Right to withdraw children**

Parents cannot withdraw their child from Personal, Social, Health and Economic (including Relationships Education). There is no right to withdraw pupils from any science lessons that relate to human development or reproduction. We are of course happy to discuss the content of the curriculum and encourage parents to raise any questions or concerns with their class teacher in the first instance.

### **Safeguarding**

Our PSHRE curriculum is complemented by our Safeguarding curriculum (see appendix 3) and in addition to specific foci, the school adapts the PSHRE curriculum in response to any emerging safeguarding risks.

Keeping children safe and aware of dangers in society is our absolute priority. Within Doncaster, there is a higher than national average demand for Children's Services and referral rates to Children's Social Care are again higher in Doncaster than the national average. We therefore provide extensive early help support through our pastoral team to our school community. Our approach to pupil voice and our rigorous approach to safeguarding is therefore underpinned with an extensively planned and far reaching safeguarding curriculum that incorporates all aspects of safeguarding as well as due regard to latest Relationships, Sex and Health Education guidance, in a connected and meaningful way that empowers pupils. We are mindful, due to the content of some PSHRE sessions, that there may be disclosures made by pupils during the delivery of PSHRE sessions: the school's safeguarding procedures are followed in these instances.

## **Equality and the Public Sector Equality Duty**

This PSHRE policy informs the school's Equalities Plan which can be accessed on the school's website.

As a school, we have a legal duty under the Equality Act (2010) to promote equality and ensure that teaching is accessible to all children, including those who are lesbian, gay, bisexual and transgender (LGBT) in a way that does not subject them to discrimination. The school's PSHRE curriculum teaches the importance of equality and respect and explores homophobic, sexist, sexual and transphobic bullying. We ensure that we lead our community in tolerant and respectful behaviours to others.

## **Protected Characteristics**

It is against the law to discriminate against someone because of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. Atlas ensures its legal duty for all children have an understanding of the world they are growing up in, learning how to live alongside, and show respect for, a diverse range of people (Equality Act 2010). At Atlas Academy, we promote pupils understanding of the protected characteristics through our curriculum and in developing age-appropriate knowledge and appreciation of tolerance and respect for those who share the protected characteristics during their time at school, for example in the unit 'Celebrating Difference'.

All Jigsaw lessons are delivered in an age-and-stage appropriate way so that they meet pupils' needs and can help them understand the wider world.

## **LGBT relationships**

At Atlas Academy, we promote respect for all and value every individual child. Through our teaching we encourage pupils to be kind, understanding and respectful of others. We teach them that people have rights but there are also responsibilities that go with these. We teach them that there are laws to protect them and others from being hurt or abused and help protect them from bullying.

LGBT is not mentioned specifically in lessons for children aged 3-7. In materials for 7-11-year olds, some lessons about bullying provide opportunities for teachers to discuss and correct homophobic language the children may be using, such as the inappropriate use of the words 'gay' and 'lesbian', or the use of slang words that are LGBT-phobic.

For further information on how we approach LGBTQ relationships, please refer to Including and valuing all children: What does Jigsaw teach about LGBT relationships? (available through Jigsaw.)

## **Gender Identity**

The issue of gender identity is rarely treated as an explicit focus in Jigsaw 3-11. There are opportunities for transgender to be included in classroom discussions at the teacher's discretion, but there is only one lesson (for children aged 10-11 years) where this term is used explicitly. There is one lesson in KS1 which looks at whether being a boy or a girl makes a difference when choosing friends and toys. The lesson includes a character who the children do not know is a girl or a boy to help stimulate discussion about whether this makes a difference.

## **Monitoring & Evaluation**

Jigsaw's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported. The subject leader for PSHRE will liaise with staff, senior leaders

and relevant governors to ensure policy and practice is effective and that staff are supported and trained to deliver the curriculum.

Monitoring of the impact of this policy includes prioritising pupil voice. Pupils are regularly interviewed for their views on all aspects of safety and wellbeing by governors and the school’s leadership team. They participate in key roles within the school’s School Improvers Team (led by pupils) to support the school’s monitoring schedule. This complements the school in shaping the curriculum to emerging needs and helps in prioritising pupil views.

Astrea Academy Trust undertakes an annual safeguarding review and audit which also includes Pupil Voice and supports changes where needed to the way the policy is lived.

The Governing Body of Atlas Academy (TMB) monitors this policy at least termly and more often, in line with the school’s monitoring schedule. Additional surveys ensure that all stakeholders can input their views and opinions to policy and practice. School leaders and governors give serious consideration to any comments from parents about the PSHRE programme. Governors challenge leaders about teaching materials and approaches to check they are in accordance with the school’s ethos.

**Policy Review**

This policy is reviewed annually.

	Signed Principal	Signed Chair of Governors
Date of review		
Date of next review		

## Appendix 1

Our PSHRE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

[www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education](http://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)

To find out more about the Jigsaw approach, go to

<https://www.jigsawpshe.com/primary-pshe-scheme-of-work-including-statutory-relationships-and-health-education/>





**Appendix 2 – The Jigsaw curriculum coverage** (which includes regard to statutory guidance for: families and people who care, caring friendships, respectful relationships, online relationships and being safe).

Year	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
F1&2	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Physical activity Healthy food Sleep Keeping clean Safety	Family Life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Y1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition to Y2
Y2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition to Y3
Y3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition to Y4

Y4	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals</p>	<p>Being unique Girls and puberty Confidence in change Accepting change Preparing for transition to Y5 Environmental change</p>
Y5	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating</p>	<p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p>	<p>Smoking, including vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules</p>	<p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition to Y6</p>
Y6	<p>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p>	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p>	<p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</p>	<p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>	<p>Self-image Body image Puberty and feelings Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p>

## Appendix 3 – Safeguarding Curriculum

### Atlas Academy Safeguarding Curriculum:

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

<p><b>Child Sexual Exploitation</b></p>	<p>On-line safety</p>	<p>On-line safety  Pants <i>NSPCC</i></p>	<p>On-line safety</p>	<p>On-line safety  Relationships 3 - Keeping safe online and who to go to for help <i>Jigsaw</i></p>	<p>On-line safety  Relationships 5 - Girlfriends and boyfriends; 6 - Showing appreciation to people and animals <i>Jigsaw</i></p>	<p>On-line safety  Relationships 3 - Safer Online Communities; 7 - Dangers of online grooming <i>Jigsaw</i></p>	<p>On-line safety  Healthy Me 3 - Exploitation, including 'county lines' and gang culture; Relationships 5 - Power and control; 6 - Assertiveness; Changing Me 7 - Respect &amp; Consent <i>Jigsaw</i></p>
<p><b>Discrimination &amp; Homophobia inc racism</b></p>	<p>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></p>	<p>Celebrating Difference 6 - Understanding the differences in everyone <i>Jigsaw</i></p>	<p>Relationships 1 - Different types of family; Celebrating Difference 6 - Understanding that differences make us all special and unique <i>Jigsaw</i></p>	<p>Celebrating Difference 1 - Families &amp; 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></p>	<p>Celebrating Difference 1 - Challenging assumptions; 2 - Judging by appearance; 7 - Understanding how special and unique everyone is; 8 - First Impressions <i>Jigsaw</i></p>	<p>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 attitude towards people from different races <i>Jigsaw</i></p>	<p>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 celebrating that difference</p>
<p><b>Domestic Violence/Safe Relationships</b></p>	<p>Relationships 4 - Falling out; 5 - Dealing with bullying</p>	<p>Relationships 2 - Physical contact preferences <i>Jigsaw</i></p>	<p>Relationships 2 - Physical contact boundaries; 3 - Friendship and conflict <i>Jigsaw</i></p>	<p>Celebrating Difference 2 - Family Conflict <i>Jigsaw</i></p>	<p>Relationships 1 - Jealousy <i>Jigsaw</i></p>	<p>Relationships 2 - Building self-esteem <i>Jigsaw</i></p>	<p>Relationships 5 - Power and control; 6 - Assertiveness <i>Jigsaw</i></p>

<p><b>Alcohol &amp; Drug Awareness inc substance misuse</b></p>	<p>Healthy Me 6 - Safety <i>Jigsaw</i></p>	<p>Healthy Me 5 - Medicine safety/safety with household items <i>Jigsaw</i></p>		<p>Healthy Me 3 - Food labelling and healthy swaps; 4 - Attitudes towards drugs <i>Jigsaw</i></p>	<p>Healthy Me 4 - Smoking; 5 - Alcohol <i>Jigsaw</i></p>	<p>Healthy Me 1 - Smoking, including vaping; 2 - Alcohol; 3 - Alcohol and anti-social behaviour <i>Jigsaw</i></p>	<p>Crucial Crew  Healthy Me 2 - How substances affect the body; Relationships 7 - Technology safety; 8 - Take responsibility with technology use <i>Jigsaw</i></p>
<p><b>e-safety</b></p>	<p>Safer Internet Day  Online Identity 3-7 <i>Childnet</i></p>	<p>Safer Internet Day  Lee &amp; Kim short film: staying safe online - 'not everyone is who they say they are'. <i>CEOP</i>  Staying safe online: SMARRT (6 lesson plan) <a href="https://www.childnet.com/resources/video-lessons">https://www.childnet.com/resources/video-lessons</a> <i>Childnet</i></p>	<p>Safer Internet Day  Lee &amp; Kim short film: staying safe online - 'not everyone is who they say they are'. <i>CEOP</i>  Online Identity 3-7 <i>Childnet</i></p>	<p>Safer Internet Day  Reporting concerns (Zip it, Block it, Flag it)  Online Identity 7-11 <i>Childnet</i>  Relationships 3 - Keeping myself safe online; Healthy Me 5 - Keeping safe and why it's important online and off line scenarios <i>Jigsaw</i></p>	<p>Safer Internet Day  Alright Charlie: CSE and Online Safety film. <i>BLAST project</i>  Revisit Staying safe online: SMARRT (6 lesson plan) <a href="https://www.childnet.com/resources/video-lessons">https://www.childnet.com/resources/video-lessons</a> <i>Childnet</i></p>	<p>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 online grooming; 8 - SMARRT internet safety rules <i>Jigsaw</i></p>	<p>Safer Internet Day  Online Identity 7-11 <i>Childnet</i>  Relationships 5 - Being Online: real or fake? Safe or unsafe?; 6 - Using technology responsibly; Changing Me 7 - Sexting <i>Jigsaw</i></p>
<p><b>Fabricated or induced illness</b></p>	<p>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.</p>						
<p><b>Fire Safety</b></p>	<p>Follow up talks from fire drills</p>	<p>Follow up talks from fire drills</p>	<p>Follow up talks from fire drills  Fire safety: matches</p>	<p>Follow up talks from fire drills  Play it safe</p>	<p>Follow up talks from fire drills</p>	<p>Follow up talks from fire drills</p>	<p>Follow up talks from fire drills  Crucial Crew</p>

			& lighters; smoke alarms; edscape plans; clothes on fire ( <i>Derbyshire Fire &amp; Rescue</i> ) <a href="https://www.youtube.com/watch?v=ffi1wyrYXhE">https://www.youtube.com/watch?v=ffi1wyrYXhE</a>	( <i>SYorks Fire &amp; Rescue</i> )			T1 Fire & Fireworks (additional lesson) Jigsaw
First Aid				What to do: Bites & Stings; Head Injuries <i>sja</i>	Understanding Asthma <i>sja</i>	Bleeding; revisit Head Injuries <i>sja</i>  Healthy Me 4 - Emergency Aid <i>Jigsaw</i>	Crucial Crew  Calling for Help; Choking; Basic life support <i>sja</i>
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 Changing me 6) <i>Jigsaw</i>
Gender Diversity/ Identity	Being Me in My World 1 – Self-identity <i>Jigsaw</i>		Celebrating Difference 1 – Assumptions & stereotypes about gender; 5 - Gender Diversity <i>Jigsaw</i>				Celebrating Difference 2 - ‘Understanding Difference’ <i>Jigsaw</i>
Hygiene	Healthy Me 5 - Keeping clean <i>Jigsaw</i>	Healthy Me 3 - Keeping clean <i>Jigsaw</i>				Changing Me 2/3 – Puberty (How to look after myself physically) <i>Jigsaw</i>	Changing Me 2 – Puberty (How to look after myself) <i>Jigsaw</i>
Keeping Safe  Many aspects of Jigsaw’s Healthy Me (Term 4) cover this	Healthy Me 6 – Stranger Danger <i>Jigsaw</i>	Being Me in My World 1 – Feeling Special & Safe; Healthy Me 4 – Being Safe <i>Jigsaw</i>	Being Me in My World 4 – Safe and fair learning;	Healthy Me 5 – Keeping safe and why it’s important; 6 Healthy & safe choices <i>Jigsaw</i>	Healthy Me 5 – Peer Pressure; 6 – Celebrating My Inner Strength and Assertiveness	Relationships 3 – Safer online communities;	Relationships 6 – Using technology responsibly <i>Jigsaw</i>

					<i>Jigsaw</i>		
<b>Mental Health Awareness</b>	Transition events	Assemblies: Sleep; Loneliness; Sadness  Transition events  Healthy Me 7 - Linking health and happiness <i>Jigsaw</i>	Assemblies: Sleep; Loneliness; Sadness  Transition events  Healthy Me 3 – Relaxation <i>Jigsaw</i>	Assemblies: Sleep; Loneliness; Sadness  Transition events  Being Me in My World 2 – Self-identity and worth; Dreams & Goals 7 – Managing feelings <i>Jigsaw</i>	Assemblies: Sleep; Loneliness; Sadness  Transition events  Healthy Me 7 - Celebrating inner strength <i>Jigsaw</i>	Assemblies: Sleep; Loneliness; Sadness  Transition events  Healthy Me 8 - Motivation and behaviour <i>Jigsaw</i>	Assemblies: Sleep; Loneliness; Sadness  Transition events  Healthy Me 4 - Emotional and mental health; 5 - Managing stress; Relationships 1 Mental health; 2 – Identifying mental health worries & sources of support <i>Jigsaw</i>
<b>Preventing Radicalisation</b>	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 <i>Jigsaw</i>	Celebrating Difference 2- Identifying differences between people in my class; 6 - Understanding these differences make us all special and unique <i>Jigsaw</i>	Celebrating Difference 6 - Understanding that differences make us special and unique <i>Jigsaw</i>	Celebrating Difference 5 - Recognising that some words are used in hurtful ways, try hard not to use hurtful words (e.g. gay, fat) ((The example given is "gay" but the teacher can adapt to include racist remarks.)) <i>Jigsaw</i>	Celebrating Difference 1- Understanding that, sometimes, we make assumptions based on what people look like <i>Jigsaw</i>	Being Me in My World 2/3 - Empathise with people in this country whose lives are different to my own. (Lesson is based on refugees but discusses the stereotyping and prejudice that can go along with their situation which is equally applicable to racism.) Celebrating Difference 2 - Understanding what racism is and being aware of my attitude	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 <i>Jigsaw</i>



						towards people from different races <i>Jigsaw</i>	
<b>Road Safety</b>	<p>Safer Journeys Anthem: Stop, look, listen, think <i>Think!</i></p> <p><a href="https://www.think.gov.uk/resource/safer-journeys-anthem/">https://www.think.gov.uk/resource/safer-journeys-anthem/</a></p>	<p>Healthy Me 6 - Road safety <i>Jigsaw</i></p> <p>Crossing Roads: Kids Know Best <i>Think!</i></p> <p><a href="https://www.think.gov.uk/resource/crossing-roads/">https://www.think.gov.uk/resource/crossing-roads/</a></p>	<p>Think! Stop, Look, Listen and Think sequence:</p> <p><a href="https://www.think.gov.uk/resource/lesson-1-stepping-stones-to-road-safety/">https://www.think.gov.uk/resource/lesson-1-stepping-stones-to-road-safety/</a></p>	<p>First Journeys <i>Think!</i></p> <p><a href="https://www.think.gov.uk/resource/first-journeys/">https://www.think.gov.uk/resource/first-journeys/</a></p>	<p>Bikeability session</p> <p>Revisit Think! Stop, Look, Listen and Think sequence:</p> <p><a href="https://www.think.gov.uk/resource/lesson-1-stepping-stones-to-road-safety/">https://www.think.gov.uk/resource/lesson-1-stepping-stones-to-road-safety/</a></p>	<p>Road Ready? Expect the Unexpected. <i>Think!</i></p> <p><a href="https://www.think.gov.uk/resource/expect-the-unexpected/">https://www.think.gov.uk/resource/expect-the-unexpected/</a></p>	Crucial Crew
<p><b>Sex &amp; Relationships Education</b></p> <p>Relationships is a core element of the school's PSHRE curriculum (term 5) These references relate to specific safeguarding sessions</p>	<p>Changing Me 2 – Respecting my body; Relationships 4 &amp; 5 – Falling out and bullying <i>Jigsaw</i></p>	<p>Pants <i>NSPCC</i></p> <p>Safe Touch <i>School Nursing Team</i></p> <p>Relationships 3 – Physical Contact Preferences; 4 – People who help us; Changing Me 4 – Boys' and Girls' Bodies <i>Jigsaw</i></p>	<p>Relationship 2 – Physical contact boundaries; 4 – Secrets; 5 – Trust &amp; appreciation; Changing Me 4 – Differences in female and male bodies(terminology) ; 5 - Assertiveness <i>Jigsaw</i></p>	<p>Revisit Pants <i>NSPCC</i></p> <p>Healthy Me 4 – Keeping safe &amp; why it's important; Relationships 7 – Expressing affection for family &amp; friends; Changing Me 3&amp;4 Outside/inside body changes <i>Jigsaw</i></p>	<p>Healthy Me 5 – Healthy Friendships; Relationships 5 – Girlfriends &amp; Boyfriends; Changing Me 3 – Girls and puberty <i>Jigsaw</i></p>	<p>Puberty: changes to your amazing body <i>School Nursing Team</i></p> <p>Celebrating Difference 3 – Power Struggles; Healthy Me 5 – Body Image; Relationships 7 -Dangers of on-line grooming; Changing Me 3&amp;4 Puberty; <i>Jigsaw</i></p>	<p>Conception &amp; Birth <i>Science lessons/School Nursing Team</i></p> <p>Relationships 4 – Power and Control; Changing Me 3 – Puberty &amp; feelings; 5 – Physical attraction; 6 – Boyfriends &amp; Girlfriends; 7 - Sexting</p>
<b>Trafficking</b>	<p>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.</p>						

## 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><b>Health &amp; Hygiene</b></p> <ul style="list-style-type: none"> <li>- Links to health professionals (hospitals, school nurse, health visitor)</li> <li>- Dental hygiene support/links to local dentists</li> <li>- Hearing Tests</li> <li>- Vision Tests</li> </ul> <p><b>Social &amp; Emotional, Mental Health</b></p> <ul style="list-style-type: none"> <li>- Access to pastoral team members: Family Liaison/Nurture Lead; Parent Support Advisor</li> <li>- CAMHS referrals</li> <li>- Thrive Assessments</li> <li>- Group Boxall interventions</li> <li>- 1:1 Thrive Intervention</li> <li>- Astrea Counselling support</li> <li>- PLC referrals</li> </ul> <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>- PSCO drop ins /links</li> </ul> <p><b>SEND</b></p> <ul style="list-style-type: none"> <li>- EHCP reviews</li> <li>- Care plans for individual pupils</li> <li>- Risk assessments for individual pupils</li> </ul>						

Stakeholder/YEAR GROUP	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Parent Support	<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>-Daily attendance calls</li> <li>- Safe &amp; Well-being checks</li> </ul> <p><b>Domestic Violence</b></p> <ul style="list-style-type: none"> <li>-Domestic Abuse referrals</li> </ul> <p><b>Employment &amp; Careers support</b></p> <ul style="list-style-type: none"> <li>- Referrals to Language and maths courses</li> <li>- Innovation Fund applications</li> <li>- Family Learning</li> </ul> <p><b>Financial support</b></p> <ul style="list-style-type: none"> <li>- Applications for charity funding</li> <li>- Debt support</li> <li>- Food Voucher support</li> </ul> <p><b>Health &amp; Hygiene</b></p>						

- 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)