Safeguarding in the Curriculum

The curriculum examples provided are just a selection of examples showing how we meet each area of Safeguarding. There are a lot more examples on individual subject curriculum maps

<table>
<tr><th colspan="4">Safeguarding / Child Protection:</th></tr>
<tr><td rowspan="2">Implementation:</td><td rowspan="2">➢ Designated Safeguarding Leads (DSL) in school.
➢ CPOMS – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor.
➢ All staff took part in Norfolk agreed Safeguarding training so staff can spot possible sings of CSE and how to report this to ensure the safety of our children in school.
➢ Family Liaison Advisor (FLA) supports families.
➢ Safeguarding Policy
➢ Childline displays in every classroom, so children are aware of a way to report concerns if they are worried or if something has happened. ➢ Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry boxes, feelings display in classrooms, worry monster, encouraged to speak to any adult, PSCHE lessons, ELSA etc.
➢ Weekly safeguarding assemblies e.g. NSPCC to provide the children with information on how to keep themselves safe (Pantosaurus and PANTS rule), right/wrong, consent and how to get help/support. Information on specific areas of Safeguarding/Child Protection provided below:</td><td>EYFS</td><td>KS1</td></tr>
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Sexual Harassment			
Implementation:	➢ PHSE curriculum links. ➢ Designated Safeguarding Leads (DSL) in school. ➢ CPOMs – communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor. ➢ All staff took part in Norfolk update Safeguarding training so staff can spot possible sings of CSE and how to report this to ensure the safety of our children in school. ➢ Family support advisor (FLA) supports families. ➢ Safeguarding Policy ➢ Childline displays in every classroom so children are aware of a way to report concerns if they are worried or if something has happened.	EYFS	KS1
		Alongside the whole school focus, this is explored through the curriculum areas. For example:	Information on specific areas of Safeguarding/Child Protection provided below: – Know the correct names for the main parts of the body (including external genitalia). (GU) - Identify ways of keeping safe. Know the difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. Explore privacy in different contexts. Understand what physical contact is acceptable, comfortable, unacceptable and uncomfortable.

Child on Child			
Including and not exhaustive of: Physical and sexual abuse, Emotional harm, On and Offline Bullying, Teenage Relationship Abuse, Grooming, Sexual and Criminal Exploitation. (More Information on specific areas below in this document).			
Implementation:	➢ Our PHSE curriculum taught to every year group enables learning around right/wrong, how to get help/support, consequences of our actions, feelings and emotions, consent, relationships, how to keep ourselves safe etc. The learning blocks Relationships, Bullying Matters, Being Safe, Growing Up, Changes, Difference and Diversity all enable learning around this. ➢ Educator Solution RSE Resources further support the teaching and learning of Relationships and Sex Education teaching healthy relationships. More can be found on the PHSE section of our website ➢ Positive relationships and behaviours are modelled by staff daily to ensure children experience what good relationships look like. ➢ Online Safety teaching in computing and PHSE . ➢ Designated Safeguarding Leads (DSL) in school. ➢ CPOMS– communicates and records any Safeguarding so there is clear communication across school. Appropriate people are aware of any concerns to monitor. ➢ All staff took part in Norfolk Safeguarding training so staff can spot possible signs of these areas and how to report this to ensure the safety of our children in school.	EYFS Alongside the whole school focus, this is explored through the curriculum areas. For example: Feelings and Emotions Understand that it is OK to ask for help. Relationships Being aware of our own needs and having empathy for and understanding of other Identify risks to keep ourselves and others safe.	KS1 Alongside the whole school focus, this is explored through the curriculum areas. PHSE Recognise that their behaviour can affect others. Recognise what is fair and unfair, kind and unkind, what is right and wrong. Identify people who they can ask for help and think about how they might do that and to keep trying until they are heard. Identify ways of keeping safe. Know the difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping

	➢ Family Liaison Advisor (FLA) supports families. ➢ Safeguarding Policy ➢ Childline displays in every classroom, so children are aware of a way to report concerns if they are worried or if something has happened. ➢ Children encouraged to get help/support in many ways. They have multiple ways of expressing concerns: worry boxes, feelings display, encouraged to speak to any adult, PHSE lessons, ELSA ➢ Assemblies e.g. NSPCC to provide the children with information on how to keep themselves safe (Pantosaurus and PANTS rule), right/wrong, consent and how to get help/support. . ➢ Anti-bullying Week supports the children with Relationships. More information on specific areas provided in further tables below.		any secret that makes them feel uncomfortable, anxious or afraid. Recognise what is fair/unfair, right/wrong, kind/unkind.

Relationships and Sex Education:			
Implementation:	Relationships and Sex Education (RSE) taught to every year group through our PHSE curriculum.] ➢ Curriculum Map (progression document) with objectives mapped out for each year group. ➢ Educator Solutions Resources further support the teaching and learning of RSE. This allows RSE to be taught in extra depth to all year groups. ➢ Positive relationships and behaviours are modelled by staff daily to ensure children experience what good relationships look like. ➢RSE policy outline key information such as intent, our curriculum and information on withdrawal- this is reviewed annually and approved by trustees. ➢ RSE Consultation with parents – via a letter and information providing parents with information on RSE is available on our school's website. Parents know what children learn in each year group, they can view the RSE policy and resources. ➢ NSPCC Assemblies to provide the children with information on how to keep themselves safe (Pantosaurus and PANTS rule). ➢ Cross curricular links through our Science curriculum (Animals Inc Humans). ➢ Anti-bullying Week supports the children with Relationships.	EYFS	KS1
		Alongside the whole school focus, RSE is explored through the curriculum areas. For example: PHSEE/RSE: Recognise that all families are different Understand how members of a family can help each other Being aware of our own needs and having empathy for and understanding of other	Alongside the whole school focus, RSE is explored through the curriculum areas. For example: PHSE/RSE: Explore different types of families. Identify differences between males and females. Know the correct names for the main parts of the body (including external genitalia). Understand what physical contact is acceptable, comfortable, unacceptable and uncomfortable. Explore what is 'privacy'; their right to keep things private and the importance of respecting others' privacy.