

SAFEGUARDING IN FOCUS

Safeguarding through the Curriculum

Pupil safeguarding and the promotion of Fundamental British Values are at the heart of all our work at Gonville Academy and great importance is placed on identifying opportunities within the curriculum for children to learn about safeguarding. Our broad and diverse curriculum gives pupils the chance to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equip every child with the knowledge and skills required for personal safeguarding.

Opportunities to Teach Safeguarding

At Gonville Academy, we have developed a broad and balanced curriculum that is underpinned by the principles of safeguarding and one which provides explicit opportunities for the teaching and learning of safeguarding as outlined in 'Keeping Children Safe in Education' (KCSIE, 2019):

Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020.

PSHE and Citizenship in the Curriculum

Personal, Social and Health Education (PSHE) and Citizenship is a vital part of our curriculum and is integrated within our everyday practice. The exploration of themes and topics in daily assemblies and informal classroom discussions, with the discrete thematic teaching of the subject, enables our children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community and in so doing, we help develop their sense of self-worth. Our curriculum teaches our students how society is organised and governed and we ensure that they experience the process of democracy in school through the school council and regular classroom debates. We teach them about rights and

responsibilities and they learn to appreciate what it means to be a positive member of a diverse multicultural society through the opportunity to hear from visiting speakers, such as: health workers, emergency services, and representatives from local places of worship, whom we invite into the school.

Digital Literacy (E-Safety)

Digital literacy is explicitly taught as part of our safeguarding curriculum from Reception through to Year 6 and more widely across our school community during workshops and through regular parent communication. Our curriculum is flexible, relevant and engages the interests of our pupils and is focused around the overarching PSHE topic being taught at that time. Additional opportunities are sought to embed E-safety skills across the curriculum and children are taught about the benefits and risks of using technology, providing safeguards and awareness that will enable them to control their online experience both in and out of school.

We plan to constantly challenge our children to think deeply about safeguarding matters and their own personal, physical and mental well-being. We value pupils' questions and give them space for their own thoughts, ideas and concerns and provide them with planned opportunities across the curriculum to explore values, personal rights, responsibilities and equal opportunities, developing moral concepts that impact positively on safeguarding, promote British values and prevent radicalisation and extremism.

Religious Education

At Gonville Academy, we develop our children's knowledge and understanding of the major world faiths by exploring fundamental questions in life and seeking opportunities to celebrate similarities and differences in people's faiths and beliefs. We enable our children to develop a sound knowledge not only of Christianity, but also of other world religions, especially those that are the main faiths of children and families within our wider school community. We are bold in exploring contemporary issues that impact on our everyday society and, through doing so, promote Fundamental British Values, including tolerance and Mutual Respect.

Safeguarding and the Curriculum at Gonville Academy

Reception

Stranger Danger, Road safety, what to do if we get lost? People who help us (emergency services), PANTS NSPCC, being kind to others (bullying), Site safety, Unknown objects, Firework safety Medicines, Scissor safety, Personal hygiene – Keeping clean, Me and my family, Identifying feelings and understanding empathy, Managing personal feelings and emotions.

Year 1

Stranger danger, Road/Rail safety, Science- high visibility clothing, Care and respect for each other (bullying), Dangers in the home, Houses and homes, Keeping our hands to ourselves, Families, Firework safety, Staying safe online (SMART rules), PANTS NSPCC, Taking care of our bodies – personal hygiene, diet and exercise, It's good to be me.

Year 2

Stranger danger, Road/Rail safety, Safety on school trips, Safety in school e.g. shutting doors/gates, Fire safety, Keep it private (E-safety), Electricity safety and around the home, Science – medicines/health, Firework safety, What is bullying, Healthy/unhealthy food and daily exercise, Mental well-being, Food hygiene, PANTS NSPCC, Positive relationships, Local communities.

Year 3

Stranger danger, Road/Rail safety, Safety in school and on school trips, Bullying and Cyber bullying, E-safety through e-mailing, Online communities, Medicines, Safe risk taking, Building trust in relationships, Firework safety, Stereotypes, Self-worth, Identifying emotions, SPEAK OUT NSPCC.

Year 4

Cyber-bullying, E-safety - copyright, After school safety, Food safety, Prejudice and Discrimination (linked with R.E), Self-regulation, Different types of relationships, Healthy minds, Wider communities.

Year 5

Drugs, Peer pressure, Different types of relationships, Personal hygiene (puberty), E-safety, Cyber-bullying, Bullying, Fire safety including escape routes, Diet and exercise (long-term effects), Bikeability and Road safety, Water safety-Swimming, Self-esteem and assertiveness, Adverse effects of smoking/alcohol, Peer mentoring, Changes during puberty.

Year 6

Bike-ability , Mental health, Managing finances, Planning for the future, Adverse effects of alcohol/substance abuse, Relationships and Sex Education, Self-Esteem and assertiveness, Transition, Careers, Global communities.