



Chapel End Primary School

Safeguarding in the Curriculum

The Legal Context

These duties are set out in the 2002 Education Act . Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). The Equality Act 2010 also places duties on schools to help to reduce prejudice-based bullying.

Keeping Children safe in Education 2021 states:

‘Governing bodies and proprietors should ensure they facilitate a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.’

Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

Schools should consider all of this as part of providing a broad and balanced curriculum (colleges may cover relevant issues through tutorials). This may include covering relevant issues for schools through 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). The statutory guidance can be found here: Statutory guidance: relationships education relationships and sex education (RSE) and health education.

Online Safety

At Chapel End Primary School we teach online safety in a number of ways. The first unit of learning in each Year group is focused on e-safety. The Coram SCARF PSHE curriculum also has online safety lessons threaded through it's curriculum. We conduct whole school events such as e-safety week and model good practice regarding e-safety when using digital devices to support learning in any lesson across the curriculum.

PSHE and RSE

- It is now a statutory requirement for primary schools to deliver Relationships and Health Education. The Department of Education (DfE) also strongly encourages primary schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.
- We use materials provided to us by a scheme called ‘Coram Scarf’ to support the delivery of RSE & PSHE. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association’s Programme of Study’s recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.
- Knowledge, skills and vocabulary are mapped out across the year groups from Nursery to Year 6 to ensure that there is effective progression, challenge and differentiation.
- The design of the curriculum allows for effective links with other subjects such as Science, English, Maths, Computing, RE, PE.
- The British values of respect and tolerance and the development of Social, Moral, Spiritual and Cultural awareness are threaded throughout the curriculum.
- Lesson plan content will be adapted and extra support provided where necessary to ensure pupils identified on the school’s SEN Code of Practice are enabled to develop key skills, attributes and knowledge developed through the RSE & PSHE education programme. Work in RSE & PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).
- Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.
- Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.
- Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our RSE & PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum.

Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

- Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

Religious Education

In carrying out the 2016 review of the Lancashire Agreed Syllabus for RE, the SACRE has created a new syllabus in continuity with Lancashire's previous RE syllabuses (1994, 2000, 2006, 2011) taking due account of national developments in education and in RE.

The National Curriculum of 2013 included statements of values, aims and purposes underpinning the whole school curriculum. Whilst RE is a subject of the basic curriculum, and was not part of the review of the National Curriculum, the whole school curriculum context is important to the subject's policies, provision and outcomes.

Education influences and reflects the values of society, and the kind of society we want it to be. Foremost is a belief in education, at home and at school, as a route to moral, social, cultural, physical and mental development, and thus the well-being of the individual. Education is a route to equality of opportunity for all.

This includes valuing ourselves, our families and our relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live.

This Agreed Syllabus seeks to support children and young people in reflecting upon, developing and affirming their own beliefs, values and attitudes through the exploration of shared human experience and of the place and significance of religion in the contemporary world. In this, RE should enable children and young people to:

- be aware that human life is not merely material life, and be open to the possibility of transcendent or spiritual life, exploring such experiences in their own lives and the lives of others;
- approach sensitively and respectfully the beliefs, actions and feelings of all people, so that they can take full part in building a more cohesive community where people of different religions and no religion can live well together;
- understand the relationships between the individual and the community in religious life;
- develop appropriate ways of communicating their own thoughts, feelings and responses; and
- apply these insights to the development of their own beliefs, values and attitudes.

Specific area	Curriculum areas which offer opportunities to safeguard children.
Female Genital Mutilation or FGM	PSHE: Y6 Growing and changing
Bullying including cyber-bullying	PSHE: ME and my relationships/ valuing difference/ being my best and keeping myself safe Computing: E-safety units are taught at the beginning of each year Whole school: themed assemblies weekly and friendship week
Children missing from home or care	PSHE: me and my relationships and keeping myself safe
Contextual safeguarding	Whole school strategies: travelling to school initiative 'living streets' road safety week Geography: walk around the local area in Year 1 PSHE Keeping myself safe -managing risk and decision making
Domestic abuse (including violence, controlling and coercive behaviour)	PSHE: Rights and responsibilities and Mena my relationships
Drug and alcohol misuse	PSHE: Keeping myself safe and Being my best Science: Animals including humans Key Stage 2
Fabricated or induced illness	Science: Animals including humans PSHE: Keeping myself safe/Rights and responsibilities/ Being my Best and growing and changing
Faith abuse and so-called honour-based abuse	PSHE: Valuing difference RSE: Y6 lesson
Gangs and youth violence	PSHE: Being my best Whole school: Assembly
Gender based violence/ violence against women and girls (VAWG)	PSHE: Upper Key Stage 2- Rights and responsibilities
Hate	PSHE: Me and my relationships and valuing difference Whole School: Assemblies
Mental Health	PSHE: Being my Best Whole school: Assembly – child and young people's mental health week
Modern Slavery	PSHE: Valuing difference/ rights and responsibilities History: Y2- Significant people Rosa Parks Y3: Egyptians (slavery in the past) Whole school: Black History month (October)
Radicalisation and Extremism.	PSHE: Valuing difference RE: Learning about the 6 principle faiths

Forced Marriage	PSHE: Rights and responsibilities
Child Sexual Exploitation or CSE	PSHE: Rights and responsibilities/ me and my relationships and keeping myself safe. RSE- Growing and changing
Private Fostering	PSHE: Me and my relationships
Child Missing in Education	PSHE: Me and my relationships and keeping myself safe
Peer on Peer and Child on Child Abuse	PSHE: Me and my relationships and keeping myself safe Whole School: Friendship week
Sexting	PSHE: Keeping myself safe/ Valuing difference
Up skirting	PSHE: Me and my relationships and keeping myself safe
Children at risk from, or involved with serious violent crime including Child Criminal Exploitation	PSHE: Me and my relationships and keeping myself safe
County lines	PSHE: Me and my relationships and keeping myself safe
Grooming	PSHE: Me and my relationships and keeping myself safe Computing: E-safety units to begin each year