

- ✚ Our Safeguarding Curriculum crosses all aspects of life at HGPS and is effectively supported by our one Golden Rule, which is embedded across school.
TREAT OTHERS AS YOU WISH TO BE TREATED.
- ✚ Our Safeguarding Curriculum is firmly rooted in the premise that this is a life skill, which doesn't end once our pupils have left school. We aim to give pupils a wide range of opportunities and experiences, which will provide them with the knowledge, skills and understanding to significantly impact on their personal development and future life choices.
- ✚ Our Rationale for Cultural Capital places an emphasis on providing children with the skills, knowledge and understanding to become successful, well-balanced citizens of the future. This includes a deep understanding of how to keep themselves and others safe in a wide range of different situations.
- ✚ To prepare our children for the next phase of education and future careers, we have planned transition events for Y6 to Y7 and careers development in UKS2
- ✚ We recognise the impact of the wider world and ensure that our staff remain up to date with global, international, national and local events, so we can proactively support our children to understand safeguarding in a much wider sense.
- ✚ Our learning focuses on two key aspects: '*learning about*' and '*learning from*'. Whatever the learning experience, our children are encouraged and supported to think deeply about safeguarding matters, including their own personal and mental wellbeing. We value pupil questions and give them space to consider their own thoughts, beliefs, actions and impact on others.
- ✚ We give pupils' opportunities across the curriculum to explore values, personal rights, responsibilities and equal opportunities that develop moral concepts that positively influence safeguarding, promote British Values and prevent radicalisation and extremism.
 - ✚ PE/Sports across school is used to help children to understand the impact of physical activity on their overall health mental well-being.
- ✚ We are consistent in our approach across school to ensure children have a voice. We have created an open and safe learning environment where pupils are encouraged to express their own views in a considerate and thoughtful manner, ask pertinent questions, seek help, listen to, and support others.
- ✚ We are sensitive in our teaching and consider age-appropriate vocabulary and content. We aim to ensure all our children are well prepared for each new phase of education.
 - ✚ The promotion of equality and diversity for all helps prevent any form of direct or indirect discriminatory behaviour. Pupils learn not to tolerate any prejudiced behaviour and are supported in identifying where this may occur and what action can be taken to prevent it.
- ✚ We work closely with parents to ensure that vulnerable children are well prepared for any learning that may cause individual distress and treat every child with respect and understanding.
 - ✚ We have systems and procedures embedded across school, which aims to keep safeguarding at the forefront of everyone's minds and actions.

SAFEGUARDING CURRICULUM OVERVIEW 2024

Computing Unit Science Unit RSHE Unit RE Unit

		F2	Y1	Y2	Y3	Y4	Y5	Y6
ON-LINE SAFETY	AUTUMN		On-line Safety Personal Information & On-Line Safety How can I stay safe?		On-line Safety Email Online Strangers Sharing online Verifying Content Friendship Online Personal Information	On-line Safety On-line Strangers Sharing On-line Personal Information	On-line Safety Protecting our Identity Meeting Strangers on-line Echo Chambers <i>Individual passwords for school use</i>	On-line Safety Personal Information, terms and conditions Control and Consent <i>Individual passwords for school use</i> CRUCIAL CREW (Visit)
	SPRING	Online safety day covered through texts: Chicken Clicking and Once Upon a Time Online		Screen Time Fake News On-Line Safety		Friendship On-line Verifying Content		Bias Analysing digital media
	SUM							Y6 Safeguarding Transition Week
RELATIONSHIPS	AUTUMN	<ul style="list-style-type: none"> Building Relationships Managing Self My family 	Who is my friend? What makes a good friend?	How do we stop bullying? Should friends tell us what to do? How should families treat each other?	How do Christian people's beliefs about God, the world, impact on their lives?	How should we treat people who are different? Are all friends the same? What can we learn from great leaders and inspiring examples in today's world?	What makes a close friend? Can we be different and still be friends? Why are some people unkind?	What can we learn by reflecting on words of wisdom from religious and world views? What is prejudice? What is the history of prejudice? What should I do if ever I encounter prejudice?
	SPRING	Falling out and solving problems What makes a good friend?	How do we show we care for others? Why does it matter? Where do feelings come from?		How do I manage my feelings? What makes a good friend?	How do people express their faith and spiritual ideas on pilgrimages?	What does it mean to be British? How can I be a great citizen? Why is money important?	What contributions do religions make to local life in High Green? How can we make Sheffield a city of

HEALTHY BODY. HEALTHY MIND. HAPPY LIFE	SUMMER	Friendships Managing feelings - transition	How do we make a happy school? Who am I? What helps me to be happy?	Thornbridge (Residential)	How can we help the people around us? Are friendships always fun? Where do you feel like you belong? Are all families like mine?	How do we make the world fair? Are we happy all the time? What can we learn from inspiring leaders who started religions? WILD CAMPING (Residential)	Why do some people get married? Are families ever perfect? What makes us feel we belong? Does everyone have the same feelings? Why do we argue? How can I stay fit and healthy? Where should I get my health information? What is menstruation?	tolerance and respect? How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? Does the internet make us happy? PGL (Residential) Y6 Safeguarding Transition Week Enterprise Week
	AUT	Exercising bodies Physical activity			Animals including Humans	Animals including Humans	Careers Development 1	Careers Development 1 Evolution & Inheritance
	SPRING	Healthy food Sleep		Who owns my body? I do.	How do I keep my body healthy? How do I stop getting ill?	How do I save a life? SWIMMING	Animals including Humans BIKEABILITY Careers Development 2	Careers Development 2 Animals including Humans Why do some people take drugs? How will my feelings change as I get older? How do I stay clean as I get older?
SUMMER	Keeping clean Safety	Animals including Humans What makes a boy or a girl?	Animals including Humans	Head Injuries KS2 Training	SWIMMING Head Injuries KS2 Training	Head Injuries KS2 Training Careers Development 3	How will my body change as I get older? What is sex?	

			When should I say no?	How do I help my body to stay healthy? How do I decide what to eat? Will I always be a child?				Careers Development 3 Head Injuries KS2 Training Y6 Safeguarding Transition Week
--	--	--	-----------------------	---	--	--	--	---

WHOLE SCHOOL SAFEGUARDING LEARNING OPPORTUNITIES		
WHY?	WHAT?	WHEN?
On-Line Safety	On-Line Safety Week – Range of age-appropriate activities and discussions in class including Safer Internet Day	February
	On-Line Safety Training for Parents – parents’ workshops to discuss concerns, share information and resources to support families. (UK Safer Internet Centre. NSPCC)	November
	Safer Internet Day	11.02.25
Positive Relationships	Anti-Bullying Week – (Anti-Bullying Alliance) Class activities throughout the week based on positive relationships, how to get help and support.	November
	Class Charities – each class to understand what their charity does, who for and how they can be supported. Focus on community and being a successful citizen who contributes to society.	On-going throughout the year
	Class Pets – Each class has their own pet to learn about and look after. Focus on caring for others, understanding needs and putting others first above self.	On-going throughout the year
	Children in Need Day – Pupil Council arrange events for the day and share information about how the money is used to support charities. Focus on understanding and helping others.	November
	NSPCC Kindness Challenge	02.10.24
	Recycle Week	16.09.24
	World Wildlife Day	03.03.25
	World Environment Day	05.06.25
	World Ocean Day	08.06.25
Mental Health & Well-Being	Mental Health Awareness Week – activities and discussions in class. Activities at break based on physical activity to support better mental health.	May
	Children’s Mental Health Week	03.02.25
	World Mental Health Day	10.10.24
	Well-Being Journal – (PE/Sports) End of each PE session - personal reflection and focus on Personal Development = Tree House tokens. End of each unit - Personal reflection and response to individual mental health. Staff respond according to concerns.	On-going throughout the year
	Zones of Regulation – Every class every day – children share their emotional wellbeing at the start and middle of each day. Staff respond accordingly.	
	National Fitness Day (Ultimate Warrior Challenge)	18.09.24
	Cycle to School Week	23.09.24
	Walk to School Week	19.05.25
	World Health Day	07.04.25
	Road Safety Week	18 th November 24
	World Music Day	21.06.25

British Values & Protected Characteristics	<u>KS Assemblies</u> (Picture News) Based on one aspect of news with links made to both British Values and Protected Characteristics. Adapted to ensure age appropriate.	Weekly
	<u>Black History Month</u> – Class focus on a significant individual. Focus – what can the children learn about the individual and what can they learn from the individual?	October
	<u>Windrush</u> –_children to learn about the events leading up to the Windrush scandal and consider impact on families and individuals.	On or around 21 st June
	<u>Remembrance Day</u>	11.11.24
	<u>International Women’s Day</u>	08.03.25
	<u>European Day of Languages</u>	26.09.24
	<u>Women’s Euro</u>	July 25