

HGPS SAFEGUARDING CURRICULUM

- ✚ 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.
 - ✚ Safeguarding is **EVERYONES** responsibility. 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>
	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 CRUCIAL CREW (Visit)
	SUM							Y6 Safeguarding Transition Week
RELATIONSHIPS	AUTUMN	Building Relationships Managing Self My family Humans – baby to adult	Who is my friend? What makes a good friend? ZoR 5 Different Perspectives	How do we stop bullying? Should friends tell us what to do? How should families treat each other?	What is it like for someone to follow God?	How should we treat people who are different? Are all friends the same?	What makes a close friend? Can we be different and still be friends? Why are some people unkind? ZoR 5 Different Perspectives ZoR 7 How Do I feel? ZoR 9 Triggers Ahead ZoR 12 Size of the Problem.	What is prejudice? What is the history of prejudice? What should I do if ever I encounter prejudice? ZoR 5 Different Perspectives ZoR 7 How Do I feel? ZoR 9 Triggers Ahead ZoR 12 Size of the Problem.
	SPRING	Falling out and solving problems What makes a good friend? ZoR 5 Different Perspectives	Where do feelings come from? How do we make a happy school? Who am I?		How do I manage my feelings? What makes a good friend? ZoR 4 The Zones in Me		What does it mean to be British? How can I be a great citizen? Why is money important?	

		Being special: where do we belong?	What helps me to be happy?		ZoR 6 Me in My Zones ZoR 7 How Do I Feel? ZoR 8 Zones Across the Day ZoR 9 Triggers Ahead		Why do some people get married? Are families ever perfect? What makes us feel we belong? Creation and science, conflicting or complimentary?	
	SUMMMER	Friendships Managing feelings – transition ZoR 12 Size of the Problem. Which places are special and why? Which stories are special and why?	Who’s in my family? Do families always stay the same? What does it mean to belong to a faith community? How should we care for the world and for others, and why does it matter?	What makes some places special to believers? 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 and why do people try to make the world a better place?	How do we make the world fair? Are we happy all the time? ZoR 4 The Zones in Me ZoR 6 Me in My Zones How and why do people mark the significant events of life? WILD CAMPING (Residential)	Does everyone have the same feelings? Why do we argue? How can following God bring justice and freedom? What matters most to Humanists and Christians?	Does the internet make us happy? Why do some people believe in God and some not? How does faith help people when life gets hard? PGL (Residential) Y6 Safeguarding Transition Week Enterprise Week
HEALTHY BODY. HEALTHY MIND. HAPPY LIFE	AUT	ZoR 1 – Wall Posters ZoR 2 – Zones Bingo ZoR 3 - Videos ZoR 4 The Zones in Me Exercising bodies Physical activity Learning about your body	ZoR 1 – Wall Posters ZoR 2 – Zones Bingo ZoR 3 - Videos ZoR 4 The Zones in Me	ZoR 1 – Wall Posters ZoR 2 – Zones Bingo ZoR 3 - Videos ZoR 4 The Zones in Me	ZoR 1 – Wall Posters ZoR 2 – Zones Bingo ZoR 3 – Videos Movement and Nutrition	ZoR 1 – Wall Posters ZoR 2 – Zones Bingo ZoR 3 – Videos Digestion and Food	ZoR 1 – Wall Posters ZoR 2 – Zones Bingo ZoR 3 - Videos ZoR 4 The Zones in Me Careers Development 1	ZoR 1 – Wall Posters ZoR 2 – Zones Bingo ZoR 3 - Videos ZoR 4 The Zones in Me Careers Development 1
	SPRING	Healthy food Sleep	Sensitive Bodies	Who owns my body? I do. Life Cycles and Health	How do I keep my body healthy? How do I stop getting ill?	How do I save a life? SWIMMING	BIKEABILITY Careers Development 2 ZoR 11 Tools for Calming ZoR 12 Thinking Strategies	Careers Development 2 ZoR 11 Tools for Calming ZoR 12 Thinking Strategies ZoR 16 Tracking my Tools

							ZoR 16 Tracking my Tools	Why do some people take drugs? How will my feelings change as I get older? How do I stay clean as I get older? Evolution and Inheritance
	SUMMMER	Keeping clean Safety Why do we wear different clothes at different times of the year?	What makes a boy or a girl? 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?	Head Injuries KS2 Training ZoR 13 The Toolbox ZoR 14 When to use the Yellow Zone	SWIMMING Head Injuries KS2 Training ZoR 13 The Toolbox ZoR 14 When to use the Yellow Zone ZoR 14 Stop and Use a Tool	Head Injuries KS2 Training Careers Development 3 How can I stay fit and healthy? Where should I get my health information? What is menstruation? ZoR 17 Stop, Opt, and Go ZoR 18 Celebrating My use of Tools Human Timeline	How will my body change as I get older? What is sex? Careers Development 3 Head Injuries KS2 Training Y6 Safeguarding Transition Week ZoR 17 Stop, Opt, and Go ZoR 18 Celebrating My use of Tools Are some sunglasses safer than others?

ZONES OF REGULATION – Lessons to support and embed emotional regulation

CH.	LESSON	PAGE	TITLE	DESCRIPTION OF LESSON
CHAPTER 3 – Go!	1	26	Creating Wall Posters of the Zones	Consistency across school. Lollypop sticks with names. Beginning of each day and if needed throughout the day. Staff to closely monitor for any change. Whole school start of each year
	2	48	Zones Bingo	Developing vocabulary of emotions, recognising facial expressions and deepening understanding of the Zones
	3	54	The Zones in Video	Deepening understanding of the Zones and identifying the Zones in others. Gaining awareness of how others perceive people in different zones.
	4	56	The Zones in Me	Identifying the Zone in themselves. Beginning to understand how external factors might influence the Zones.
	5	62	Understanding Different Perspectives	Social emotional chain reaction. Understanding expected and unexpected behaviours.
	6	73	Me in my Zones	Increased awareness of how individuals feel and look in each zone. Improving ability to identify which Zone they are in.
	7	82	How Do I Feel?	Understanding of how different events change they way you feel. Improving emotional vocabulary.
	8	86	Zones Across the Day	Awareness that feelings fluctuate throughout the day
	9	92	Caution! Triggers Ahead	Recognise personal triggers. Problem solving to avoid triggers.
CHAPTER 4 – And They're Off!	10	108	Exploring Sensory Tools	Understanding and using sensory support tools to self-regulate
	11	113	Exploring Tools for Calming	Understanding and using calming technique to self-regulate
	12	121	Exploring Tools – Thinking Strategies	Size of the Problem - Developing ability to analyse situations and rationalise how big a problem it is.
Chapter 5 – Approaching the Finishing Line	13	136	The Toolbox	Engaging in different strategies to change their Zone and self-regulate.
	14	143	When to Use Yellow Zone Tools	Review of Yellow Zone and understand that staying in green helps them to be more successful.
	15	149	Stop and Use a Tool	Recognise opportunities during the day and select an appropriate tool to self-regulate based on their Zone.
	16	152	Tracking My Tools	Increase their use of tools to aid in self-regulation
	17	156	Stop, Opt, and Go	Increase problem solving and planning abilities
	18	161	Celebrating My Use of Tools	Celebrate achievements in using tools to self-regulate.

ZONES OF REGULATION

Whilst some lessons lend themselves to support other units of work and are planned in as part of the Safeguarding Curriculum, **ALL** lessons should be utilised appropriately to support cohorts whenever deemed necessary. Lessons should be adapted to suit the age and needs of the children.

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 (Well-Being Ambassadors)	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 (Well-Being Ambassadors)	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. (Well-Being Ambassadors)	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.	15.11.24
	NSPCC Kindness Challenge (Well-Being Ambassadors)	02.10.24
	Recycle Week (Ecco Warriors)	16.09.24
	World Wildlife Day (Ecco Warriors)	03.03.25
	World Environment Day (Ecco Warriors)	05.06.25
	World Ocean Day (Ecco Warriors)	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. (Well-Being Ambassadors)	May
	Children’s Mental Health Week (Well-Being Ambassadors)	03.02.25
	World Mental Health Day (Well-Being Ambassadors)	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) (Sports Leaders)	18.09.24
	Cycle to School Week (Sports Leaders)	23.09.24
	Walk to School Week (Sports Leaders)	19.05.25
	World Health Day (Well-Being Ambassadors)	07.04.25
	Road Safety Week (Well-Being Ambassadors)	18 th November 24
World Music Day (Well-Being Ambassadors)	21.06.25	
	KS Assemblies (Picture News) Based on one aspect of news with links made to both British Values and Protected Characteristics. Adapted to ensure age appropriate.	Weekly

British Values & Protected Characteristics	<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 (Well-Being Ambassadors)</u>	08.03.25
	<u>European Day of Languages</u>	26.09.24
	<u>Women’s Euro (Sports Leaders)</u>	July 25