Shelley First School: Overview of how we teach Safeguarding and Prevent

Year Group, details of groups	Content	When	Who
Whole School	☐ PANTS ☐ How we keep you safe • ☐ Consent ☐ Children's SIP – mental health and wellbeing ☐ Safer Internet / e-safety ☐ Anti-bullying ☐ Fireworks ☐ Reminders re playing safely before holidays ☐ Information from Health and Safety council including road safety ☐ Road safety ☐ Stranger danger • ☐ 'Lanyard system' ☐ PSHE/SRE curriculum Emotional Literacy	Sept, April Sept, April Sept Oct, Feb, May Nov Nov Oct, Dec, Feb, Apr May, July	LS LS LS AW SLT SLT
YR	☐ People who help us / Our community ☐ Balance-ability ☐ Bonfire Night ☐ Safely using tools to prepare food ☐ Health and safety routines and rules during forest school and school trips ☐ Playing parameter games to ensure children know safe boundaries and why they need to stay within these in public places. ☐ Identity within school – how do we know who works here? ☐ Circle time – respecting self and others, staying safe in public places and close to roads. Reinforced through walking around the village and trips. ☐ Jigsaw PSHE Units – stranger danger, bullying, respecting my body.	Across all three terms	OD

Y1	• ☐ Belonging to different groups (through RE) • ☐ Jigsaw PSHE Units – bullying, people who help us, boys and girls bodies. ☐ Bonfire night safety 'Helpful people' topic E safety: o Use technology safely o Keep personal information private o Recognise common uses of information technology beyond school o http://www.thinkuknow.co.uk o http://www.childnet.com o http://www.commonsensemedia.org/educators o http://ceop.police.uk	Autumn Spring Summer Across all three terms	OD LS

Y2	• Jigsaw PSHE Units – rights & responsibilities, secrets, exploring physical contact, standing up for myself and why does bullying happen? • Road safety • What is the same and what is different about us? • E safety o Use technology respectfully o Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies o http://www.thinkuknow.co.uk o http://www.childnet.com o http://www.commonsensemedia.org/educators o http://ceop.police.uk	Autumn Spring Summer Across all three terms	AW AW
Y3	• Jigsaw PSHE Units – family conflict, being safe/unsafe, witness feelings ☐ Hazards and risks, effects of drugs and alcohol • Road safety ☐ E safety: o Use technology safely o Identify a range of ways to report concerns about contact o http://www.thinkuknow.co.uk o http://www.childnet.com o http://www.commonsensemedia.org/educators o http://ceop.police.uk	Autumn Spring Summer Across all three terms	LS

| Y4 | • PSHE Jigsaw Units – assertiveness, bullying, friendships ▯ How do we keep safe in our local area?
• What is diversity? How do we belong?
• E safety o Understand the opportunities computer networks offer for communication
   o Identify a range of ways to report concerns about content
   o Recognise acceptable / unacceptable behaviour o
     http://www.thinkuknow.co.uk o
     http://www.childnet.com o
     http://www.commonsensemedia.org/educators o
     http://ceop.police.uk | Autumn
Spring
Summer

Across all three terms | LS |
| Y5 | • How can we be safe online using social media?
• How can we manage risk?
• What choices help health?
• PSHE Jigsaw Units – racism, rumours, bullying, online safety
E safety o   Understand the opportunities computer networks offer for collaboration
   o Be discerning in evaluating content o
     http://www.thinkuknow.co.uk   o
     http://www.childnet.com   o
     http://www.commonsensemedia.org/educators   o
     http://ceop.police.uk | Autumn
Spring
Summer

Across all three terms | AW |

Prevent Strategy:

Under the section 29 of the Counter-Terrorism and Security Act 2015, specific authorities such as schools have due regard to the need to prevent people from being drawn into terrorism.

The PHSE Jigsaw curriculum addresses appropriate elements of the Prevent strategy. It makes a significant contribution towards ensuring that the curriculum and the learning environment that children experience lays down a grounding in which the ideological and emotional roots of extremist beliefs, attitudes and behaviours cannot flourish. This contribution emerges first and foremost through the overall character of the Jigsaw scheme and the learning styles it advocates, but also through many aspects of the specific content of the themes or 'Puzzles' that make up the programme.

Children are taught to know their own minds, to operate from a position of self-awareness and self-valuing, and to develop the capacity to empathise with others.

Push Factors	Strategic Teaching Approaches	Pull Factors

Factors that push an individual/make an individual vulnerable to extremist messages	Teacher confidence: using existing teaching skills and methods that may be most effective.	Factors that draw young people into extremist messages
• Lack of excitement; frustration • Lack of sense of achievement • Lack of purpose/confidence • Gaps in knowledge: faiths, immigrants, migrants • Sense of injustice • Negative experience such as discrimination, bullying • Exclusion – lack of belonging	**Teacher attitudes/behaviours** ✓ Acknowledging that controversial issues exist ✓ Awareness that you have a role to play ✓ Willingness to ask for help ✓ Awareness of family background and current behaviours of child **Specific knowledge** ✓ Understanding other cultures and religions and alternative values/beliefs ✓ PSHE, E-Safety, Safeguarding KSIE 2020 **Pedagogy** ✓ Boosting critical thinking ✓ Helping to see multiple perspectives ✓ Using multiple resources/methods ✓ Enabling pupils to tackle difficult issues ✓ Linking work to the community/world ✓ Developing in children multiple identities **Teaching British values of democracy** ✓ The right to vote, rule of law, individual liberty, mutual respect, tolerance of faiths and beliefs	• Charismatic, confident and influential people • Networks/belonging • Persuasive messages/exploiting gaps • Social media • Individuals who are able to exploit emotional empathy in others

Jigsaw units that incorporate the Prevent Strategy

YR	Y1	Y2	Y3	Y4	Y5

Being me in my world: Self-identity Rights and responsibilities **Celebrating differences:** Standing up for yourself **Dreams and goals:** Seeking help **Healthy me:** Safety **Relationships:** Family life Breaking friendships **Changing me:** Fun and fears	**Being me in my world:** Feeling special and safe Rights and responsibilities Consequences **Celebrating differences:** Similarities & differences **Dreams and goals:** Identifying and overcoming obstacles **Healthy me:** Being safe **Relationships:** Belonging to a family **Changing me:** Coping with change	**Being me in my world:** Rights and responsibilities Rewards & consequences Valuing contributions Choices **Celebrating differences:** Standing up for self and others **Healthy me:** Healthier choices Motivation **Relationships:** Different types of family Secrets Trust and appreciation **Changing me:** Assertiveness	**Being me in my world:** Self-identity and self-worth Rules, rights & responsibilities Rewards & consequences Responsible choices Seeing things from others' perspectives **Celebrating differences:** Families & their differences Family conflict **Dreams and goals:** New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles **Healthy me:** Keeping safe online & off line Respect for myself and others Healthy and safe choices **Relationships:** Family roles and responsibilities Keeping safe online Who to go to for help Being a global citizen Being aware of how my choices affect others **Changing me:** Family stereotypes Challenging my ideas	**Being me in my world:** Being a school citizen Rights & responsibilities Rewards & consequences Having a voice What motivates behaviour **Celebrating differences:** Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying First impressions **Dreams and goals:** Celebrating contributions Resilience Positive attitudes **Healthy me:** Healthier friendships Group dynamics Assertiveness Peer pressure **Relationships:** Showing appreciation to people and Animals **Changing me:** Being unique Confidence in change Accepting change	**Being me in my world:** Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Having a voice **Celebrating differences:** Racism Rumours and name-calling Types of bullying Enjoying and respecting other cultures **Dreams and goals:** The importance of money Jobs and careers Goals in different cultures Supporting others **Healthy me:** Healthy choices Motivation and behaviour **Relationships:** Self-recognition and selfworth Building self-esteem Safer online communities **Changing me:** Coping with change