

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

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| **Year Group, details of groups** | **Content** | **When** | **Who** |
| Whole School | * PANTS
* How we keep you safe
* 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’
 | Sept, AprilSept, AprilSeptOct, Feb, MayNovNovOct, Dec, Feb, AprMay, July | DKSLTDKSLTSLTSLT |
| 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 | JP |
| 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:
	+ Use technology safely
	+ Keep personal information private
	+ Recognise common uses of information technology beyond school
	+ <http://www.thinkuknow.co.uk>
	+ <http://www.childnet.com>
	+ <http://www.commonsensemedia.org/educators>
	+ <http://ceop.police.uk>
 | AutumnSpringSummerAcross all three terms | OEHB |

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| 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
	+ Use technology respectfully
	+ Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
	+ <http://www.thinkuknow.co.uk>
	+ <http://www.childnet.com>
	+ <http://www.commonsensemedia.org/educators>
	+ <http://ceop.police.uk>
 | AutumnSpringSummerAcross all three terms | CSRM |
| Y3 | * Jigsaw PSHE Units – family conflict, being safe/unsafe, witness feelings
* Hazards and risks, effects of drugs and alcohol
* E safety:
	+ Use technology safely
	+ Identify a range of ways to report concerns about contact
	+ <http://www.thinkuknow.co.uk>
	+ <http://www.childnet.com>
	+ <http://www.commonsensemedia.org/educators>
	+ <http://ceop.police.uk>
 | AutumnSpringSummerAcross all three terms | GP |
| 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
	+ Understand the opportunities computer networks offer for communication
	+ Identify a range of ways to report concerns about content
	+ Recognise acceptable / unacceptable behaviour
	+ <http://www.thinkuknow.co.uk>
	+ <http://www.childnet.com>
	+ <http://www.commonsensemedia.org/educators>
	+ <http://ceop.police.uk>
 | AutumnSpringSummerAcross all three terms | LW |
| 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* + Understand the opportunities computer networks offer for collaboration
	+ Be discerning in evaluating content
	+ <http://www.thinkuknow.co.uk>
	+ <http://www.childnet.com>
	+ <http://www.commonsensemedia.org/educators>
	+ <http://ceop.police.uk>
 | AutumnSpringSummerAcross all three terms | ED |

**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.

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| **Push Factors** | **Strategic Teaching Approaches** | **Pull Factors** |
| **Factors that push an individual/make an individual vulnerable to 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 confidence:** using existing teaching skills and methods that may be most effective.**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
 | **Factors that draw young people into extremist messages*** Charismatic, confident and influential people
* Networks/belonging
* Persuasive messages/exploiting gaps
* Social media
* Individuals who are able to exploit emotional empathy in others
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**Jigsaw units that incorporate the Prevent Strategy**

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| **YR** | **Y1** | **Y2**  | **Y3** | **Y4** | **Y5** |
| **Being me in my world:**Self-identityRights and responsibilities**Celebrating differences:**Standing up for yourself**Dreams and goals:**Seeking help**Healthy me:**Safety**Relationships:**Family lifeBreaking friendships**Changing me:**Fun and fears | **Being me in my world:**Feeling special and safeRights and responsibilitiesConsequences**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 responsibilitiesRewards & consequencesValuing contributionsChoices**Celebrating differences:**Standing up for self and others**Healthy me:**Healthier choicesMotivation**Relationships:**Different types of familySecretsTrust and appreciation**Changing me:**Assertiveness  | **Being me in my world:**Self-identity and self-worthRules, rights &responsibilitiesRewards & consequencesResponsible choicesSeeing things from others’perspectives**Celebrating differences:**Families & theirdifferencesFamily conflict **Dreams and goals:**New challengesMotivation and enthusiasmRecognising and trying toovercome obstacles**Healthy me:**Keeping safe online & off lineRespect for myself and othersHealthy and safe choices**Relationships:**Family roles and responsibilitiesKeeping safe onlineWho to go to for helpBeing a global citizenBeing aware of how my choices affect others**Changing me:**Family stereotypesChallenging my ideas | **Being me in my world:**Being a school citizenRights & responsibilities Rewards & consequencesHaving a voiceWhat motivates behaviour**Celebrating differences:**Challenging assumptionsJudging by appearanceAccepting self and othersUnderstanding influencesUnderstanding bullyingFirst impressions**Dreams and goals:**Celebrating contributionsResiliencePositive attitudes**Healthy me:**Healthier friendshipsGroup dynamicsAssertivenessPeer pressure**Relationships:**Showing appreciation to people andAnimals**Changing me:**Being uniqueConfidence in changeAccepting change | **Being me in my world:**Being a citizenRights and responsibilitiesRewards and consequencesHow behaviour affects groupsHaving a voice**Celebrating differences:**RacismRumours and name-callingTypes of bullyingEnjoying and respectingother cultures**Dreams and goals:**The importance of moneyJobs and careersGoals in different culturesSupporting others **Healthy me:**Healthy choicesMotivation and behaviour**Relationships:**Self-recognition and self-worthBuilding self-esteemSafer online communities**Changing me:**Coping with change |