

**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, April  Sept, April  Sept  Oct, Feb, May  Nov  Nov  Oct, Dec, Feb, Apr  May, July | DK  SLT  DK  SLT  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 | 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> | Autumn  Spring  Summer  Across all three terms | OE  HB |

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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> | Autumn  Spring  Summer  Across all three terms | CS  RM |
| 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> | Autumn  Spring  Summer  Across 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> | Autumn  Spring  Summer  Across 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> | Autumn  Spring  Summer  Across 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 |

**Jigsaw units that incorporate the Prevent Strategy**

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| **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 self-worth  Building self-esteem  Safer online communities  **Changing me:**  Coping with change |