The Safeguarding Curriculum

A Parents' Guide



What is the Safeguarding Curriculum?

At Springbank we really value keeping all of the children safe.

As part of their curriculum, we plan lots of opportunities for them to learn about keeping safe. In each year group, children will have **explicit** lessons which link to safeguarding.

E.g. Road safety, stranger danger, e-safety.

These messages are also reinforced regularly as assemblies, focus days and the 'hidden curriculum' (less formal conversations with staff).

What is the Safeguarding Curriculum?

It also covers more sensitive issues that are taught in an age appropriate way

E.g. ‘Pants are Private’, sexual harassment, ‘Prevent’ and ‘Different Families, Same Love’

All of these are delivered using recognised, approved resources.

We understand that for some children, these topics can create questions and so endeavour to let parents know when they are being taught. We hope that this will allow you to support your child at this time.

Our explicit curriculum

	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Reception		Pants are private	Jessie & Friends Episode 1 - Watching videos (CEOP resource)	Pants are private		Pants are private
Year 1	Pol-Ed Lesson 1	Pants are private Jessie & Friends Episode 2 - Sharing pictures (CEOP resource)	Pol-Ed Lesson 2 **KSMR**	Pants are private **DATE**	Pol-Ed Lesson 3	Pants are private
Year 2	Pol-Ed Lesson 1	Pants are private RSE	Oh Lila – Trusted adults Pol-Ed Lesson 2 **KSMR**	Pants are private Jessie & friends - Episode 3 - playing games **DATE**	Pol-Ed Lesson 3	Pants are private
Year 3	Pol-Ed Lesson 1	Pants are private	Pol-Ed Lesson 2 **KSMR**	Pants are private **DATE**	Lesson 2 – FGM Body mapping Pol-Ed Lesson 3	Pants are private
Year 4	Pol-Ed Lesson 1	Oh Lila – Trusted adults	Pol-Ed Lesson 2 **KSMR**	Pants are private **DATE**	Pol-Ed Lesson 3	Rory – alcohol and drugs
Year 5	PREVENT Pol-Ed Lesson 1	I saw your willy (online safety day)	Lucy and the boy Pol-Ed Lesson 2 **KSMR**	RSE – 7 Lessons Pants are private **DATE**	Little mouse – domestic violence 4 Lessons from Mindmate Pol-Ed Lesson 3	Jigsaw – CEOP's – Becky's story
Year 6	Jigsaw – CEOP's – Becky's story Pol-Ed Lesson 1	RSE – Year 5 recap Pants are private I saw your willy (online safety day)	Lucy and the boy Pol-Ed Lesson 2 **KSMR**	**DATE**	RSE – New learning Pol-Ed Lesson 3	Alright Charlie (Pants are private recap) FGM – 3 Lessons

Safeguarding Lessons and resources

A Parents' Guide

Pants are private
An NSPCC research briefing July 2013

Sexual abuse is largely hidden and can be difficult to uncover.

Nearly a quarter of young adults (24.1%) experienced sexual abuse (including contact and non-contact), by an adult or by a peer during childhood (Radford et al, 2011).

Sexually abused children can suffer a range of psychological and emotional problems especially if the abuse is never uncovered.

Sometimes the only chance of uncovering sexual abuse is when a child makes a disclosure and many victims wait years before telling anybody about their abuse.

Child sexual exploitation, which has received an increased focus over the last two years, should be seen as part of a wider problem of child sexual abuse.

Pants are Private

This topic equips children with the tools to help keep themselves safe from child sexual exploitation.

We do not use this term with the children (except Year 6), we refer to ‘The pants rule’ and good and bad touch.

Could we be sure that if the unimaginable happened, the children would speak out?

Pants are Private

-The whole school approach



The Lesson – For all year groups



Would involve the underwear rule and acronym

Anything that is covered by underwear is a private part of your body

Designing pants/their own acronym

Naming parts of the body:

DfE Science Programme of Study Key Stages 1 and 2 National Curriculum in England, Year 1 programme of study, Animals, including humans asks that pupils '*identify, name, draw and label the basic parts of the human body.*'

The Lesson – For all year groups



The pants area should not be touched by others.

- *Exceptions are given e.g. doctor with a trusted adult present*
- *Children would be asked to consider who they might trust.*

Good touch

- *Holding hands when crossing roads*
- *Hugs and kisses from family*

Bad touch

- *Pinching/hitting*
- *Bad or unwanted*

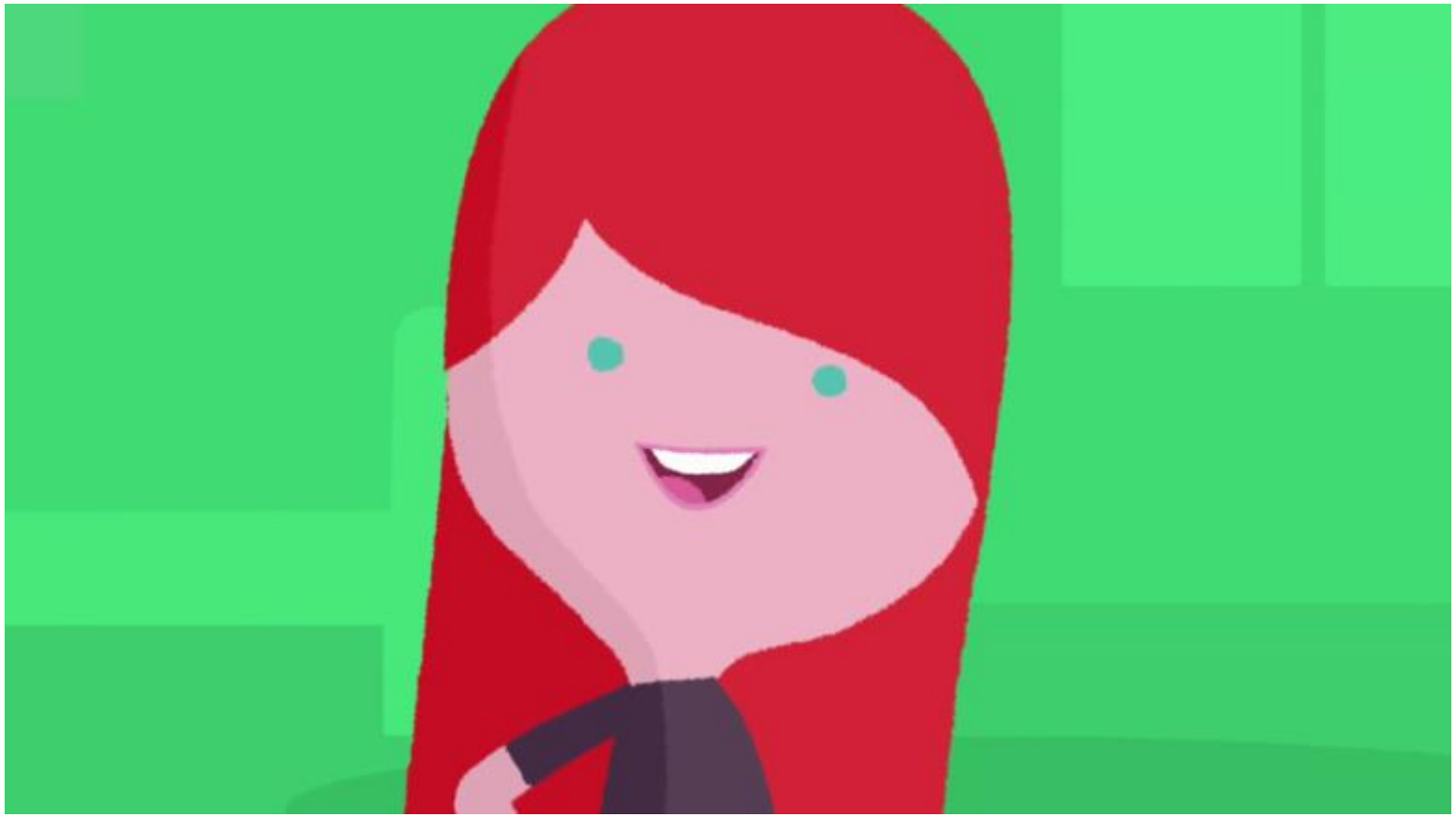
Children will be taught that they should not be asked to keep secrets that involve touch.

NSPCC resources

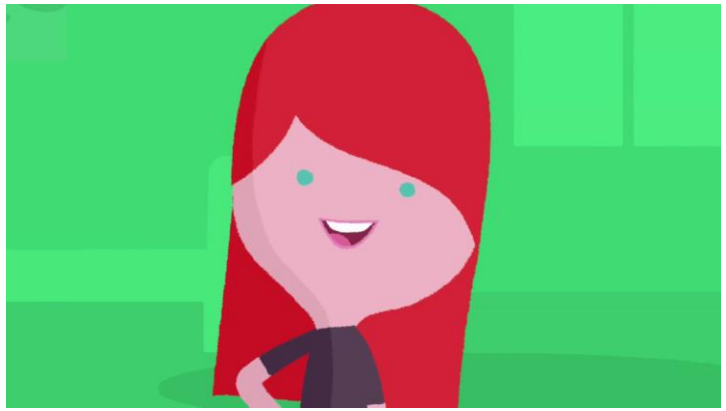
NSPCC may come into school to deliver an assembly. This will look at ways in which children can protect themselves from abuse and who they can speak to if they have concerns.

Over the last couple of years, this has been delivered online and followed up by class teachers.

Lucy and the boy – Year 5 and 6



Lucy and the boy – Year 5 and 6





As part of E-Safety

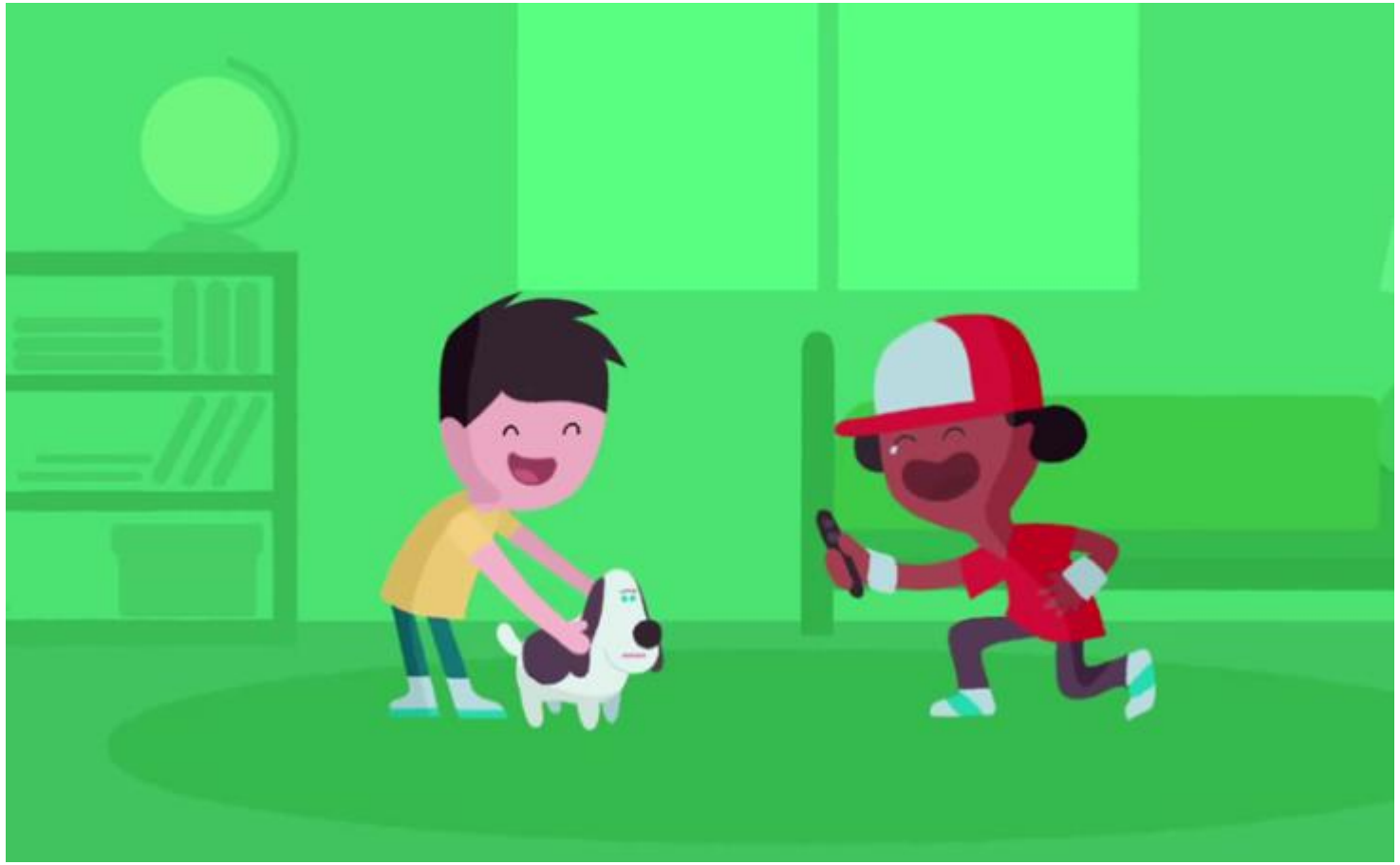
Good/bad sharing

Discussion tasks to include:

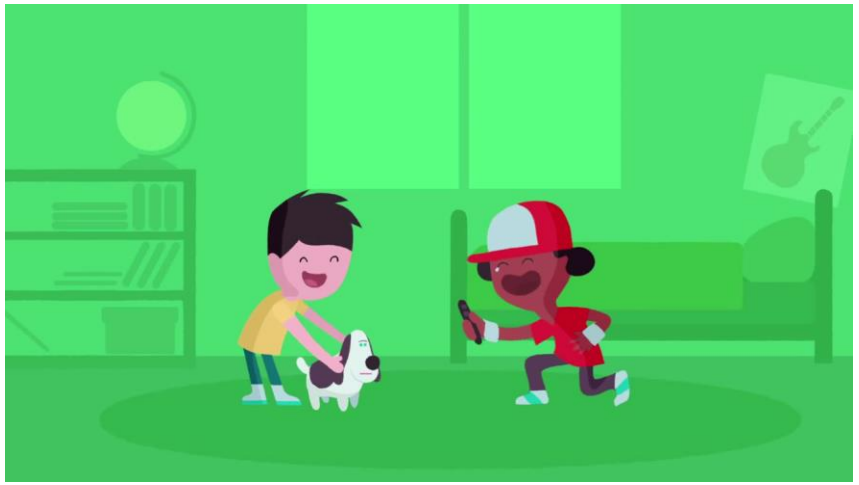
- What the warning signs were
- When Lucy should have reported

Writing advice to Lucy.

I saw your willy – Year 5 and 6



I saw your willy – Year 5 and 6





Non-sexualised despite name

Good/bad sharing

Photos, passwords, address etc

Discussion tasks to include:

Warning signs

Alex and Katie's responsibilities

When they should have asked for help.

Creating a set of guidelines for safe sharing under the headings safe, responsible and respectful

Alright Charlie

- Aimed at Year 5 and 6 however at this stage will only be taught in Year 6

Challenges stereotypes

Gender neutral.
It is a person that Charlie knows that is grooming.
The perpetrator is a young person.

Directly tackles grooming techniques

Gift giving.
Keeping secrets.

Does use the terms ‘grooming’ and ‘sexual exploitation’

Will be taught as a longer lesson allowing children to complete follow up activities.

Discussing how Charlie was groomed – looking for warning signs.
Who and how to ask for help.

‘Different families, same love’

'The public sector Equality Duty requires all schools in England, Scotland and Wales to: eliminate discrimination on the grounds of sexual orientation; advance equality of opportunity and foster good relations.’

The Ofsted framework explicitly directs inspectors to ask whether pupils ever hear anyone use the word 'gay' when describing a thing or whether they've been told by teachers that using the word 'gay' to mean something is rubbish is wrong and why it is wrong.

Hate Incident Reporting Guidance from Leeds City Council states that any use of homophobic language (or that which discriminates due to race or disability) must be recorded as a hate incident

How will this be delivered to your children?



We will be delivering these lessons primarily focused on the changing face of the **family unit** and challenging **gender stereotypes**.

The children will learn about what makes a family and how this can look different for different people.

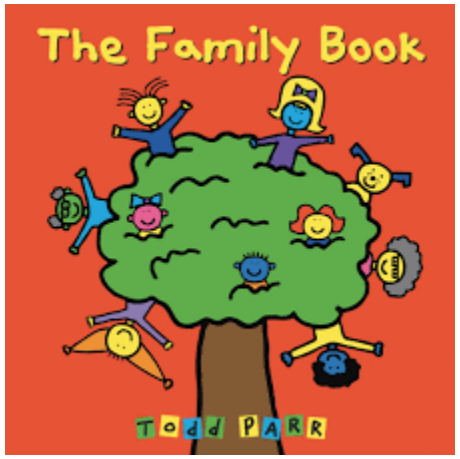
Books and stories

We will be using a range of books and films that reflect a wider range of families across the school.

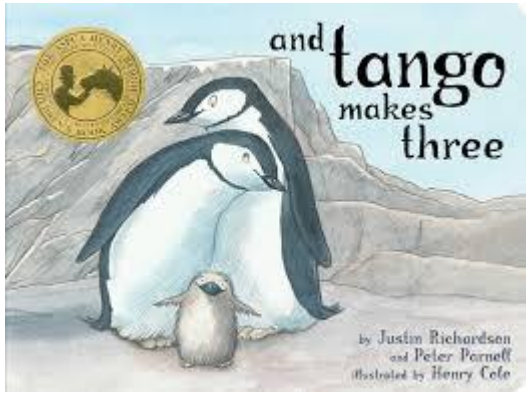
The children are used to this approach from our No Outsiders work.

These will compliment the books that we currently use with the children, many of which reflect more traditional families.

Reception and Key Stage 1

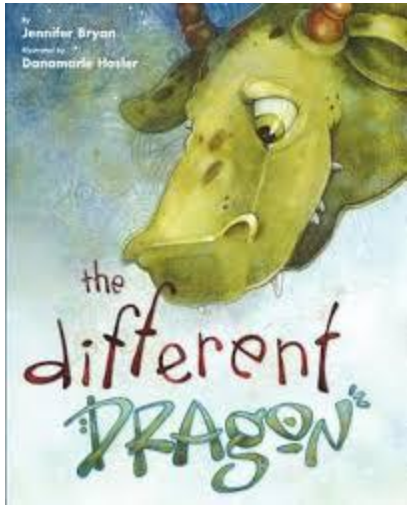


The Family book is a picture book with drawings of different types of family. This will lead discussions about what it means to be a family and that not everyone's looks the same.



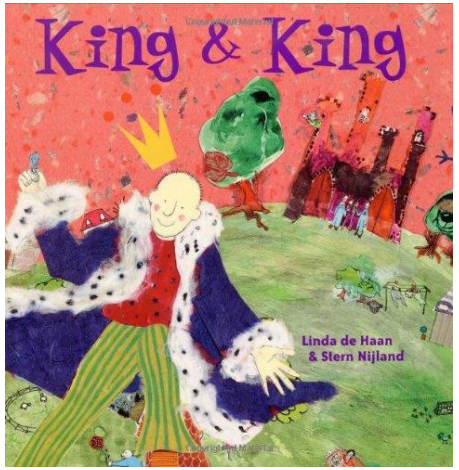
And Tango Makes three a picture book set in New York zoo based on 2 male penguins that adopted and hatched an egg. The tolerance of the zoo keeper and the adoption of the egg will lead to discussions that some families are created differently but they are just as real.

In Key stage 2



<u>The Different Dragon.</u>

This bedtime story about bedtime stories shows how a lively, curious boy helps one of his mums create a magical tale. This story shows gay parents in a situation that many of the children will recognise. It is hoped that this will help them develop understanding of gay parent families.



<u>King and King</u>

A story about a prince looking for a princess who eventually marries a prince. This story helps children to recognise that gay people are just like other people.

In Key stage 2

The Stonewall project

We are going to be using educational films produced by the equal rights charity Stonewall. In Years 3 and 4, these focus on gender stereotyping.

Danni's Story

This story looks at gender stereotypes being yourself and bullying. It also considers ways to deal with unwanted physical contact when Danni's friend Charlie wants to kiss her.

Jake's Story

This story looks at gender stereotypes as well and involves to boys, one who likes football and one who likes music and drama. It looks at friendships, tolerance of difference and supporting one another, especially when some children tease Jake and say he should be 'normal'.

Stonewall

In Key stage 2

The Stonewall project

We are going to be using educational films produced by the equal rights charity Stonewall. In Years 5 and 6, these focus on gay family members.

Linus' Story

Linus' older brother is a footballer, but he is also gay. Linus feels uncomfortable about this.

This story challenges stereotypes in sport and homophobic language. It also looks what makes each family different.

Emma's Story

Emma has 2 mums and 2 dads. One of her friends isn't allowed to stay because of her family.

Not only does this cover gay families, but also looks at the prejudices that gay people face.

Stonewall

The Prevent Agenda

You may have heard about ‘Prevent’ in the press.

It is safeguarding children from being groomed into extremism.

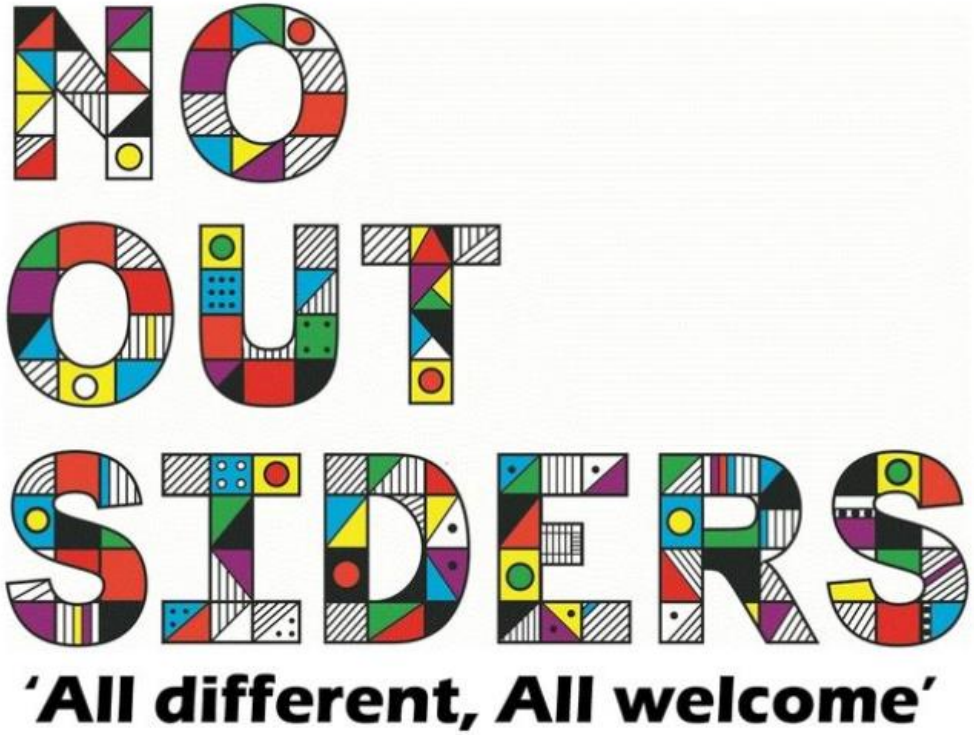
It will be managed in the same way as other child protection concerns.

Prevent in Reception to Year 5

In these Year groups we do not teach the children directly about terrorism.

We do teach about extreme views, tolerance and respect as part of our PSHE curriculum and No Outsiders work.

We cover people who might try to influence you and how to get help if you think you are being influenced in a negative way.



Prevent in our curriculum

A unit for Year 5

Using a series of lessons designed and piloted in another Leeds school.

Investigates the grooming process and how to ask for help and recognise those trying to influence you.

Uses peer pressure and following the crowd as a starting point.

Moves onto an animation about hatred based on stereotypes.

Set on another planet using shapes as a neutral discussion point e.g. the triangles don't like the circles because they have no corners. The children use this to draw parallels

Then the children discuss 'And Tango Makes Three' and the fact that in America some schools have banned it. This is used to discuss a culture of fear and that differences should be discussed in an appropriate way to develop understanding and respect

Prevent in our curriculum

A unit for Year 5

The fourth lesson goes on to look at how people can develop radicalised views. This uses images from a news story where a woman with anti-Islamic views goes to protest at a mosque and is invited in and hugged by a Muslim woman.

The final lesson looks at different types of extreme behaviour including 9/11 and far right extremism. It considers the impact and restoring a community after an attack.



Pol-Ed

Pol-Ed is a West Yorkshire Police education programme, written by teachers for teachers in schools across West Yorkshire. Its purpose is to keep children safe by developing their understanding of risks, consequences and the law and to develop their resilience and ability to help and support each other.

Each year group will have three lessons across the year which will focus on different aspects of keeping safe and the consequences.

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Becky's Story

A unit for Years 5 and 6

Becky's story will be used at the end of year 5 and then will be looked at again at the beginning of year 6. It shows children the dangers of sharing personal details online.

Children will watch the video and will be guided by teachers to have discussions throughout. Children will then complete a piece of work demonstrating how to change privacy settings and why it is so important to do this.



Rory – Year 4

The resource pack is based on the Rory storybook which tells the story of a dog who can't understand why his owner is acting a certain way, until it's explained to him that his owner is behaving this way because he drinks too much alcohol.

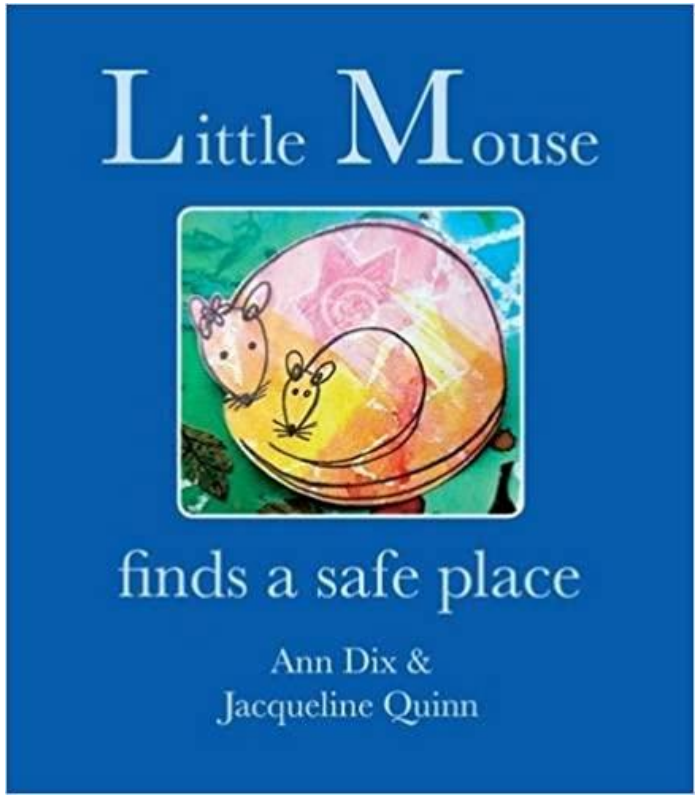
Rory encourages the exploration of emotions and the importance of relationships and asking for help. Rory sensitively explores how alcohol can affect families and can help children understand the feelings they might experience if they are being affected by someone's drinking.

For children who are not affected, Rory aims to help children to develop empathy for others who are afffected, and to use the life skills they learn in lots of other ways.



Little Mouse - Year 5

Little Mouse Finds a Safe Place is a children's storybook designed promote discussions around domestic violence. This book forms the basis of four short lessons which help children understand domestic violence and the impact in the home. This is done in an age appropriate way and helps children to manage and identify feelings.



ThinkU know – Jessie & Friends

Jessie & friends are a series of videos and short lessons which will support learners in reception, year 1 and year 2 to understand and develop safe behaviours online.

The Jessie & Friends animations are age-appropriate and do not depict any situations where adults communicate with children online. Instead, they show safe, non-scary situations which help young viewers identify things which might worry them online. For example, in Episode 3 an older sister tricks three younger children into losing an online game. In this way young viewers learn how to identify online behaviour which is 'not right', and how to get help by telling an adult they trust. This learning will help keep them safe from many risky situations which they may encounter online.



ThinkU know – Play like share

Play Like Share is a three-episode subtitled animated series (c. 6-7 minutes each) and accompanying resource pack which aims to help 8-10 year olds learn how to stay safe from sexual abuse, exploitation and other risks they might encounter online. We teach this unit in year 4.

The series follows the adventures of Alfie, Ellie and Sam as they form a band and enter their school's Battle of the Bands contest, taking on the mean but 'cool' Popcorn Wizards as they go. The three friends learn that while the internet can help them in pursuit of their goal, they need to use it wisely and safely.



Questions

- Safeguarding often brings up questions for children. Throughout the series of lessons for every year group, children will have the opportunity to ask questions anonymously. Where a question is outside the curriculum, children will be encouraged to speak to adults at home.

More information

We work hard to make sure our safeguarding curriculum is as transparent as possible. If you need any more support, have any questions or wish to see more lessons, please email the staff members below who will try to help you with any queries.

Mrs Mitchell – h.mitchell@farsleyspringbank.co.uk

Mrs Grime – s.grime@farsleyspringbank.co.uk

Miss Woods – c.wood@farsleyspringbank.co.uk

Miss Percival – s.percival@farsleyspringbank.co.uk

Links to other guides

Much of the safeguarding curriculum will link to the PSHE curriculum as a whole. It will also link with our work on No Outsiders and our RSE curriculum.