PSHE and Safeguarding- What is taught?

7. All school and college staff have a responsibility to provide a safe environment in which children can learn.

At Wootton Bassett Infants we provide opportunities for discussion and sharing of ideas within a safe environment, in PSHE this is achieved through the revision of ground rules. Pupils are taught through a protective learning style by which "tricky" topics can be discussed without revealing too much information. E.g talking about pornography can be described as "if you see something online or in a photo which gives you an uncomfortable feeling and you feel you shouldn't be seeing things like this, what could you do?". Any questions that the teacher feels shouldn't be discussed with the whole class are discussed privately and parents are informed.

41. All staff should have an awareness of safeguarding issues, some of which are listed below.

Staff receive yearly training on various issues through PREVENT, and in house training. These training sessions are regularly updated by Alison Pass (DSL), who is available for advice within the school.

- Violence of any kind
- Gangs, including knife crime
- Exposure to drug dealing
- Online grooming
- Child sexual exploitation
- Peer-on-peer and relationship abuse
- Radicalisation

42. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

Members of staff are advised to read policies, such as: Anti-bullying, PSHE, RHE, Online Safety.

43. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyber bullying
- children missing education – and Annex A
- child missing from home or care
- child sexual exploitation (CSE) – and Annex A
- domestic violence
- drugs
- fabricated or induced illness

- faith abuse

How our PSHE Curriculum links to Safeguarding

Building knowledge, awareness and resilience is all part of an effective PSHE/RSHE curriculum. Keeping children safe involves teaching them about important topics including:

- Bodies, boundaries and privacy
- Consent and autonomy
- Healthy and unhealthy relationships
- Online safety
- Mental health and wellbeing
- Seeking help when necessary
- The laws that exist to keep children safe

Wootton Bassett Infants' website has links to various supportive organisations for both parents and staff. These include: NSPCC, Bullying UK, ThinkUKnow and UK Safer Internet Centre, Young Minds, Mind and Place2Be.
Information is made available to all staff and details on how to access relevant information. We have implemented weekly yoga sessions to provide opportunities for mindfulness and raise awareness of good mental health.

Opportunities to teach safeguarding

68. Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), tutorials (in FE colleges) and/or, for maintained schools and colleges, through sex and relationship education (SRE).

Our PSHE curriculum deals with a broad and balanced range of issues. Online Safety is taught throughout the school and its objectives are linked with PSHE objectives. The PSHE Scheme of Work units that cover issues such as consent, autonomy and relationships are *It's My Body* and *Growing Up*.

Allegations of abuse made against other children

76. Staff should recognise that children are capable of abusing their peers. Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with. The policy should reflect the different forms peer on peer abuse can take, make clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". It should be clear as to how victims of peer on peer abuse will be supported.

Throughout the PSHE curriculum the issue of bullying is covered through a number of aspects such as assemblies, unit topics and circle times.

How our PSHE Curriculum links to Safeguarding

EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The information below demonstrates which statements from the 2020 Development Matters are prerequisite skills for PSHE within the national curriculum.

Personal, Social and Emotional Development

- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Help to find solutions to conflicts and rivalries.
- Increasingly follow rules, understanding why they are important.
- Develop appropriate ways of being assertive.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.
- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Think about the perspectives of others.

Understanding the World

- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Recognise that people have different beliefs and celebrate special times in different ways

KS1

In KS1, children are taught about their body and the parts that are private. They learn about saying no to situations that make them feel uncomfortable and speaking to a trusted adult if they ever feel unsafe. They are taught that they can speak to someone in school if there is something about their family that is making them unhappy or worried. They are also taught about the difference between secrets and surprises. The children also learn about stranger danger – offline and online. Online safety covers the basics of keeping their information private and knowing to tell an adult if they see something online that worries or scares them. The children begin to understand the concept of mental health and be able to recognise and talk about a range of emotions.

Growing Up- In this unit, we learn about how we change physically and emotionally as we grow. We will explore how we show respect to our own and others' bodies and what consent means. We

learn about stereotypes and different types of families as well as how changes around us affect our emotions.

It's My Body- The messages of choice and consent are core to this unit. We will learn about how we can take care of our bodies and make safe choices.

Lessons focus on: sleep and exercise, diet, cleanliness, substances

Safety First- We will learn about dangers and how to keep ourselves safe by making informed decisions.

Lessons focus on staying safe: outside, in the home, online; , around strangers.

Children learn about The Underwear Rule, which includes information about inappropriate touching and knowing that what is covered by underwear is private. Children will also learn about who can help us as and when we need it

Think Positive- This unit supports children to adopt a positive outlook and explores the benefits of this.

We develop our understanding of: thoughts and feelings, ways to express emotions and cope with uncomfortable feelings, gratitude, mindfulness.

Aiming High- In this unit, we discuss having high aspirations, celebrating our strengths and how having a positive attitude to learning can help us achieve. Children will have the chance to share their aspirations for the future if they would like to, discuss the importance of equal opportunities and consider difficulties caused by stereotyping.

One World- This unit is inspired by the fact we can learn from people and their ways of life in different places around the world.

Children will explore similarities and differences between their ways of life and that of others, considering: families, school, homes.

We will also think about how people around the world use their environment and how we can look after our wonderful world.

Money Matters- In this unit, we will explore what money is and what forms it comes in. We will discuss what people choose to buy and discuss what is meant by wants and needs. All discussions promote kindness and respect towards the spending decisions of others.

Diverse Britain- This unit is inspired by the positive effect we can each have on the groups and communities to which we belong. The theme of respect and kindness is central to all learning in this unit as we explore diversity across our society.

We will discuss: communities, being good neighbours, looking after the local environment.

Team- The core value of this unit is belonging. It focuses on the rules of our class, school and community and how a positive learning environment creates success for all.

Lesson coverage includes: behaviour, kindness, good choices, bullying and teasing.

Be Yourself- This unit is inspired by the idea that being comfortable and confident with yourself can support positive mental health and wellbeing. We explore our positive qualities and our individuality. We discuss the different feelings people experience and consider strategies for managing uncomfortable emotions.

VIPs- This unit focuses on how we can nurture and develop positive and healthy relationships with the very important people in our lives. We will explore who these special people may be and

how they can be different for everyone. We will develop strategies for resolving issues as they arise and getting help when we need it.

Respecting Rights- This unit is based on the concept that we should all be rights-respecting citizens in our communities. It is inspired by the fact that all people have rights that are shared and that it is important for us all to respect these rights. It aims to enable the children to explore the concepts of difference and fairness and encourages them to reflect on how we should behave towards those who are different from us and why it is important to be fair. In this unit, children also learn about who helps us to protect our rights and what we can do if we don't feel safe.

Digital Wellbeing- This unit of learning is designed to encourage children to consider how we can use the Internet in a safe and responsible way. Children will discuss how the Internet can be useful in our everyday lives and how we can balance time online with doing other activities to keep our mind and body healthy. Children will consider what risks there are online and how we can make sure we stay safe, including how important it is to not share any personal information over the Internet. This unit will also explore the importance of communicating online in a way that shows kindness and respect and discuss whether or not we can believe everything we see on the Internet

77. Peer on peer abuse can manifest itself in many ways. Governors and proprietors should ensure sexting and the school or college's approach to it is reflected in the child protection policy. The department provides searching screening and confiscation advice for schools. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools and colleges.

Pupils discuss the issues surrounding media on various devices etc. as part of computing lessons and Safer Internet Day. At this stage they deal with the idea that if something happens that worries them then they 'STOP, CLOSE AND TELL'. As part of their PSHE lessons and assemblies, the children are taught about the importance of being kind and treating everyone fairly.