



Safeguarding in the Curriculum Pupil safeguarding and the promotion of Citizenship, including fundamental British Values, are of primary importance at Uphill Village Academy. The school is fully aware of the need to support children across a range of safeguarding matters, as well as support issues specifically related to the local context. Our curriculum gives pupils opportunities: to experience life in all its diversity; to acquire knowledge; understanding and skills that significantly impact on personal development, behaviour and welfare. Opportunities have been identified where children will be taught about safeguarding matters within the discrete subject curriculum, and within the wider whole school opportunities to support their personal development e.g. assemblies.

Our PHSE curriculum covers all areas of Safeguarding through each of the strands (within the Jigsaw scheme of work) to a varying degree. We are sensitive in our teaching and recognise that some subjects are more sensitive subjects than others and need to be taught at an age-appropriate level, or within a small group or 1:1 level where a more urgent need arises. Our wider whole school opportunities include our assembly programme, various enrichment weeks/days and the application of whole school culture and expectations e.g. behaviour policy enacted in each classroom.

We plan to regularly challenge children to think deeply about safeguarding matters and their own personal physical and mental wellbeing. We value pupils' questions and give them space for their own thoughts, ideas and concerns. We give them opportunities across the curriculum to explore values, personal rights, responsibilities and equal opportunities that develop children's moral behaviour that impact positively on the safeguarding for all children. We have developed an open and safe learning environment in which pupils express their views, seek help and help others. The promotion of equality, diversity, and the inclusion for pupils and staff, helps prevent any form of direct or indirect discriminatory behaviour. Our children learn to not tolerate any prejudiced behaviour. Our behaviour policy promotes making good choices and exhibiting good learning behaviours. Opportunities are taken by Class teachers to share ideas, addressing concerns and promoting important values, more often through PHSE lessons.

Time is taken within weekly assemblies to reaffirm school values and expectations for learning. Assembly times and Council Crew are used to promote personal safeguarding matters and explore themes. Staff and children are quick to challenge stereotypes and the use of derogatory language in lessons and around school. Our school reflects the diversity of pupils' experiences and provides pupils with a comprehensive understanding of people and communities beyond their immediate experience, including the role of women in society and different family groups including same sex couples. Throughout the curriculum there are planned opportunities to promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those with no faith), races, genders, ages, disability and sexual orientations, through their words, actions and in their influence. Opportunities are created in a variety of subjects to address areas of safeguarding, for example, themes are highlighted through story choices within the school's reading spine.

## Appendix 1: Curriculum safeguarding opportunities

<b>Mental Health &amp; wellbeing</b>	<ul style="list-style-type: none"> <li>- Assemblies</li> <li>- Council Crew Sessions</li> <li>- Jigsaw PHSE lessons</li> <li>- ELSA support for specific children</li> <li>- Forest school</li> <li>- End of day stories to support opportunities to discuss</li> <li>- Mental Health Awareness days/weeks</li> <li>- Education Mental Health Practitioner sessions</li> <li>- Enrichment in the curriculum: Sports, Arts (musicians, arts)</li> <li>- Mental Health First Aiders.</li> <li>- Visitor – Kooth, Revealed Projects, Off the Record</li> <li>- After school clubs</li> </ul>
<b>Physical Health</b>	<ul style="list-style-type: none"> <li>- PE curriculum (RealPE &amp; Specialist), including swimming</li> <li>- Science curriculum (biology)</li> <li>- Visitors to the school including School Nursing team.</li> <li>- High profile of sport in school (Sports Day, Sport relief, participation Sports competitions, Uphill Runs the World)</li> <li>- Hygiene (self-care, handwashing)</li> <li>- Extra-curricular clubs</li> <li>- Playtimes and lunch time play, including support from play leaders.</li> </ul>
<b>In- school safety</b>	<ul style="list-style-type: none"> <li>- Clear messages supporting safe use of equipment and movement around school</li> <li>- Knowing all new and existing staff.</li> <li>- Visitor awareness on lanyards.</li> <li>- Systems in place to support safe play and this is reinforced with children.</li> <li>- Routines of fire drill &amp; lock down established.</li> <li>- Routines of trusted known adults and how to seek help</li> <li>- School values assemblies .</li> <li>- Health &amp; Safety &amp; Safeguarding representatives</li> </ul>
<b>Outside of school safety</b>	<ul style="list-style-type: none"> <li>- Swimming lessons for children in years 3 and 4.</li> <li>- Assemblies on e-safety, railway safety, road safety, water safety (signage), stranger danger.</li> <li>- Bike Ability level 1 and 2 – years 4 and 6</li> <li>- Visitors &amp; guest speakers from professionals – Network Rail, St Giles Trust, Local community police</li> <li>- Forest school</li> <li>- Website and signposting to online curriculum learning</li> <li>- School trips supporting general road and public safety.</li> <li>- 1st Aid (British Red Cross)</li> <li>- Year 6 Knife &amp; Gang Crime (St Giles Trust)</li> </ul>
<b>Relationships and sex education</b>	<ul style="list-style-type: none"> <li>- Jigsaw PHSE scheme – See Appendix 2.</li> <li>- ‘Changing Me’ Jigsaw unit - Science curriculum (biology)</li> <li>- NSPCC resources ‘Pants’ with Year 1</li> <li>- Teaching team and pastoral team discussing 1:1 support with specific families</li> </ul>
<b>Behaviour &amp; Anti-Bullying</b>	<ul style="list-style-type: none"> <li>- Behaviour Policy</li> <li>- Anti-bullying focus days/ weeks</li> <li>- Clear messages to children what to do if you’re worried and who can help.</li> <li>- Policy enacted by staff and consequences and support shared with children and parents.</li> <li>- Stop, Walk and Talk method for children</li> <li>- Kindness Ambassadors – Workshops with 52 lives and ongoing national ambassador work</li> </ul>
<b>Domestic Abuse</b>	<ul style="list-style-type: none"> <li>- Clear messages by all staff on behaviour through policy.</li> <li>- Developing aspiration supported through role-models, enrichment, including visitors.</li> <li>- PSHE Jigsaw scheme – Healthy relationships</li> </ul>
<b>Drugs and Alcohol</b>	<ul style="list-style-type: none"> <li>- Science curriculum</li> <li>- Specific visitor sessions where appropriate e.g. dentist and doctor visits</li> </ul>
<b>Homophobic &amp; Transphobic abuse</b>	<ul style="list-style-type: none"> <li>- The concept of difference is covered in all areas of PSHE but is more specific through celebrating differences: medically and neurodiversity</li> <li>- Clear messages by all staff on behaviour through policy.</li> <li>- Inclusive culture with widespread use of images to support and promote the protected characteristics in society</li> </ul>
<b>Prevent: Radicalism &amp; Extremism</b>	<ul style="list-style-type: none"> <li>- Assemblies support tolerance for others through stories from other cultures and religions.</li> <li>- Specific promotion of celebrating differences through story</li> <li>- Behaviours policy enacted by all staff, with children</li> </ul>
<b>Female genital mutilation</b>	<ul style="list-style-type: none"> <li>- We focus on how to create healthy relationships, rights as a child, what to do if you’re worried and who Can help.</li> <li>- We also teach how to keep safe physically and emotionally.</li> <li>- Children are taught about privacy and which parts of their body are private as part of PHSE and specific NSPCC resources</li> </ul>
<b>Attendance: Children missing/absent in education</b>	<ul style="list-style-type: none"> <li>- High profile on attendance in school</li> <li>- Regular assembly messages on importance of education to support life.</li> <li>- High profile of Great Learners.</li> <li>- Culture in school promotes enthusiasm to attend through curriculum enjoyment and success</li> </ul>

The school has trained ELSA practitioners, where memberd of staff supporting specific children and or groups of children. Our pastoral team support pupils and families with signposting to specific support services e.g. finances, domestic abuse, parenting – toileting, behaviour. An NHS Educational Mental Health Practitioner supports specific children, as agreed with families. We have 6 trained Mental Health First Aiders and a strategic lead for mental health.

## Appendix 2: PHSE Jigsaw Curriculum

EYFS	Family life – which includes a range of family structures; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
Year 1	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people

	who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
Year 2	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group cooperation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private
Year 3	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes
Year 4	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
Year 5	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and RHSE Policy RHSE Policy 2023 Review self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMART internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change
Year 6	Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

