



Astrea Academy Trust

Greengate Lane Academy

Personal, Social, Health & Relationships Education Policy & Curriculum

Date	September 2022
Written by	Kara Robinson
Adopted by LGC	
Review Date	September 2023

Greengate Lane Academy

Personal, Social, Health & Relationships Education (including Sex Education)

AIMS:

To establish a clear policy for RSHE that is understood by all staff, parents and children, providing a sound basis for ensuring that children are taught essential knowledge and skills to grow and develop with confidence, able to make good choices about health and safety.

The policy includes:

- Statutory requirements
- Priorities for our pupils
- How safeguarding fits into PSHRE
- Definitions of aspects taught
- Subject content including how it is taught and who is responsible for teaching it
- Withdrawing children from lessons – parental rights
- Our approach to LGBT relationships
- Monitoring and evaluation procedures

Links to other policies:

- Behaviour
- Equality Plan
- Safeguarding
- First Aid
- Health & Safety
- On-line Safety

Context:

Greengate Lane is committed to providing a curriculum that is broad, balanced and meets the needs of all pupils. Our policy is informed by existing DfE guidance and has due regard for updated statutory guidance for RSHE. In writing this policy consideration has been given to the statutory guidance, context of the school, a review of the priority needs of our pupils (particularly with Covid-19 considerations) and consultation feedback with parents.

Greengate Lane is situated in Sheffield which is the 93rd most deprived out of 317 local authority areas in England (2019); the area the school serves was declared the 2,645th most poverty-stricken area of England out of over 32,000 neighbourhoods (2019), our school is in the top 10% of the most deprived areas. The number of children living in conditions of poverty is higher than the national average.

The PSHRE curriculum at Greengate Lane Academy has therefore been developed to support the knowledge, skills and attributes pupils need to manage their lives, now and in the future: to help them stay healthy, safe and prepare them for life and work in modern Britain.

We teach a full, comprehensive PSHRE curriculum but prioritise aspects that we have identified as significant to our pupils and the community in which they live:

- vocabulary and language to articulate their views and opinions;
- safe use of technology (online safety) including anxiety/mental health issues linked to social media;
- personal safety within the community;
- recognising their own diversity, strengths and talents.

The school’s PSHRE curriculum will always be responsive to any emerging issues. As an example, following Covid-19, the school is aware of the pandemic’s potential impact on children’s mental health and has additionally prioritised social and emotional development. Pupil Voice informs our curriculum too: if an issue is identified, there is greater emphasis placed on particular aspects of the PSHRE taught curriculum and additionally through assembly themes. There are links with our Safeguarding Curriculum too: in addition to specific foci, the school’s curriculum will respond to any emerging safeguarding risks.

PSHRE – what it all means

Personal, Social, Health & Relationships Education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. *(PSHE Association)*.

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

TEACHING PSHRE – what pupils are expected to learn by the time they leave primary school

The table below defines the content of what is taught in PSHRE at Greengate Lane Academy.

Personal Education	Social Education	Health Education	Relationships Education
<i>Supporting pupils to be confident, capable and resilient individuals</i>	<i>Guiding pupils how to work effectively together with the interpersonal skills needed to relate to others</i>	<i>Giving pupils the information they need to make good decisions about their own health and wellbeing</i>	<i>Teaching the fundamental building blocks and characteristics of positive relationships</i>
Self-esteem & confidence Goal setting & aspirations	Understanding friendship, family and other relationships Conflict resolution Communication skills Bereavement and loss Anti-bullying (inc cyber and homophobic)	Mental wellbeing Internet safety and harms Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health & prevention Basic first aid Changing adolescent body	Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe

Sex Education

The Department for Education recommends that schools have a sex education programme tailored to the age and physical and emotional maturity of its pupils which supports them effectively before moving to secondary school. We agree that pupils should be prepared for the changes that adolescence brings and aim to develop the skills, attitudes and knowledge that they need to form healthy relationships and make well informed choices in the future. Pupils learn what happens in puberty, including periods as a statutory requirement of health education. We understand sex and relationships to be inter-connected and a lifelong learning process but define sex education as *the specific teaching of human reproduction –conception and birth*. In order to teach this in a scientific context we teach this as part of our science curriculum. The national curriculum sets out content that relates to sex education and is required to be taught in science:

Key Stage One – Y1/2	Upper Key Stage Two – Y5/6
Notice that animals, including humans, have offspring which grow into adults, including the naming of body parts. <i>They DO NOT learn how reproduction occurs</i>	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the changes as humans develop to old age.

‘Puberty and Girls’ is taught in Year 4, we teach this in two groups (girls and boys) to ensure the content is appropriate for the groups of children. Human reproduction, is taught to pupils in Year 5 and 6 and specifically teaches pupils about how a baby is conceived and born. This is taught through science.

Delivery & teaching content

At Greengate Lane Academy, we teach PSHRE as a whole-school approach through a teaching and learning programme called Jigsaw. This provides a scheme of work that ensures consistency and progression across all the required individual areas across the primary and early years’ phase, including statutory Relationships and Health Education, which is tailored to our children’s needs.

Jigsaw organises learning content into six units (jigsaw puzzles) across the academic year. These are taught across the school; learning deepens and broadens in each year group through a carefully sequenced and planned progression. Lessons are delivered by class teachers to their own classes each week in order to teach the required knowledge and skills in a developmental and age-appropriate way. Where appropriate, outside agencies such as NSPCC, school nurses, may come into school to deliver topics alongside teaching staff to offer advice and give additional support.

The table in **appendix 2** gives the learning theme of each of the six puzzles (units). These are taught across the school; the learning deepens and broadens every year.

Wider curriculum opportunities

Learning is reinforced and enhanced though; assemblies, behaviour reward systems, peer engagement arrangements, School Council initiatives, pastoral provision and our general relationships with each other as a school community.

Assemblies focus on celebrating achievement and encouraging ambition, our school values, British Values and SMSC. Throughout the school year there are events that teach and reinforce the PSHRE curriculum such as Anti-Bullying weeks, Safer Internet Day, Pupil Voice Week. We are also responsive to local contextual

risks and will add assemblies and additional PSHRE lessons to ensure children have the information and tools to remain safe.

Greengate Lane Academy follows the Thrive Approach: a dynamic, developmental and trauma-sensitive way of meeting the emotional and social needs of children. The Thrive Approach aims to ensure children's needs are understood and met. Pupils may receive additional support for social and emotional development through the Thrive approach. This is led by our dedicated specially trained pastoral team.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

Access and inclusion: SEND/EAL learners

Our PSHRE curriculum is inclusive to all children, whatever their ability, disability or level of language acquisition. Although we follow the Jigsaw scheme which sets out planned intentions and provides activities and resources, teachers adapt the lessons as needed to ensure all children can access learning. It may be that teachers provide alternative resources or teaching methods such as pre-teaching, breaking learning down into meaningful chunks, or over-teaching key vocabulary. In some cases, the content or delivery will have to be adapted to meet an individual's needs and/or teaching staff will work with individual pupils where required, and if appropriate. It is not our policy to withdraw pupils with special educational needs from PSHRE education to catch up on other national curriculum subjects or work on specific targets: these aspects of personal and social development are as important to all pupils as their academic achievement, but we are mindful where smaller groups, additional discussion or pre-empting sensitive topics may need a different and adapted approach.

Right to withdraw children

Parents cannot withdraw their child from Personal, Social, Health and Relationships Education. There is no right to withdraw pupils from any science lessons that relate to human development or reproduction. We are of course happy to discuss the content of the curriculum and encourage parents to raise any questions or concerns with their class teacher in the first instance.

Safeguarding

Our PSHRE curriculum is complemented by our Safeguarding curriculum (see appendix 3) and in addition to specific foci, the school adapts the PSHRE curriculum in response to any emerging safeguarding risks.

Keeping children safe and aware of dangers in society is our absolute priority. Within Sheffield, there is a higher than national average demand for Children's Services and referral rates to Children's Social Care are again higher in Sheffield than the national average. We therefore provide extensive early help support through our pastoral team to our school community. Our approach to pupil voice and our rigorous approach to safeguarding is therefore underpinned with an extensively planned and far reaching Safeguarding curriculum that incorporates all aspects of Safeguarding as well as due regard to latest RSHE guidance, in a connected and meaningful way that empowers pupils.

We are mindful due to the content of some PSHRE sessions, there may be disclosures made by pupils during the delivery of PSHRE sessions: the school's safeguarding procedures are followed in these instances.

Equality and the Public Sector Equality Duty

This PSHRE policy informs the school's Equalities Statement (available online).

As a school, we have a legal duty under the Equality Act (2010) to promote equality and ensure that teaching is accessible to all children, including those who are lesbian, gay, bisexual and transgender (LGBT) in a way that does not subject them to discrimination. The school's PSHRE curriculum teaches the importance of equality and respect and explores homophobic, sexist, sexual and transphobic bullying. We ensure that we lead our community in tolerant and respectful behaviours to others.

Protected Characteristics

It is against the law to discriminate against someone because of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. Greengate Lane ensures its legal duty for all children have an understanding of the world they are growing up in, learning how to live alongside, and show respect for, a diverse range of people (Equality Act 2010). At Greengate Lane Academy, we promote pupils understanding of the protected characteristics through our curriculum and in developing age-appropriate knowledge and appreciation of tolerance and respect for those who share the protected characteristics during their time at school, for example in the unit 'Celebrating Difference'.

All Jigsaw lessons are delivered in an age-and stage-appropriate way so that they meet pupils' needs and can help them understand the wider world.

LGBT relationships

At Greengate Lane Academy, we promote respect for all and value every individual child. Through our teaching we encourage pupils to be kind, understanding and respectful of others. We teach them that people have rights but there are also responsibilities that go with these. We teach them that there are laws to protect them and others from being hurt or abused and help protect them from bullying.

LGBT is not mentioned specifically in lessons for children aged 3-7. In materials for 7-11-year olds, some lessons about bullying provide opportunities for teachers to discuss and correct homophobic language the children may be using, such as the inappropriate use of the words 'gay' and 'lesbian', or the use of slang words that are LGBT - phobic.

For further information on how we approach LGBTQ relationships, please refer to including and valuing all children: What does Jigsaw teach about LGBT relationships?

Gender Identity

The issue of gender identity is rarely treated as an explicit focus in Jigsaw 3-11. There are opportunities for transgender to be included in classroom discussions at the teacher's discretion, but there is only one lesson (for children aged 10-11 years) where this term is used explicitly. There is one lesson in KS1 which looks at whether being a boy or a girl makes a difference when choosing friends and toys. The lesson includes a character who the children do not know is a girl or a boy to help stimulate discussion about whether this makes a difference.

Monitoring & Evaluation

Jigsaw's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported. The subject leader for PSHRE will liaise with staff, senior leaders and relevant governors to ensure policy and practice is effective and that staff are supported and trained to deliver the curriculum.

Monitoring of the impact of this policy includes prioritising pupil voice. Pupils are interviewed for their views on all aspects of safety and wellbeing by governors and SLT and they participate in important roles as part of the extended School Council to support the school’s monitoring schedule. This supports us in shaping the curriculum to emerging needs and helps in prioritising pupil views.

The Trust undertakes an annual safeguarding review and audit which also includes pupil voice and supports changes where needed to the way the policy is lived.

The Governing Body of Greengate Lane (LGC) monitors this policy at least termly and often more, in line with the school’s monitoring schedule. Additional surveys ensure that all stakeholders can input their views and opinions to policy and practice. School leaders and Governors give serious consideration to any comments from parents about the PSHRE programme. Governors challenge leaders about teaching materials and approaches to check they are in accordance with the school’s ethos.

Policy Review

This policy is reviewed annually.

	Signed Principal	Signed Chair of Governors
Date of review	<i>Kara Robinson</i>	
Date of next review	September 2023	

Appendix 1

Our PSHRE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

To find out more about the Jigsaw approach, go to

<https://www.jigsawpshe.com/primary-pshe-scheme-of-work-including-statutory-relationships-and-health-education/>

Appendix 2 – The Jigsaw curriculum coverage (which includes regard to statutory guidance for: families and people who care, caring friendships, respectful relationships, online relationships and being safe).

Year	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
F1&2	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Physical activity Healthy food Sleep Keeping clean Safety	Family Life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Y1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition to Y2
Y2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets 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 Preparing for transition to Y3
Y3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices 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 Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline 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 a global citizen 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 Inside body changes Family stereotypes Challenging my ideas Preparing for transition to Y4

Y4	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals</p>	<p>Being unique Girls and puberty Confidence in change Accepting change Preparing for transition to Y5 Environmental change</p>
Y5	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating</p>	<p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p>	<p>Smoking, including vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules</p>	<p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition to Y6</p>
Y6	<p>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p>	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p>	<p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</p>	<p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>	<p>Self-image Body image Puberty and feelings Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p>

Appendix 3 – Safeguarding Curriculum

Safeguarding Curriculum:

Pupil safeguarding and the promotion of fundamental British values are a core business of our work at Greengate Lane Academy. Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding. Our broad 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 and equips every child with the knowledge and skills required for personal safeguarding. Our RSE curriculum covers all areas of Safeguarding through each of the strands to a different degree, however some go into more detail. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age appropriate level, or at a small group or 1:1 level where a more urgent need arises.

We plan to constantly 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 moral concepts that impact positively on safeguarding, promote British values and prevent radicalisation and extremism.

Whole school	<p><u>Safety is promoted through:</u></p> <p>Our promotion of positive behaviour.</p> <ul style="list-style-type: none">○ Embedding the Astrea Learning Behaviours expectations.○ Our Anti-Bullying Policy and procedures and Behaviour & Discipline Policy including constant reminders about expected behaviours in public/in classrooms/around school/outside and consistent use of our praise strategies.○ Classroom behaviour management including class charter and playground rules.○ Trauma Informed Schools (TIS) approach used to support vulnerable children.○ Behaviour plans for identified children <p>Teaching across the curriculum.</p> <ul style="list-style-type: none">○ Our PHSE Policy and themes which include strategies for developing resilience, self-esteem and confidence○ Our Health & Safety Policies and procedures○ Our Sex and Relationship Policy○ Positive mental health and well-being is promoted at every opportunity.○ Whole class Well-being Chart
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- Positive mental health & well-being – Pastoral and Team Teach trained staff, Nurture Room, pastoral support, Thrive approach, TIS strategies used across the school & support sought from external agencies (CAHMS, play therapy etc.) when required. Lunch club provision for specific children – a safe space
- Nurture group provision as needed for identified children.
- Thrive approach is used to support identified children.
- External support is brought into school when needed.
- How to keep safe embedded in all subjects - Teachers identifying opportunities for discussion points as they arise.
- A wide range of visits from visitors. These include talks from professionals such as dental hygienists, nurses, police, road safety officers, fire fighters which extend the children's knowledge of staying safe and healthy
- Tooth brushing club in EYFS
- Work with local health services re immunisations and health emergencies
- The insistence that hats are worn for sun protection and sun cream is applied – spare clothing is provided for children.
- Our E-Safety Policy – all children agree and sign (age appropriate), this is displayed and referred to during all lessons where technology is accessed by children.
- Computing, DT, Science and PE policies and schemes of work which include safety guidelines and risk assessments
- Children are taught about Protected Characteristics in an appropriate way and the importance of respecting and valuing those of others.

Safety procedures and practices.

- Site risk assessments in place and thorough off-site risk assessments and permissions completed when organising trips and off-site activities
- School building and grounds safety messages shared with pupils
- Half termly fire drills and a practiced, Lock Down policy, ensuring pupils know what to do in the case of an emergency.
- Clear safety procedures built into the beginning and end of each day (senior staff on duty at these times).
- The use of the outdoor environment and local community to promote health & well-being – sports & PE activities, the daily Mile, leisure centre, St George's park
- Admin Team ensure that information about pupils' allergies, illnesses and parents details including those with PR is shared with staff.
- Staff challenged unknown adults collecting children and seek authorisation from parent/carer – we ask parents/carers to inform the school if their child is being collected by someone different and provide a password for adults new to school.

Listening to children.

- The leadership team carry out regular learning walks seeking children’s views on safety and ensuring they understand general rules around safety. Children asked regularly if there is anywhere in school where they do not feel safe. Feedback is acted upon
- Children encouraged to give their views and learn that they are listened to. This is achieved through talking partners, through circle times, assemblies and through whole school, whole class, group or individual discussion
- Staff are approachable and build positive relationship with children resulting in them knowing that they have a trusted adult in school.
- Worry boxes in all classrooms
- Feelings boards in EYFS
- School Council being proactive in listening to other children’s views and acting upon their concerns and ideas

Safeguarding children

- Annual safeguarding training for all staff, 2-yearly training for all DSLs, the use of CPOMS by all staff to record, action and track incidents that cause concern. Weekly staff meetings identifying new and updating on current safeguarding arrangements. Specific training sourced such as training on trauma, Team Teach etc.
- Clear induction procedures for new staff
- Assemblies regularly and throughout the year focused on kindness, empathy, developing good relationships, anti-bullying, responsible behaviour, staying safe online, personal safety and staying safe when out and about (e.g. road & safety in the dark).
- NSPCC assembly and workshops – whole school assembly and workshops with pupils in Y5&6
- E-Safety awareness
- Regular reminders to parents about how to help children stay safe online, sleep well etc. Useful links and tips shared on the website. Social media streams used to remind parents of these and signpost parents to other useful information
- Our RE curriculum includes units which celebrate diversity and caring for others.
- Learning Mentors work closely with a range of families across the school, supporting mental and physical health and well-being, good routines and parenting support, including working alongside health professionals and Foodbanks where necessary. Specific workshops delivered, e.g. safe use of the internet at home, 5-Point scale etc.
- Work with health services re immunisations, health & weight checks, vision screening
- ‘Open Door’ policy with parents – frequent communication is welcomed and encouraged by staff.

Termly work	Autumn	Spring	Summer
	PHSE/RSE – Jigsaw – Being Me in my World and Celebrating Difference.	PHSE/RSE – Jigsaw – Dreams & Goals and Healthy Me.	PHSE/RSE – Jigsaw – Relationships and Changing Me.

	<p>Jigsaw online safety includes</p> <ul style="list-style-type: none"> • Wellbeing issues arising online • Internet safety and harms • Online relationships <p>Class, school and playground rules set with the children.</p> <p>E-Safety lessons planned into ICT Curriculum for all year groups.</p> <ul style="list-style-type: none"> • KS1 – Passwords, what is the internet? Accepting Messages, Content Creators & Scary News (My World) • LKS2 – Advertising, Personal Information, Copyright, Suspicious Messages, Passwords, Digital Media, Media Bias & Verifying content and echo chambers (My World) • UKS2 - Internet advertisements and money on the internet, Personal Information, Terms and Conditions, Passwords, Copyright (revision), In-app purchases and credit card information, Digital Media, Fake News, Verifying information online & Echo Chambers (My World) <p>Toothbrushing club – EYFS Swimming Lessons including water safety – Y4</p>	<p>Jigsaw online safety includes</p> <ul style="list-style-type: none"> • Online relationships • Wellbeing issues arising online <p>E-Safety lessons planned into ICT Curriculum for all year groups</p> <ul style="list-style-type: none"> • KS1 - Screen time & Choosing what to do online (Healthy Me) • LKS2 - Screen Time, Sleep & Deciding what is appropriate (Healthy Me) • UKS2 - Social Media Anxiety, Self Esteem, Inaccurate Health Information, Digital 5-a-Day, Online Stereotypes & Game ratings (Healthy Me) <p>Toothbrushing club – EYFS</p> <p>Swimming Lessons including water safety – Y4 and Y3</p> <p>Y1- Safe pants talk with School Nurse</p> <p>Mental Health week 7th – 13th February 22</p> <p>EYFS – Y6 Educational Visits/Visitors linked to the curriculum</p> <p>Y3 Residential Trip to Thornbridge</p> <p>Pupil voice survey</p>	<p>Jigsaw online safety includes</p> <ul style="list-style-type: none"> • Keeping safe • Online relationships <p>E-Safety lessons planned into ICT Curriculum for all year groups.</p> <ul style="list-style-type: none"> • KS1 - Personal Information, Being Kind Online, Communicating Online, Online Strangers, feeling uncomfortable online & Searching Safely (Relationships) • LKS2 - Friendship Online, Online Strangers & Sharing Online (Relationships) • UKS2 - Control and Consent, Behaviour Online, protecting our identity, Protecting images of us online, Unhealthy Attention & Meeting online strangers (Relationships) • <p>ICT safety planned in Jigsaw Sessions</p> <ul style="list-style-type: none"> • Keeping safe online and understanding have people should behave online (Online relationships) <p>Toothbrushing club – EYFS</p>
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	<p>Y5 & 6 Mini police – Darker nights’ talk</p> <p>Halloween – stranger danger</p> <p>Bonfire night – fire safety</p> <p>Road safety Talk – all school</p> <p>Anti-Bullying Week</p> <p>EYFS – Y6 Educational Visits/Visitors linked to the curriculum</p> <p>Pupil voice survey</p> <p>Y6 & 5 Mini Police</p>	<p>Y6 & 5 Mini Police</p>	<p>Swimming Lessons including water safety – Y4</p> <p>FS2 Bike Ability</p> <p>Y6 Pupil voice survey</p> <p>Parent survey Staff survey</p> <p>Y6 Residential visit – Thornbridge?</p> <p>EYFS – Y6 Educational Visits/Visitors linked to the curriculum</p> <p>Y5 & 6 – Prevent Workshop (Propaganda)</p> <p>Y6 visit – Crucial Crew</p> <p>Y6 & 5 Mini Police</p>
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Safeguarding Curriculum: parent/pupil engagement

Stakeholder/YEAR GROUP	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupil Support	<p>Health & Hygiene</p> <ul style="list-style-type: none"> - Links to health professionals (hospitals, school nurse, health visitor) - Dental hygiene support/links to local dentists - Hearing Tests - Vision Tests <p>Social & Emotional, Mental Health</p> <ul style="list-style-type: none"> - Access to pastoral team members: Family Liaison/Nurture Lead; Parent Support Advisor - CAMHS referrals - Thrive Assessments 						

	<ul style="list-style-type: none"> - 1:1 Thrive Intervention - Local Authority Counselling Support - Astrea Counselling support - PLC referrals <p>Keeping Safe</p> <ul style="list-style-type: none"> - PSCO drop ins /links - Mini police <p>SEND</p> <ul style="list-style-type: none"> - EHCP reviews - Care plans for individual pupils - Risk assessments for individual pupils
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Stakeholder/YEAR GROUP	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Parent Support	<p>Attendance</p> <ul style="list-style-type: none"> -Daily attendance calls - Safe & Well-being checks <p>Domestic Violence</p> <ul style="list-style-type: none"> -Domestic Abuse referrals <p>Employment & Careers support</p> <ul style="list-style-type: none"> - Referrals to Language and maths courses - Family Learning signposting <p>Financial support</p> <ul style="list-style-type: none"> - Food Voucher support - Food Hamper support <p>Health & Hygiene</p> <ul style="list-style-type: none"> - Links to health professionals (hospitals, school nurse, health visitor) - Mental Health Support <p>Parenting Advice</p> <ul style="list-style-type: none"> - behaviour - on-line safety <p>Working with external agencies</p> <ul style="list-style-type: none"> -Help completing forms 						

- Speech and Language referrals
- Early Help Assessments inc Stronger Families
- Social care referrals
- GDA referrals & appointment support (General Development Assessment)
- Outreach Support