

How our PSHE Curriculum links to Safeguarding – linked to “Keeping Children Safe in Education” (2016) C Fletcher

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

At Leominster Primary School we provide opportunities for discussion and sharing of ideas within a safe environment. In PSHE this is achieved through the revision of ground rules before each session and the use of distancing techniques, such as role play, where pupils may relate to certain issues. During SRE lessons there is a clear rule that personal questions of staff or pupils will not be asked. 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?” In upper key stage 2, question boxes are provided in each class, to enable children to raise concerns or questions. Issues may then need to be discussed sensitively with a whole class, or privately with a teacher.

41. All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

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

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, Drugs and SRE. Staff training has been given by the PSHE coordinator on both the PSHE and SRE policies.

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

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- female genital mutilation (FGM) – and Annex A
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- missing children and adults
- private fostering preventing radicalisation

LPS website has links to various supportive organisations for both parents and staff. These include: NSPCC, Bullying UK, Commonsense Media, ThinkUKnow and UK Safer Internet Centre, Young Minds, Mind and Place2Be.

An information board is available in the staffroom for teachers to access relevant information.

We will be implementing mindfulness in Leominster Primary School in 2018 to 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 including Drug Education, SRE and mental health awareness. E-Safety is taught throughout schools and its objectives are linked with PSHE objectives. For example:-

Body awareness – Year 5 and 6 pupils look at self-esteem and the way in which media and social media can affect their views on themselves both physically and mentally.

LPS yearly overview is attached

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. Below are examples of how Anti bullying is taught in each year group.

Year 1 – What is fair? What is right and wrong?

Objectives:

- Define what is right/wrong, Fair/unfair
- Know what happens when rules are broken
- Consider why it is important to say sorry when rules have been broken.
- Discuss racism, what things make us different.

Year 2 – Different types of families

- To give different examples of different types of families
- Children can explain what all families have in common. Does it matter if our families look different from other peoples?

Year 3 – Conflict resolution and Stereotypes

- To define bullying and conflict and understand the difference.
- To identify types of bullying.
- To develop an awareness of feelings in ourselves and others.
- To explore the role of victims, bullies and bystanders.
- To understand how to calm down when angry
- Evaluate a range of strategies for anger management
- To identify stereotypes.
- To challenge stereotyped attitudes, including their own.
- To challenge stereotypes and understand the influence of the news, media and advertising.
- To identify and challenge stereotypes relating to education and work.
- To learn about different jobs.
- To understand that people work for ‘reward’ but the meaning of ‘reward’ can differ.

Year 5 – Changes in friendships

- To self-evaluate
- To understand that we are all unique and special

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- To ascertain that we all have different strengths and weaknesses
- To identify a friend’s qualities and discuss as a group
- To recognise and deal with various feelings
- To identify what triggers these different emotions
- To be responsible for the effects that your behaviour will have to others
- To use appropriate behaviour when relaying how you are feeling
- To define ‘friendship’ and explore the positive attributes of a friend
- To identify positive attributes in others
- To explore what it means to be a good friend the children to think about the people that they trust
- To explore how we gain the trust of others
- To Identify supporting and non-supporting friendship behaviours
- To understand the impact that empathy can have within friendship
- To identify what is appropriate friendship behaviour
- To understand that everyone can make mistakes and learn how to deal with this
- To look at how to approach friendship groups

- To explore how to fit into friendship groups and its positives and negatives
- To discover how an individual’s actions can affect the whole friendship group and work together as a team towards a final goal
- To identify positive attributes of friendship

Year 6 – Discrimination

- To learn about differences and similarities between people
- To understand that people have different talents and skills.
- To understand that some groups of people can be treated unfairly because of their characteristics.

- Understand what is meant by discrimination.
- Be able to identify negative and discriminatory behaviour.
- To be able to identify and reflect upon negative and discriminatory behaviour.
- To develop strategies to support others who may encounter prejudice or discrimination.
- To identify and challenge stereotypes.
- To know that it is wrong to tease someone because they are different.

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 phones etc. as part of the Year 6 unit of SRE and during their internet safety unit. At this stage they deal with the idea that once you press send, a picture no longer belongs to them and can be shared between unknown people.

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