



**Queen's Park C.E./U.R.C.  
Primary School**

*Queen's Park C.E./U.R.C Primary School*

*Safeguarding Across the Curriculum*

## 1. Statutory Regulation and Guidance

These duties are set out in the 2002 Education Act. Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). The Equality Act 2010 also places duties on schools to help to reduce prejudice-based bullying. Keeping Children safe in Education states: 'Governing bodies and proprietors should ensure they facilitate a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.'

Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed. Schools should consider all of this as part of providing a broad and balanced curriculum (colleges may cover relevant issues through tutorials). This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state funded schools). The statutory guidance can be found here: [Statutory guidance: relationships education relationships and sex education \(RSE\) and health education](#)

## 2. Safeguarding within the Crown Curriculum

The Crown Curriculum at Queen's Park CE/URC Primary School has been developed to ensure the children have an understanding of the following:

- Mental and emotional wellbeing

- Social wellbeing
- Physical wellbeing
- Planning for choices and changes
- Features of relationships
- Physical activity and sport.
- E-safety

Within the curriculum, and through wider opportunities, we aim to inform our children of the potential risks that they or others may face. Pupils learn how to keep themselves and others safe from these risks and what to do if they have any safeguarding concerns.

#### PSHE (including RSE)

At Queen's Park, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities, and experiences of adult life. A key part of this relates to relationships and health education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their relationships, with the ability to recognise healthy and respectful relationships and the knowledge of where to find, and access, help and support.

Our Crown Curriculum will ensure that all pupils understand the importance of equality and respect by teaching pupil's tolerance and respect for diversity, and developing pupils' self-respect and self-worth, confidence, and empathy.

Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

RSE integrates safeguarding into the learning objective of the lesson, and we aim to provide our children with the knowledge to ensure that they are not exploited or mistreated and that children have a clear understanding around consent and keeping themselves safe.

Relationships and Sex Education is fundamental in keeping our children and young people safe. It plays a vital part in preventative education. It is our responsibility to ensure that pupils are informed about the full range of perspectives, risks, and rights, so they are able to make informed decisions that will help to keep them safe.

The school's Relationships and Sex Education Policy is directly linked to the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education.

Within these subjects and across the curriculum, children are taught about the following:

### **Consent, Choice and Personal Responsibility**

Relationships and Sex Education focuses on individual rights and responsibilities for all people, including children and young people, within a relationship. Pupils discuss their legal and moral standpoints so they can make educated decisions that will hopefully lead them on to have successful, safe and happy adult relationships. Topics in this area can include, but are not limited to:

- How to live their own lives
- Respecting the rights of others and allowing them to make their own decisions
- Holding your own beliefs and respecting the beliefs of others.

When appropriate, it is important that our pupils have a good understanding around consent. This will mean that they are confident in actively

communicating consent, recognising consent from others and understanding that consent can always be withdrawn.

Pupils need basic knowledge about the privacy of their bodies and genitalia in particular to support safeguarding. Here at Queen's Park, we have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice and this is also shared with parents.

### **Healthy Relationships**

Relationships are a significant part of our lives; healthy relationships make us feel happy, protect us from different risks and vulnerabilities, and help support us throughout our lives. Here at Queen's Park, we believe it is important that pupils are aware that there are different types of committed, stable relationships and that these relationships might contribute to their happiness throughout their lives.

As relationships can look different from person to person and family to family, we believe it is our job to teach children about the different kinds of relationships and most importantly, why healthy relationships are important. This includes:

- The characteristics of positive and healthy friendships (in all contexts, including online).

### **Unhealthy Relationships**

Within our lives, relationships play a key role in keeping us safe and providing a good level of social and emotional wellbeing. Unfortunately, however, some individuals can experience unhealthy relationships, through no fault of their own. This can include relationships within (intra-familial) and outside of (extra-familial) the family home.

It is important that we teach our children and young people how to determine whether a relationship is trustworthy and whether a family, friend, or other relationship is unsafe. It is also vital that our pupils know how to seek help and advice if they have concerns or worries around an unhealthy relationship.

Unhealthy relationships can include a wide range of dynamics, including:

- Being neglected
- Emotional abuse
- Physical abuse and violence
- Bullying
- Domestic abuse including coercive control
- Exploitation
- Honour based abuse and forced marriage
- Sexual abuse.

There may be some pupils within the school who may have experienced such relationships, and it is our commitment that these subjects will be taught in a sensitive manner, without blame or judgement. Here at Queen's Park, we recognise that the school is a place of consistency for our pupils, and a safe space where issues can be discussed, and factual responses provided. We are committed that our school will be a place of safety where pupils can speak to trusted adults, report any concerns, seek support, and see first-hand that concerns are acted upon.

Here at Queen's Park, we believe that all pupils, regardless of race, gender, disability or need religious belief or background, are entitled to experience, and enjoy healthy relationships. We recognise that certain stereotypes can cause damage to individuals. We also recognise how these damaging stereotypes could normalise non-consensual behaviour or encourage prejudice.

The school recognises its legal rights and responsibilities in regard to equality, including the protected characteristics defined in the Equality Act 2010, and values that all pupils are unique and equal. We therefore ensure that relationships and sex education is taught equally, that all viewpoints and opinions are discussed, and that individual beliefs or characteristics are protected.

### **Child Sexual Exploitation (CSE)**

Child Sexual Exploitation is sexual exploitation of children and young people under 18. It involves situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. CSE can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/mobile phone without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/or emotional vulnerability.

CSE is a prevalent issue and something we need to ensure we keep our young people protected from. We recognise that our preventative work, including that around healthy relationships, provides robust support in preventing young people becoming victims of CSE.

### **Domestic Abuse**

Domestic abuse is a prevalent issue; it affects a significant number of children and families not only nationally, but also here within St Helens.

Here at Queen's Park, we believe it is our responsibility to teach children about healthy relationships, partly so we are able to protect our pupils, but also so they can go on to have them in their adult lives.

As domestic abuse is a regional issue, it needs to be addressed sensitively and clearly. Domestic Abuse can include (this is not an exhaustive list):

- Physical abuse
- Sexual abuse
- Financial control
- Controlling and coercive behaviour.

Again, we recognise that our preventative work, including that around healthy relationships, provides robust support in preventing young people becoming victims or perpetrator of domestic abuse, and to seek support to keep themselves safe.

### **Female Genital Mutilation**

Female Genital Mutilation (sometimes referred to female circumcision, cutting or sunna) refers to the procedure that intentionally alters or causes injury to the female genital organs for non-medical reasons. It occurs mainly in Africa and to a lesser extent, in the Middle East and Asia; however, children living in the United Kingdom are still at risk of this form of abuse. Although it is believed by many to be a religious issue, it is in fact a cultural practice.

Female Genital Mutilation causes significant physical and emotional damage to a woman. It is a criminal offence to perform or assist in the process of FGM; it is also an offence to fail to protect a person for whom you are responsible from FGM.

Again, using the correct terminology for genitals is crucial in the preventative work around FGM. It is important that pupils understand the anatomical features of their body, so they are able to identify whether they



have been abused or mistreated in any way. Teaching children and young people the facts about their body, helps them to be empowered and understand their rights.

### **Digital Wellbeing (online safety)**

At Queen's Park C.E/URC Primary School, we teach digital wellbeing in a number of ways. We conduct whole school events such as e-safety week and model good practice regarding e-safety when using digital devices to support learning in any lesson across the curriculum. We have a whole school internet policy.

Children and young people have an array of online opportunities and responsibilities. It is important that pupils understand that these rights and responsibilities are no different than in day-to-day life and that the same expectations of behaviour apply in all contexts, including on the internet.

Digital Wellbeing can be a vast topic; different areas of concern can sometimes feel uncomfortable to address; however, it is imperative that we do so. Here at Queen's Park, we want to ensure that parents and carers understand why certain topics need to be discussed and feel comfortable with their children taking part in these lessons. Our aim is always to work closely with families, as we believe that a collaborative approach is the best way forward for our children.

### **Equality and Inclusion**

We will ensure all resources and images used are inclusive of all pupils e.g. including those in wheelchairs or wearing hearing aids. This is part of our general inclusive approach to learning and images will represent SEND, LGBT+, a range of ethnicities, and all the protected characteristics.

Materials will be available in appropriate learning media including tactile diagrams and physical materials when required.

Our teaching will take account of all our pupil's needs, culture, development and views.

We are aware of language used and will ensure that it is inclusive.

Specific area of safeguarding	Curriculum areas which offer opportunities to safeguard children
<p>Child abduction and community safety incidents</p> <p>Safeguarding in the Community</p>	<p>Junior Road Safety Workshop - all year groups</p> <p>Crucial Crew - first aid procedures and caring for others (Year 5 Autumn Term)</p> <p>Whole school geography - local fieldwork (road safety)</p> <p>RSHE - Relationships - EYFS Y2, Y4 and Y6</p> <p>Worship linked to different elements such as stranger danger, anti-social behaviour in the parks etc</p>
<p>Children missing from home or care</p>	<p><u>Teaching units:</u></p> <ul style="list-style-type: none"> <li>• PSHE Celebrating Difference - EYFS (The children share their experiences of their homes and are asked to explain why it is special to them)</li> <li>• PSHE Celebrating Difference - Year 3 (children learn about families, that they are all different and that sometimes they fall out with each other.)</li> </ul>
<p>Child Missing in Education</p>	<p>Attendance policy-graduated support for families to support with wider contextual barriers.</p> <p>Attendance rewards</p>
<p>Child on Child Abuse</p>	<p><u>Teaching Units:</u></p> <ul style="list-style-type: none"> <li>• PSHE - Celebrating Difference - EYFS to year 6</li> <li>• RSHE - Relationships - EYFS Y2, Y4 and Y6</li> </ul>
<p>Children and the court system</p>	<p>Direct support from the pastoral team and CELLS as required</p>
<p>Bullying including cyberbullying</p>	<p>Anti-Bullying Week (whole school assembly, themed activities)</p> <p>Child friendly anti bullying policy written and shared by the School Ethos Council</p>

Adults model good practice regarding e-safety when using digital devices to support learning in any lessons across the curriculum

Whole school internet policy

Acceptable User Policy

Teaching units:

- **PSHE Celebrating difference - year 1 to year 6** (The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. They explore how children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied. We discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is taking place. Children discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. In year 6, they learn how people can have power over others in a group. They discover strategies for dealing with this as well as wider bullying issues.
- **RSHE Relationships - year 6** (They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way.)
- **PSHE Changing ME - Year 5** (children reflect on how social media and the media can promote unhelpful comparison and how to manage this including posting pictures online and what to do if they need to report something inappropriate online.
- **Digital Wellbeing Units - Self Image and Identity - Y5 and Y6**

Children learn to explain how identity online can be copied, modified or altered and explore how people can represent themselves in different ways online. The units teaches them how to make responsible choices about having an online identity, depending on context and identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and

	<p>explain why it is important to challenge and reject inappropriate representations online</p> <ul style="list-style-type: none"> <li>• <b>Digital Wellbeing Unit - Online Bullying EYFS - Y6</b> This unit covers the examples of online bullying, the impact of online bullying and what to do if the children experience online bullying.</li> </ul>
<p>Domestic abuse (including violence, controlling and coercive behavior)</p>	<p>Preventative work, including that around healthy relationships, provides robust support in preventing young people becoming victims or perpetrators of domestic abuse, or to seek appropriate support when needed.</p> <p><u>Teaching units:</u></p> <ul style="list-style-type: none"> <li>• <b>PSHE Celebrating Difference - year 2 - family conflict lesson</b> (Children think about a possible source of family conflict and of ways to help solve it. Teachers need to be aware of all children's domestic situations (particularly any that may be violent) before teaching this lesson; notes in the lesson plan are provided to help)</li> <li>• <b>PSHE Healthy Me - year 4 - healthy friendships lesson</b> (through the context of healthy friendships, children can explore their possible feelings of anxiety and fear and how this might be associated with peer pressure; it could also be applied to the pressure they might feel from other people)</li> <li>• <b>PSHE Healthy Me - year 4 - Celebrating My Inner Strength and Assertiveness lesson</b> (children can learn to draw on their own sense of right and wrong to help make decisions that suit them. Using some simple assertiveness techniques can help children feel more empowered in their lives and can help to keep them from harm.)</li> <li>• <b>PSHE Celebrating Difference - EYFS - standing up for yourself lesson</b> (Children are given the opportunity to practise the phrase, 'Please don't do that, I don't like it')</li> <li>• <b>PSHE Year 3 - Healthy Me - being safe and safe/unsafe lesson</b> (children identify things, people and places that they need to keep safe from, and can share some strategies for keeping themselves safe, including who to go to for help)</li> <li>• <b>PSHE Year 6 - Relationships - power and control lesson</b> (looking at assertiveness, where children</li> </ul>

	<p>learn to recognise when people are trying to gain control or power, and how they can stand up for themselves (and their friends) in situations when others try to gain control or power)</p> <p><b>Key Adults trained on Operation Encompass</b></p>
Homelessness	<ul style="list-style-type: none"> <li>• Direct support from the pastoral team</li> <li>• Support from CYPs if linked to adaption or care orders</li> </ul>
Mental Health	<p>In school we provide a positive learning environment and school ethos- which means that pupils and staff alike can feel comfortable talking about mental health, and mental ill health.</p> <p>We have wellbeing ambassadors. Peer massage timetabled. Social, moral, spiritual, and cultural learning in assembly and threaded throughout PSHE.</p> <p><u>Teaching units:</u></p> <ul style="list-style-type: none"> <li>• <b>PSHE - Healthy Me - EYFS to year 6</b> is the main vehicle for children to learn about mental and physical health. From the beginning to the end of the programme, pupils learn about taking responsibility for health, substances and their effects, nutrition, medicine, sleep, brain development, and mental illness and health. The whole unit aims to nurture self-esteem so that children feel 'worthy' of taking care of themselves. Eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid are all important parts of the 'Healthy Me' unit, which covers physical and mental/emotional health in equal measure - and shows the synergetic relationship between the two areas of health and well-being.</li> <li>• <b>RSHE - Relationships - Y6.</b> Children are taught to take care of their mental health this includes looking at the impact of grief.</li> </ul> <p>Our whole PSHE curriculum focuses keenly on mental health and emotional well-being, with every lesson having been mapped to social and emotional skills. Overall, the development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every lesson- and these are the skills that are most</p>

	<p>crucial in helping children to have a healthier sense of self, of mental health and emotional well-being.</p> <p>Wellbeing is a Crown Curriculum driver and underpins all curriculum areas.</p> <p>We provide a variety of extracurricular club to promote pupils' wellbeing.</p>
<p>Modern Slavery</p>	<p>Violence, coercion and intimidation are common involvement in exploitative relationships, being characterised by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability. preventative work, including those around healthy relationships and wellbeing provides robust support in preventing young people becoming victims of modern slavery.</p> <p><u>Teaching units:</u></p> <ul style="list-style-type: none"> <li>• PSHE Being Me in My World (specifically rights and responsibilities thread) - EYFS to year 6</li> <li>• PSHE - Dreams and Goals - year 5 (children share their dreams and goals and how they might need money to help them achieve them. They consider jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older</li> <li>• PSHE Dreams and Goals - year 6 (children share their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they will need to take as well as talking about how to stay motivated.)</li> <li>• PSHE Healthy Me - year 4 (they learn about peer pressure and how to deal with it successfully)</li> <li>• PSHE Healthy Me - year 6 (the children learn about exploitation as well as gang culture and the associated risks therein).</li> <li>• PSHE Changing Me - Year 6 (They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to).</li> </ul>



<p>Radicalisation and Extremism.</p>	<p><u>Teaching units:</u></p> <ul style="list-style-type: none"> <li>• RE - Other Faiths - EYFS to year 6</li> <li>• Digital Wellbeing - Self Image and Identity - Y6. This unit looks at how identity online can be copied, modified or altered. The lessons look at how people can represent themselves in different ways online. It teaches the children how to make responsible choices about having an online identity, depending on context They learn to identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.</li> </ul>
<p>Female Genital Mutilation or FGM</p>	<p>Throughout our curriculum we focus on healthy relationships and consent, what to do if you're worried about something, your rights as a child, personal space, body privacy and who can help us, and so on. Through this <b>preventative</b> work, we are building children's ability and confidence to speak out when they feel hurt or unsafe.</p> <p>The DfE Guidance (2019) states that in Primary School; 62. Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies.</p> <p>Using the correct terminology for genitals is crucial in the <b>preventative</b> work around FGM. It is important that pupils understand the anatomical features of their body, so they are able to identify whether they have been abused or mistreated in any way. Teaching children and young people the facts about their body, helps them to be empowered and understand their rights.</p> <p><u>Teaching units:</u></p> <ul style="list-style-type: none"> <li>• RSHE EYFS to year 6 (children are given the correct vocabulary to describe their external body parts from age 5-6 upwards, and through this we model ways in which we can talk about parts of our bodies in an open and factual way. By creating a safe, open environment throughout RSHE lessons</li> </ul>

we can support children in a range of ways both in and out of the classroom. We are able to reiterate to children through the school that we all have the right to have a natural and healthy body that no-one else has the right to hurt or change, and the right to get help to heal us if when it is causing us pain)

- **RSHE Relationships - Year 2 and Year 5**

Children can think about which types of physical contact they like, which they don't like, and they can talk about this in a safe way and know it is OK to say they don't want to be touched in that way e.g. punched or hugged if that is how they feel. Teachers are encouraged to be vigilant throughout this lesson.

Through understanding about good secrets and 'worry' secrets. Teachers can emphasise that 'worry' secrets need to be told to an adult and not kept inside.

- **PSHE Celebrating Difference - EYFS - standing up for yourself lesson** (Children are given the opportunity to practise the phrase, 'Please don't do that, I don't like it')

Drug and alcohol misuse

Teaching units:

- **PSHE Healthy Me - year 3** (The children learn about medicines, how they work and how to use them safely.)
- **PSHE Healthy Me - year 3** (The children learn about different types of drugs, the ones you take to make you better, as well as other drugs)
- **PSHE Healthy Me - year 4** (The children also learn about smoking and its effects on health; they do the same with alcohol and then look at the reasons why people might drink or smoke)
- **PSHE Healthy Me - year 5** (children investigate the risks associated with smoking and how it affects the lungs, liver and heart. Likewise, they learn about the risks associated with alcohol misuse)



	<ul style="list-style-type: none"> <li>• PSHE Healthy Me - year 6 (Children learn about different types of drugs and the effects these can have on people's bodies.)</li> </ul>
Fabricated or induced illness	<p>School systems and processes: Health Care Plans, IEP targets</p> <p><u>Teaching units:</u></p> <ul style="list-style-type: none"> <li>• PSHE - Healthy Me - EYFS to year 6 is the main vehicle for children to learn about mental and physical health. From the beginning to the end of the programme, pupils learn about taking responsibility for health, substances and their effects, nutrition, medicine, sleep, brain development, and mental illness and health. The whole unit aims to nurture self-esteem so that children feel 'worthy' of taking care of themselves. Eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid are all important parts of the 'Healthy Me' unit, which covers physical and mental/emotional health in equal measure - and shows the synergetic relationship between the two areas of health and well-being.</li> </ul>
Sexting	<p><u>Teaching units:</u></p> <ul style="list-style-type: none"> <li>• Digital Wellbeing - Online Relationships -Y6</li> </ul> <p>This unit explores how sharing something online may have an impact either positively or negatively</p> <p>It describes how to be kind and show respect for others online and off-line including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</p> <p>It also explores that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p>
Up skirting	<p><u>Teaching units:</u></p> <ul style="list-style-type: none"> <li>• Digital Wellbeing - Online Relationships -Y6</li> </ul> <p>This unit explores how sharing something online may have an impact either positively or negatively</p> <p>It describes how to be kind and show respect for others online and off-line including the importance of respecting</p>

	<p>boundaries regarding what is shared about them online and how to support them if others do not.</p> <p>It also explores that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p>
<p>Children at risk from, or involved with serious violent crime including Child Criminal Exploitation</p>	<p>Violence, coercion and intimidation are common involvement in exploitative relationships, being characterised by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability. preventative work, including those around healthy relationships and wellbeing provides robust support in preventing young people becoming victims of CCE.</p> <p><u>Teaching units:</u></p> <ul style="list-style-type: none"> <li>• PSHE Being Me in My World (specifically rights and responsibilities thread) - EYFS to year 6</li> <li>• PSHE - Dreams and Goals - year 5 (children share their dreams and goals and how they might need money to help them achieve them. They consider jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older</li> <li>• PSHE Dreams and Goals - year 6 (children share their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they will need to take as well as talking about how to stay motivated.)</li> <li>• PSHE Healthy Me - year 4 (they learn about peer pressure and how to deal with it successfully)</li> <li>• PSHE Healthy Me - year 6 (the children learn about exploitation as well as gang culture and the associated risks therein).</li> <li>• RSHE Relationships - Year 6 (They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to.</li> </ul>
<p>County lines</p>	<p><u>Teaching units:</u></p> <ul style="list-style-type: none"> <li>• PSHE Healthy Me Safe to Speak Unit - year 6</li> </ul>

	<ul style="list-style-type: none"> <li>• PSHE Healthy Me - year 6 (the children learn about exploitation as well as gang culture and the associated risks therein).</li> </ul>
<p>Child Sexual Exploitation or CSE</p>	<p>Throughout our curriculum we focus on healthy relationships and consent, what to do if you're worried about something, your rights as a child, personal space, body privacy and who can help us, and so on. Through this <b>preventative</b> work, we are building children's ability and confidence to speak out when they feel hurt or unsafe.</p> <p>Using the correct terminology for genitals is crucial in the <b>preventative</b> work around child sexual exploitation (CSE). It is important that pupils understand the anatomical features of their body, so they are able to identify whether they have been abused or mistreated in any way. Teaching children and young people the facts about their body, helps them to be empowered and understand their rights.</p> <p><u>Teaching units:</u></p> <ul style="list-style-type: none"> <li>• RSHE Relationships - EYFS 2,4 and year 6</li> <li>• RSHE Yasmin and Tom - EYFS to year 6</li> <li>• PSHE Healthy Me - year 3 to year 6</li> </ul>
<p>Faith abuse and so-called honour-based abuse</p>	<p><u>Teaching units:</u></p> <ul style="list-style-type: none"> <li>• RE - Other Faiths - EYFS to year 6</li> <li>• RSHE Relationships - EYFS 2,4 and year 6. These units look at consent and giving the children the vocabulary to say no if uncomfortable</li> <li>• Digital Wellbeing - Self-Image and Identity</li> </ul> <p>This unit looks at how identity online can be copied, modified or altered. The lessons look at how people can represent themselves in different ways online. It teaches the children how to make responsible choices about having an online identity, depending on context. They learn to identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.</p>
<p>Gender based violence/ violence against women and girls (VAWG)</p>	<p>Preventative work, including that around healthy relationships, provides robust support in preventing young people becoming victims or perpetrators of domestic violence against women and girls, or to seek appropriate support when needed.</p>

Teaching units:

- PSHE Celebrating Difference - year 2 - family conflict lesson (Children think about a possible source of family conflict and of ways to help solve it. Teachers need to be aware of all children's domestic situations (particularly any that may be violent) before teaching this lesson; notes in the lesson plan are provided to help)
- PSHE Healthy Me - year 4 - healthy friendships lesson (through the context of healthy friendships, children can explore their possible feelings of anxiety and fear and how this might be associated with peer pressure; it could also be applied to the pressure they might feel from other people)
- PSHE Healthy Me -year 4 - Celebrating My Inner Strength and Assertiveness lesson (children can learn to draw on their own sense of right and wrong to help make decisions that suit them. Using some simple assertiveness techniques can help children feel more empowered in their lives and can help to keep them from harm.)
- PSHE Celebrating Difference - EYFS - standing up for yourself lesson (Children are given the opportunity to practise the phrase, 'Please don't do that, I don't like it')
- PSHE Year 3 - Healthy Me - being safe and safe/unsafe lesson (children identify things, people and places that they need to keep safe from, and can share some strategies for keeping themselves safe, including who to go to for help)
- PSHE Year 6 - Relationships - power and control lesson (looking at assertiveness, where children learn to recognise when people are trying to gain control or power, and how they can stand up for themselves (and their friends) in situations when others try to gain control or power)

Hate

Across our curriculum, we teach children to accept there are a whole range of differences in people, helps combat stigma, discrimination and bullying. Children are taught

	<p>how to how to access help if they are involved in a bullying, or abusive situation via the anti-bullying policy.</p> <ul style="list-style-type: none"> <li>• PSHE Celebrating Difference - EYFS to year 6 and PSHE Relationships - EYFS, Y2, Y4 and Y6 (we teach children why bullying can happen and why it is unfair, how to recognise a bullying/ abusive situation and how to get help. Within this work children discuss a wide range of reasons why some people are bullied, or become bullies, and this includes some discussion around name-calling which includes the inappropriate use of words such as 'gay' and 'lesbian' as an insult towards another person. Anti-bullying guidance issued to schools in 2016 makes it clear that any bullying work should include teaching children why inappropriate use of these words is wrong and homophobic.)</li> </ul> <p>Throughout the curriculum, we avoid stereotypes and include a diverse range of people in our resources.</p>
	<ul style="list-style-type: none"> <li>•</li> </ul>
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<p>Forced Marriage</p>	<p>Preventative work, including that around healthy relationships, provides robust support in preventing young people becoming victims or perpetrators of forced marriage, or to seek appropriate support when needed.</p> <p><u>Teaching units:</u></p> <ul style="list-style-type: none"> <li>• PSHE Celebrating Difference - year 2 - family conflict lesson (Children think about a possible source of family conflict and of ways to help solve it. Teachers need to be aware of all children's domestic situations (particularly any that may be violent) before teaching this lesson; notes in the lesson plan are provided to help)</li> <li>• PSHE Healthy Me - year 4 - healthy friendships lesson (through the context of healthy friendships, children can explore their possible feelings of anxiety and fear and how this might be associated with peer pressure; it could also be applied to the pressure they might feel from other people)</li> </ul>

	<ul style="list-style-type: none"> <li>• PSHE Healthy Me -year 4 - <i>Celebrating My Inner Strength and Assertiveness lesson</i> (children can learn to draw on their own sense of right and wrong to help make decisions that suit them. Using some simple assertiveness techniques can help children feel more empowered in their lives and can help to keep them from harm.)</li> <li>• PSHE <i>Celebrating Difference - EYFS - standing up for yourself lesson</i> (Children are given the opportunity to practise the phrase, 'Please don't do that, I don't like it')</li> <li>• PSHE Year 3 - <i>Healthy Me - being safe and safe/unsafe lesson</i> (children identify things, people and places that they need to keep safe from, and can share some strategies for keeping themselves safe, including who to go to for help)</li> <li>• PSHE Year 6 - <i>Relationships - power and control lesson</i> (looking at assertiveness, where children learn to recognise when people are trying to gain control or power, and how they can stand up for themselves (and their friends) in situations when others try to gain control or power)</li> </ul>
Private Fostering	<p><u>Teaching units:</u></p> <ul style="list-style-type: none"> <li>• RSHE - <i>Relationships - EYFS, Y2, Y4 and Y6</i> (They learn about families and the different roles people can have in a family. In year 1, Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. In year 4, children revisit family relationships and identify the different expectations and roles that exist within the family home).</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>



Children with family members in prison	<p><u>Teaching units:</u></p> <ul style="list-style-type: none"> <li>• RSHE - Relationships - EYFS Y2, Y4 and Y6 (They learn about families and the different roles people can have in a family. In year 1, Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. In year 4, children revisit family relationships and identify the different expectations and roles that exist within the family home).</li> <li>• <u>Direct support from the pastoral team and CELLS as required</u></li> <li>• <u>Support from CYPS if linked to adaption or care orders</u></li> </ul>
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Sexual harassment	<p>Throughout our curriculum we focus on healthy relationships and consent, what to do if you're worried about something, your rights as a child, personal space, body privacy and who can help us, and so on. Through this <b>preventative</b> work, we are building children's ability and confidence to speak out when they feel hurt or unsafe.</p> <p>The DfE Guidance (2019) states that in Primary School; 62. Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies.</p> <p>It is important that pupils understand the anatomical features of their body, so they are able to identify whether they have been abused or mistreated in any way.</p>

Teaching children and young people the facts about their body, helps them to be empowered and understand their rights.

Teaching units:

- *RSHE Yasmin and Tom - EYFS to year 6* (children are given the correct vocabulary to describe their external body parts from age 5-6 upwards, and through this we model ways in which we can talk about parts of our bodies in an open and factual way. By creating a safe, open environment throughout PSHE lessons we can support children in a range of ways both in and out of the classroom. We are able to reiterate to children through the school that we all have the right to have a natural and healthy body that no-one else has the right to hurt or change, and the right to get help to heal us if when it is causing us pain)

- *RSHE Relationships - EYFS and year 2*

Children can think about which types of physical contact they like, which they don't like, and they can talk about this in a safe way and know it is OK to say they don't want to be touched in that way e.g. punched or hugged if that is how they feel. Teachers are encouraged to be vigilant throughout this lesson.

Through understanding about good secrets and 'worry' secrets. Teachers can emphasise that 'worry' secrets need to be told to an adult and not kept inside.

- *PSHE Celebrating Difference - EYFS - standing up for yourself lesson* (Children are given the opportunity to practise the phrase, 'Please don't do that, I don't like it')

*Concerns raised during lessons*

At Queen's Park, we recognise that it is good practice to have a culture where children feel confident to discuss potentially sensitive issues. It could be that discussions in the lessons may raise safeguarding concerns. Any



concerns will be dealt with in accordance with the school's Safeguarding and Child Protection Policy.

Any external visitors or agencies delivering any aspects of Relationships and Sex Education will be required to pass any concerns raised immediately to the Designated Safeguarding Lead, along with a written or online record.

The Designated Safeguarding Lead has a comprehensive knowledge of trusted, high quality resources as well as extensive training around a vast array of safeguarding topics and procedures. Therefore, the DSL will be involved in all safeguarding aspects of Relationships and Sex Education.

### **Responses to difficult questions**

At Queen's Park, we believe that school should provide a safe environment for children to ask questions relating to relationships and sex education. We always encourage children to ask questions and develop their learning and we will answer these honestly and appropriately.

There may be some occasions however when it is not appropriate to answer certain questions. These include:

- If the question includes explicit and/or inappropriate language;
- If the question is not deemed age appropriate for the class;
- If the question asks about the personal lives of staff, children or families;
- If the child raises a safeguarding issue.

