

## Dinnington First School Safeguarding Curriculum



Pupil safeguarding and the promotion of fundamental British values are at the heart of our curriculum at Dinnington First School. Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding, keeping safe and enabling children to identify risks and know how to access support if needed. Our curriculum gives pupils opportunities to experience life in all its diversity; to acquire knowledge, understanding and skills that significantly impact on personal development and behaviour; and equips every child with the knowledge and skills required for personal safeguarding. Our PSHE 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. We also aim to develop moral concepts that impact positively on safeguarding, promote British values and prevent radicalisation and extremism.

There are many opportunities throughout our learning in school to explore safeguarding issues. For example:

- Daily story time – texts that cover a range of issues
- Pupil voice – 3 houses (what makes me happy, what worries me, my hopes)
- Show Me 5 Practice – ie 5 people who I can talk to , 5 ways to stay safe outside
- Road and rail safety (including out of school visits, bikeability, work with police officers in the community and Nexus)
- Poolside and water safety through swimming lessons
- Fire awareness (including visits from the local fire service where possible)
- Visits to school from medical staff
- Visitors from charities such as Barnados, and NSPCC
- Specific lessons around bullying, drug use, appropriate physical contact (see detailed PSHE curriculum)
- Plays and shows, such as Melva – a play dealing with the sensitive issue of Child Mental Health
- Online safety quizzes and training
- Our EYFS Outdoor learning which incorporates “Stranger Danger”, being safe in the outdoors, what to do if??
- What to do if you are separated from parents or a group.
- Internet safety taught every half term - safe use of technology including password security and privacy settings

We have developed an open and safe learning environment in which pupils express their views, seek help and help others, they can also make use of worry books, worry monsters and our sensory room or garden to share concerns with staff.

Daily class times also provide moments for sharing ideas, addressing current concerns or topical issues and promoting important values. Assembly time is used to promote personal safeguarding matters and explore themes. For example, we talk about anti- bullying including cyber bullying and British values including how these values are promoted in our multi – faith society.

Staff and children are quick to challenge stereotypes and the use of derogatory language in lessons and around school. Our school reflects the diversity of pupils' experiences and provides pupils with a comprehensive understanding of people and communities beyond their immediate experience including the role of women in society and different family groups including same sex couples. Throughout the curriculum there are planned opportunities to promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those with no faith), races, genders, ages, disability and sexual orientations, through their words, actions and in their influence. Opportunities are created in a variety of subjects to address areas of safeguarding, for example, themes may be highlighted through books in English lessons.

Time is taken at the beginning of every new school year to reaffirm school values, expectations and rules for living and learning at Dinnington First School. This good start to the year, with everyone clear about their roles and responsibilities, sets the tone for the rest of the year and leads to excellent safeguarding outcomes.

Parents are given reminders and resources to access through newsletters, the website and parent coffee mornings where school priorities are shared.