



## Safeguarding at St. Pius X RC Primary School

	Autumn	Spring	Summer
EYFS	<b>PSED</b> is taught in the EYFS. The aim of this is that by the end of their time in the EYFS children are: confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.		
Nursery	The use of story books as vehicles for our curriculum delivery enables the teaching of: <ul style="list-style-type: none"> <li>- Stranger danger</li> <li>- Listening to instructions</li> <li>- Staying safe</li> <li>- Respecting other cultures.</li> </ul>	The topic, 'People who help us' introduces the children to the following key people in the community we promote keep us safe: <ul style="list-style-type: none"> <li>- PCSO</li> <li>- Fire Officer</li> <li>- Nurse</li> <li>- Health Visitor</li> <li>- Caretaker</li> </ul>	
Reception:	The use of books with a moral or particular theme to provide discussion of making good choices. (e.g.: Stranger Danger in Hansel and Gretel)  Children will see the School Nurse for a health check and parents / carers have the opportunity to discuss any worries that they may have with her.	Children are taught about dangers in the garden and how to keep themselves safe from these. The children undertake a school trip and are taught how to stay safe on a school trip.	Children are taught about the dangers that are present at the seaside and how to keep themselves safe, including sun safety.
Year 1	The children are taught about stranger danger. Through this work the children are taught the differences between good and bad strangers and how to keep themselves safe in the presence of a stranger.	The children are taught about how to stay safe as pedestrians, including recognising potential harm and learning the 'Green Cross Code.'	
Year 2	As part of our topic, 'Fire, Fire!' the children learn about fire safety in the home and the firework code. Including looking at the following website <a href="http://www.welephant.co.uk/Bonfirestory020.htm">http://www.welephant.co.uk/Bonfirestory020.htm</a>	As part of our topic 'Food glorious food' the children learn about food hygiene and the importance of maintaining a healthy and balanced diet.	As part of our topic, "All at Sea," the children learn about water safety using <a href="http://www.rlss.org.uk/water-safety/">http://www.rlss.org.uk/water-safety/</a> . The children also revisit and extend upon earlier work on stranger danger.
Year 3	As part of our topic on World War 2 the children learn about the everyday dangers of life for a child during World War 2 including: rationing, evacuation and the blitz.  <b>Swimming:</b> Children visit the swimming pool once a week for a term. They learn how to keep themselves in water and complete their 25 meters certificate.		

Year 4	As part of our topic, 'Stone Age to Iron Age' the children learn about fire safety and 'get to experience working with a real fire as part of a school trip to the North York Moors.	<b>Swimming:</b> Children visit the swimming pool once a week for a term. They learn how to keep themselves in water and complete their 50 meters certificate.	Road Safety
Year 5	Residential: Focus of the residential was team building; teaching the children to take responsibility for their actions Children also worked with ASDA undertaking work around food safety, hygiene and a balanced diet.	Cycling Proficiency: children are taught how to cycle safely on quiet roads and about road safety awareness.  Opportunities are provided through the use of 'circle time' including the provision of a worry box.  The P.E curriculum teaches children about 'Healthy Lifestyles.'	<b>Swimming:</b> Children visit the swimming pool once a week for a term. They learn how to keep themselves in water and complete their 100 meters certificate.  Work is undertaken with the children as part of D.T and Science curriculums around hazards: noticing of and what actions are needed to keep ourselves safe.
Year 6	Through our topic, 'Worlds Apart.' The children learn about Lord Shaftesbury and child labour. They find out about the dangers of child labour and the work of Shaftesbury to safeguard the Victorian children from these dangers.	Cycling Proficiency: children are taught how to cycle safely on quiet roads and about road safety awareness.	Children learn about drug and medicines, Sexual Education and relationships and Stranger Danger.

## **Whole School Safeguarding – Caught curriculum:**

### **Security**

The school was built with security of pupils and staff in mind including:

- Perimeter fencing and gates
- Fenced EYFS playground for our youngest pupils
- A sophisticated intruder alarm
- A modern effective fire alarm system
- Door entry system and signing in procedure for all visitors and staff
- All staff wear ID badges

### **Safety in the playground**

We have very clear rules about behaviour and use of play equipment in the playground. Supervising adults are outside with the children every playtime and lunch time and additionally a Buddy Bench/Peer Mediators are present to help ensure that playtimes are a happy and safe time for all of our children.

### **Door Duty**

At the beginning and end of each day there is always at least one member of staff at each door to make sure that children stay safely inside the school once they have been dropped off by parents and do not leave the premises without an accompanying adult (unless they are older pupils with permission to go home unaccompanied).

### **Police/Community Officers**

We have excellent relations with our local Police and Community Support Officers who are invited in to different classes to talk about a variety of topics.

### **Risk Assessments and School Trips**

We are proud of our cross curricular approach to learning: a key part of this is the use of first hand concrete learning experiences, often provided in the form of trips and visits. All school trips involve the undertaking of a risk assessment, this must be authorised by our Offsite Visits Coordinator.

## **British Values:**

As part of a broad and balanced curriculum, schools are required to promote the spiritual, moral, cultural, mental and physical development of pupils. This includes actively promoting fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Below is a whole school overview of how we teach these values:

### **Democracy**

- School Council
- Nominations
- Voting
- Elections
- Pupil questionnaires

### **Rule of Law**

- Behaviour Policy
- School Rules
- Visits from Police & Community Support Officers

### **Individual liberty**

- Making choices in a safe, supportive environment (e.g. which charity to support, which clubs to attend)
- Understanding actions have consequences

### **Mutual respect and tolerance of different faiths and beliefs**

- School ethos and values
- Collective Worship
- RE Curriculum
- Visits and visitors
- Participation in local, national and world events through work with CAFOD