



Juniper Hill School



Curriculum and Teaching – Additional Content Areas Safeguarding

At Juniper Hill School we teach the EYFS (Early Years Foundation Stage) curriculum in Reception and the National Curriculum in Key Stage 1 and 2. Our additional curriculum content areas taught through the curriculum ensure our children leave Juniper confident, resilient, respectful individuals ready for secondary school. Our additional content areas are:

- Safeguarding
- Wellbeing
- Online Safety
- Diversity

This document shows where **SAFEGUARDING** is explicitly covered in each year group.

EYFS- safeguarding

Communication and language	<ul style="list-style-type: none">• Teach children key phrases such as ‘stop I don’t like it’ and ‘help me please’ which are consistently modelled by adults• Teaching key safeguarding vocabulary – such as ‘safe adults’, ‘safe’, ‘unsafe’ and ‘help’• Giving children daily opportunities to talk about their feelings and experiences e.g., during morning slides and during continuous provision (links to PSED)• Developing the vocabulary of emotional literacy and identifying own emotions
Physical development	<ul style="list-style-type: none">• Teaching personal space and body awareness through stories and ‘in the moment’ opportunities e.g reading ‘Don’t Hug Doug’ and ‘Harrison Spader, Personal Space Invader’• Teaching children that their body belongs to them (PANTS)• Teaching children risk and safety awareness particularly within outdoor provision and forest school• Teaching independence and how to manage basic personal hygiene e.g., dressing self and toileting
Personal, social, emotional development	<ul style="list-style-type: none">• Developing emotional literacy and identifying that emotion within the zones of regulation• Teaching strategies for self-regulation e.g., calm corner, calming box, breathing exercises after lunch• Consistently identifying safe adults – safe adults in school posters in classroom• Teaching boundaries that keep us safe and respecting differences• Teaching basic personal hygiene

Literacy	<ul style="list-style-type: none"> • Emotional literacy stories by Tom Percival/social stories • Books that promote safety awareness through recognising unsafe situations within the story • Discussing character choices and consequences • Repeated phrases used by adults e.g., 'hands to yourself' • Use of role-play and puppets to explore safeguarding scenarios • Stranger awareness (link to text 'The Three Little Pigs and school trips')
Mathematics	<ul style="list-style-type: none"> • Counting how many children are present, during register and within continuous provision • Number limits within areas of continuous provision in order to manage safety • Teaching mathematical language to ensure safety e.g., sturdy, balance and secure • Identifying safe quantities of resources e.g., 'no more than two crates high' • Following and understanding prepositional instructions e.g., stay near your adult/area on a school trip
Understanding the world	<ul style="list-style-type: none"> • Teaching children to recognise people who help us within the community • Exploring family structures and understanding differences • Understanding that rules exist to help keep us safe • Online safety • Respecting similarities and differences
Expressive arts and design	<ul style="list-style-type: none"> • Role-playing scenarios • Safety when using equipment e.g., scissors • Exploring emotions through art and linking in zones of regulation • Using art as mindfulness during self-regulation

Year 1 – safeguarding

English	<ul style="list-style-type: none">• Snow White, Little Pigs, Old Toy room, Lost bear, Lost in the museum: being safe and what to do if you get lost• Snow White, Lost and Found: stranger danger and not taking food from someone unknown• Cinderella: adults knowing where you are and asking for permission• Old Toy room, Lost bear, Lost in the museum: asking which adults can help you if you are lost• Oliver’s vegetables, Oliver’s fruit salad, Lighthouse keepers Lunch: keeping healthy and the importance of different foods in diet• How to make a lantern and dragon, how to make a house: instructions on how to be safe with equipment
Maths	<ul style="list-style-type: none">• Modelling how to use equipment safely and respectfully.• How to share resources.• Listening and being a respectful partner/teammate.
Science	<ul style="list-style-type: none">• How our senses support us to keep us safe.• Seasonal walks and appropriate clothing.• What items are required to stay safe in the different seasons.• How animals hibernate and that they should be left alone.• How to safely handle items made from specific materials.• Understand that some items are made for a particular purpose.• How to stay safe in the sun.
Computing	<ul style="list-style-type: none">• Discussions around passwords and not sharing with others.• Know who to tell if something concerns you.• How to save work responsibility and safely.

	<ul style="list-style-type: none"> • Using the internet safely to compare items. • The use of electronics around food and water. • Being aware of your surroundings when using electrical devices eg adult supervision • Discussion around using approved apps.
History	<ul style="list-style-type: none"> • How to be safe around fire and fireworks. • Awareness around young people going to war and the differences today (Remembrance Day) • Awareness of Victorian life and how conditions have improved • Safety around transport.
Geography	<ul style="list-style-type: none"> • How to stay safe around roads (Traffic survey). • How maps help us to find locations (School grounds and maps of local area and how to stay safe in larger cities). • Climate in warmer countries (Cario)
Art	<ul style="list-style-type: none"> • How to use equipment safely and appropriately.
Music	<ul style="list-style-type: none"> • The link between music and emotions- regulation • Songs with themes of kindness, friendship, and resilience
PE	<ul style="list-style-type: none"> • Adequate warm-up and cool-down to prevent injury – children to be very much involved in this. • When supporting pupils (e.g., gymnastics), prior to contact, it is vital that the pupil is made aware of the purpose of the contact (e.g. for safety or support) and what form it will take. Any physical contact should be for the purpose of meeting a student's needs in order to: develop techniques and skills safely/treat injury/prevent injury occurring/respond to any special educational need and disabilities/prevent harm to the student or others. • The playing area/floor must be checked thoroughly before use to ensure it provides secure footing and to prevent slipping or other injury; children are encouraged to check their own

	<p>area and to maintain a keen eye throughout the activity for any deteriorating conditions or risks.</p> <ul style="list-style-type: none"> • Equipment is appropriate to the age and skill-level of the pupils being taught in order to reduce the likelihood of injury – children to be taught how to carry and handle equipment carefully and to report any faulty equipment to their supervising teacher. • Respectful behaviour enforced during changing – clear routines supervised by staff.
DT	<ul style="list-style-type: none"> • How to use equipment safely (Kites, Houses and fruit salad). • How to use knives safely (fruit salad)
PSHE	<ul style="list-style-type: none"> • How to regulate own emotions. • People who help us (relationships). • Interacting with others. • PANTS lessons about private parts and saying no. • Lessons on friendships, bullying and managing conflict.
RE	<ul style="list-style-type: none"> • Being respectful of different faiths, believes.

Year 2 – safeguarding

English	<ul style="list-style-type: none"> • Fantastic Mr. Fox: Recognising unsafe situations through stories • The Snowman: asking for permission and letting adults know where you are • How to make a sandwich: Instructional writing- how to be safe with equipment • Emotions written through diary writing- empathy • Hot seating- emotions
Maths	<ul style="list-style-type: none"> • Sharing, listening to others • Equipment and resource safety

	<ul style="list-style-type: none"> • Problem solving
Science	<ul style="list-style-type: none"> • Safe handling of materials • Habitats- wild animals to be left alone, safety around animals you don't know
Computing	<ul style="list-style-type: none"> • Personal information- what can be shared/ what can't be shared • Consent, asking for permission, deleting photos after use e.g., photography • Self-image and identity e.g., photography, computing systems • Online bullying e.g., pictograms, data handling
History	<ul style="list-style-type: none"> • The Great Fire of London: Being safe near a fire, safe use of equipment • Titanic: discussing fairness and safety- water, drowning, boat safety • Florence Nightingale: cleanliness and hygiene • Florence Nightingale: Understanding woman's rights today versus the past
Geography	<ul style="list-style-type: none"> • Sink hole in Flackwell Heath: understanding of geographical features • Kenya: Safety in extreme heat • Kenya, Glasgow: Respecting different cultures • River Clyde: River safety • Being safe in different weather conditions- what to do if there's a flood, storm, ice
Art	<ul style="list-style-type: none"> • Jackson Pollock: drawing feelings using colours, shapes- talking about emotions safely • Exploring identity- celebrating diversity and respect
Music	<ul style="list-style-type: none"> • Group work teaches respect, turn taking and listening to others. • The link between music and emotions- regulation • Songs with themes of kindness, friendship, and resilience
PE	<ul style="list-style-type: none"> • Adequate warm-up and cool-down to prevent injury – children to be very much involved in this. • When supporting pupils (eg gymnastics), prior to contact, it is vital that the pupil is made aware of the purpose of the contact (e.g. for safety or support) and what form it will take.

	<ul style="list-style-type: none"> • Any physical contact should be for the purpose of meeting a student's needs in order to: develop techniques and skills safely/treat injury/prevent injury occurring/respond to any special educational need and disabilities/prevent harm to the student or others. • The playing area/floor must be checked thoroughly before use to ensure it provides secure footing and to prevent slipping or other injury; children are encouraged to check their own area and to maintain a keen eye throughout the activity for any deteriorating conditions or risks. • Equipment is appropriate to the age and skill-level of the pupils being taught in order to reduce the likelihood of injury – children to be taught how to carry and handle equipment carefully and to report any faulty equipment to their supervising teacher. • Respectful behaviour enforced during changing – clear routines supervised by staff.
DT	<ul style="list-style-type: none"> • Teaching tool safety- knives e.g., Pizzas • Kitchen safety- ovens e.g., Pizzas • Teaching safety with needles e.g., sewing
PSHE	<ul style="list-style-type: none"> • Road safety posters • 'PANTS' rule (NSPCC) • Managing friendships and bullying lessons • Online safety, sharing private information to strangers- address • NO means NO/ stop means stop- teaching children consent • Trusted adults and how to ask for help • Sun safety
RE	<ul style="list-style-type: none"> • Teaching respect for beliefs and inclusion through stories about moral choices e.g. The Good Samaritan • Festivals and traditions- awareness, respect, inclusion e.g., Shabbat

Year 3 – safeguarding

English	<ul style="list-style-type: none"> • Stone Age Boy: Speaking up for yourself/having a voice • Enormous Crocodile: awareness of physical safety and not going out on your own Emphasis on listening to trusted adult and ensuring your own safety. • Mary Seacole: Awareness of war and the conditions people lived and worked in. • Rainbow Bear: these highlights how to love yourself as you are and not want to change yourself • Storm: trusted adults and asking for help when needed. • Dragon stories: dental hygiene, personal safety and thinking on your feet to get you out of trouble • Egyptian Cinderella: Slavery: awareness of different family contexts • Ottoline and the Yellow Cat: being left alone, personal hygiene, positive adult role model.
Maths	<ul style="list-style-type: none"> • Problem solving through the curriculum. • Contextualised word problems that touch upon safeguarding topics/issues • Class culture promotes respectful listening/being a respectful partner/teammate.
Science	<ul style="list-style-type: none"> • Rocks and Soils: strength of rocks and how to behave near coastal areas • Light: Discussions on sun safety and the effect of direct sunlight on the body, particularly the eyes. • Forces and Magnets: the danger of strong magnets also friction which links to when roads are the safest. Dangers of ingesting magnets • Animals including humans: Healthy diet and the negative effect on the body when not consuming the correct diet.
Computing	<ul style="list-style-type: none"> • Creating Media – What is fake, what are appropriate pictures to make / take and share • Filtering – Why we cannot look on certain websites • What is appropriate to post online and how once it is posted it is never gone.
History	<ul style="list-style-type: none"> • When learning about Egyptians, explore the impact of slavery

	<ul style="list-style-type: none"> • When learning about Stone Age, discuss different environments that people lived in. (i.e. housing, settlements...) • Ancient Mayans: awareness of forced relocation.
Geography	<ul style="list-style-type: none"> • Our place in the world – River and mountain safety. • Italy: Discussion on staying safe around rivers and dangerous mountains. How you need to be safe and alert in different languages • Polar regions: Personal safety in a variety of climates. Clothing requirements in extreme conditions.
Art	<ul style="list-style-type: none"> • Banksy - Discussion on Vandalism and what would happen if you were caught by the police. Following rules and making sure you report what you see as it may not always be polite or legal.
Music	<ul style="list-style-type: none"> • Lesley, the dragon: discussion on bullies and accepting everyone. • Instruments: safe and respectful use of glockenspiels, drums • Express themselves respectfully and listen with respect to what others compose / share
PE	<ul style="list-style-type: none"> • Adequate warm-up and cool-down to prevent injury – children to be very much involved in this. • When supporting pupils (e.g., gymnastics), prior to contact, it is vital that the pupil is made aware of the purpose of the contact (e.g. for safety or support) and what form it will take. Any physical contact should be for the purpose of meeting a student's needs in order to: develop techniques and skills safely/treat injury/prevent injury occurring/respond to any special educational need and disabilities/prevent harm to the student or others. • The playing area/floor must be checked thoroughly before use to ensure it provides secure footing and to prevent slipping or other injury; children are encouraged to check their own area and to maintain a keen eye throughout the activity for any deteriorating conditions or risks.

	<ul style="list-style-type: none"> • Equipment is appropriate to the age and skill-level of the pupils being taught in order to reduce the likelihood of injury – children to be taught how to carry and handle equipment carefully and to report any faulty equipment to their supervising teacher. • Respectful behaviour enforced during changing – clear routines supervised by staff.
DT	<ul style="list-style-type: none"> • Sandwich topic: Kitchen Equipment safety (use of knives, graters) Discuss food allergies and strict hygiene. • Photo Frames: Discuss sharing photos (online), scissor safety • Pencil Cases: safe use of needles and sharp scissors when making pencil cases.
PSHE	<ul style="list-style-type: none"> • Emotional regulation and naming emotions • Discussion on trusted adults using scenarios
RE	<ul style="list-style-type: none"> • Across us RE topics, children are taught to respect other religions, festivals and practices (focusing on Hinduism and Islam) • Teachers model discussing other religions in respectful ways. • We show how to treat others who may believe differently to us.

Year 4 – safeguarding

English	<ul style="list-style-type: none"> • Where the Wild Thing Are: Highlight when Max goes off by himself this isn't safe and we must tell adults where we are going. • The Great Paper Caper: Being aware of others' feelings and support for those that may be struggling to cope with situations • States of Matter: Awareness of dangers of some chemical elements • The Digestive System: Awareness of the need to be aware of changes in your body and oral hygiene
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	<ul style="list-style-type: none"> • The Lighthouse Keepers Lunch: Awareness of safety near water and cliffs and the 'dangers' of creating sandwiches/snacks for people. Allergy awareness. Tolerance and behaving appropriately to others. • Little Beauty: Awareness of the pros and cons and keeping animals in captivity. Awareness of mental health and that everyone has a mental health. • The Butterfly Lion: Awareness of different family dynamics. Awareness of mental health and how to keep yourself safe in different environments. • Cloud Tea Monkeys: Awareness of poor working environments. Bullying themes.
Maths	<ul style="list-style-type: none"> • Contextualised word problems that touch upon safeguarding topics/issues • Class culture promotes respectful listening/being a respectful partner/teammate.
Science	<ul style="list-style-type: none"> • Equipment – handling equipment and materials safely • Investigations – identifying risks before investigations • Living things and their habitats: Respect for living things and the environment – caring for animals and plants around us and globally • States of matter: Being safe around and safe handling of hot/boiling water • Sound: Protecting hearing – understanding that loud sounds can cause harm • Animals incl. humans: Reinforcing that bodies are private and should be treated with respect/looked after. The importance of and how to look after your teeth. • Electricity: How to keep safe around electricity – the dangers of mains electricity
Computing	<ul style="list-style-type: none"> • Awareness of online dangers and being able to identify when these are happening. • Considering the dangers of using the internet, cyber bullying, online messaging, sharing of information and keeping personal information safe and creating strong passwords • Discussion over online platforms, age restrictions for them and dangers of social media and keeping profiles private knowing how to report uncomfortable situations

History	<ul style="list-style-type: none"> • Romans: Highlight the emotion of conquering nations. Awareness of the treatment of others. Respect and Tolerance • Anglo Saxons and Vikings: Highlight treatment of the Ancient Britons linked to land and tax systems • Tudors: Treatment of others. Tolerance and respect
Geography	<ul style="list-style-type: none"> • Rivers: Awareness of safety around water. Risks associated with flooding, currents and how the weather can impact the river downstream. • Canada: Awareness of cultural differences and the treatment of indigenous people. • Japan: Awareness of the dangers of earthquakes and volcanoes. Respect and understanding of different cultures.
Art	<ul style="list-style-type: none"> • Children are encouraged to make their own choices, to allow their own identity to shine through and to be respectful of each other's work. • When learning about individual artists, children are reminded to discuss history with respect and tolerance. • Children are encouraged to keep their own spaces tidy, not to invade their neighbours' spaces, to develop their understanding of their own learning space. • Children are reminded to wash hands after using resources.
Music	<ul style="list-style-type: none"> • Children are encouraged to keep their ocarina clean and wipe it after use. • Discuss how music can stir or help regulate emotions when feeling worried or unsafe.
PE	<ul style="list-style-type: none"> • Adequate warm-up and cool-down to prevent injury – children to be very much involved in this. • When supporting pupils (eg gymnastics), prior to contact, ensure the pupil is made aware of the purpose of the contact (e.g. for safety or support) and what form it will take. Any physical contact should be for the purpose of meeting a student's needs in order to: develop techniques and skills safely/treat injury/prevent injury occurring/respond to any special educational need and disabilities/prevent harm to the student or others.

	<p>The playing area/floor must be checked thoroughly before use to ensure it provides secure footing and to prevent slipping or other injury; children are encouraged to check their own area and to maintain a keen eye throughout the activity for any deteriorating conditions or risks.</p> <ul style="list-style-type: none"> • Equipment is appropriate to the age and skill-level of the pupils being taught in order to reduce the likelihood of injury – children to be taught how to carry and handle equipment carefully and to report any faulty equipment to their supervising teacher. • Respectful behaviour enforced during changing – clear routines supervised by staff.
DT	<ul style="list-style-type: none"> • Soup: using tools safely and safety in the kitchen • Pop up books: Using tools correctly and safely • Torches: Electrical safety and using tools safely
PSHE	<ul style="list-style-type: none"> • Talking about emotions and respecting others' views • Knowing that there are charters in place to keep children safe • Highlighting different families and showing understanding and respect
RE	<ul style="list-style-type: none"> • Children are taught to respect other religions, faiths, practices and beliefs – teachers' model this during lessons when discussing other religions.

Year 5 – safeguarding

English	<ul style="list-style-type: none"> • Sports Biography: discuss how elite athletes might train for their sports. Eating healthily and practising over long periods of time is important before intensive competitions. • Greek Myths: discussing the difference between fact and fiction • Friend or Foe: Considering the feelings of an evacuee and the difficulties of leaving your home to live with someone you don't know. How did Mr and Mrs Reynolds make the boys feel safe? Discuss the boys' choices when they come across the pilots and when is it safe to show kindness to strangers?
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	<ul style="list-style-type: none"> • Oranges in a No Man's Land: highlight the dangers of War/family illness and how this might affect someone emotionally on a long-term basis with careful consideration to children in the cohort who may have first-hand experience of this • Children often discuss characters motivations and what they should do in certain situations and explain their reasoning behind why some behaviour or responses might be better than others • Egg Drop: personal safety and being at peace with your own abilities
Maths	<ul style="list-style-type: none"> • Children consider how many pupils are a safe number to do certain activities • Model how to use equipment safely and respectfully. • Highlight the sharing of mathematical resources and worksheets. • Listening and being a respectful partner/teammate.
Science	<ul style="list-style-type: none"> • Safety in experiment (goggles, gloves, washing hands etc) • Keeping healthy: healthy eating, exercise • Visiting the Science Museum: staying safe in a busy place, staying with trusted adults/your group. Talking to strangers. Being aware of any students who might be sensitive to loud noises or lights and consider how to prepare students for this in advance
Computing	<ul style="list-style-type: none"> • Considering the dangers of using the internet, cyber bullying, online messaging, sharing of information and keeping personal information safe and creating strong passwords • Discussion over online platforms, age restrictions for them and dangers of social media and keeping profiles private.
History	<ul style="list-style-type: none"> • Discuss the treatment of ancient Greek athletes/slaves and how things have developed in our world today. • Looking at the working conditions of children in the Victorian era and discussing how things have developed. • Civil War – discuss the rights we have and reflect upon Charles I execution and the decisions made around this. Consider how world leaders can keep us safe.

Geography	<ul style="list-style-type: none"> • Discussion on the dangers of living in specific Biomes with extreme weather conditions: heat/snow, ice and being in the cold ie frost bite/dehydration • When visiting coastal areas, children are warned about walking near cliffs, beach and tall precipes. • Daily discussions over travelling to school and reminders to use the school lollipop lady.
Art	<ul style="list-style-type: none"> • Discussion over artists lives and wellbeing (Van Gogh) and consideration should be made for pupils who may experience problems with mental health themselves or within their families • Safe use of equipment
Music	<ul style="list-style-type: none"> • Children are encouraged to keep their ocarina clean and wipe it after use. • Discuss how music can stir or help regulate emotions when feeling worried or unsafe.
PE	<ul style="list-style-type: none"> • Adequate warm-up and cool-down to prevent injury – children to be very much involved in this. • When supporting pupils (e.g., gymnastics), prior to contact, it is vital that the pupil is made aware of the purpose of the contact (e.g., for safety or support) and what form it will take. Any physical contact should be for the purpose of meeting a student's needs in order to: develop techniques and skills safely/treat injury/prevent injury occurring/respond to any special educational need and disabilities/prevent harm to the student or others. • The playing area/floor must be checked thoroughly before use to ensure it provides secure footing and to prevent slipping or other injury; children are encouraged to check their own area and to maintain a keen eye throughout the activity for any deteriorating conditions or risks. • Equipment is appropriate to the age and skill-level of the pupils being taught in order to reduce the likelihood of injury – children to be taught how to carry and handle equipment carefully and to report any faulty equipment to their supervising teacher. • Respectful behaviour enforced during changing – clear routines supervised by staff.

DT	<ul style="list-style-type: none"> • Bridges: highlight the safety aspects of a bridge i.e., railings or strong pillars and consideration about the most efficient materials and shapes to be used i.e concrete or stone over wood as it doesn't erode as much over time. • Making biscuits/Textiles: discussing safety when using hot items i.e., the oven and glue guns. Discussing hygiene for cooking and cross contamination of ingredients and allergies. • Textiles: highlight fast fashion and how much waste is made through our fashion industry and what we could do to combat this in our own wardrobes.
PSHE	<ul style="list-style-type: none"> • Relationships unit/changing me: discussions over the changing body and talking sensitively about puberty and how our bodies change over time. Opportunities for children to express worries or concerns and consideration made for any students who may already have hit puberty or have older siblings. Confidentiality is important and children should be encouraged not to name names when sharing. • Reminding children on a regular basis to discuss their worries with trusted adults in school or at home • Understanding medicines and why only adults give them i.e., use of inhalers, Calpol
RE	<ul style="list-style-type: none"> • Children are taught to respect other religions and practices; teachers model discussing other people's beliefs in respectful ways and provide sentence stems to discuss other people's beliefs in a respectful manner. • Respect for diversity within the classroom, school and community and how we should treat others who are different to us • Considering how to support others in need. • Teachers should take an unbiased position in RE, regardless of their own religious views.

Year 6 – safeguarding

English	<ul style="list-style-type: none"> • Encouraging students to speak to a trusted adult if they feel uncomfortable with any content from texts and books explored; they will be supported without judgement.
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	<ul style="list-style-type: none"> • Teaching children how to select appropriate books/texts that they enjoy and will allow them to feel stretched and safe. • Reading books such as Once, Wonder and Goodnight Mr. Tom, reminds the children of the importance of treating others with kindness, respect and empathy, even when they are different from us. • Children explore difficult themes through exploring and creating poetry. • Children are taught how to explore different characters points of view to enable them to write from different perspectives.
Maths	<ul style="list-style-type: none"> • When using online Maths tools or games, children are reminded to follow Online Safety rules and tell an adult if they see or experience anything that doesn't feel right. • Children are taught to use Maths equipment safely and sensibly.
Science	<ul style="list-style-type: none"> • Children are taught to use Science equipment safely and sensibly. Children are taught how to keep their bodies healthy, e.g., encouraged to exercise and promote a healthy diet. • When carrying out research in Science, children are taught how to find information safely and to check with an adult if they're unsure about a source. • When learning outdoors, children follow safety rules; respecting nature, working responsibly and tidying up after activities. • When we teach children about heritage and genetics, they explore families in a respectful manner, being reminded that each family background is different.
Computing	<ul style="list-style-type: none"> • Children are encouraged to protect their personal information and when using sites such as Tinkercad, children's usernames are created by the adult to ensure personal data is not being used. • Children are encouraged to report to an adult if something makes them feel uncomfortable. • When using the Spreadsheet app, children are reminded that data collected and inputted needs to be appropriate and stored safely.

History	<ul style="list-style-type: none"> • When learning about Crime and Punishment through different periods, children explored how they felt about the changes in the justice system and fairness and how they would feel if they lived in those times. • When learning about medicine through the ages, children develop their respect for different discoveries and the science that led to life saving treatments today. Children are reminded to treat each other's stories of medical illnesses with respect and tolerance. • When learning about WW2 and the Battle of Britain, children learn to appreciate the livelihood of soldiers, evacuees and decision makers and the sacrifices made to shape Britain today. Children share stories from their own families and are encouraged to be respectful and sensitive towards each other. During Grandparents' Day, some families share their own personal experiences of War which help support children's developing empathy.
Geography	<ul style="list-style-type: none"> • When learning about Earthquakes and Volcanoes, children are taught about what equipment is used to monitor and record disasters and how to use them safely. When exploring their impact on major towns, lessons highlight how charities help people affected, encouraging empathy, kindness and global responsibility. • When learning about the Galapagos Islands, we explore Darwin's theory of evolution and Wallace's contribution and children discuss the fairness of Darwin's recognition over Wallace's and if they've ever felt unrecognised or unappreciated. • During our River's unit, children are reminded to keep safe around water and structures such as dams, canals and locks.
Art	<ul style="list-style-type: none"> • Children are encouraged to make their own choices, to allow their own identity to shine through and to be respectful of each other's work. • When learning about individual artists, children are reminded to discuss history with respect and tolerance. • Children are encouraged to keep their own spaces tidy, not to invade their neighbours' spaces, to develop their understanding of their own learning space.

	<ul style="list-style-type: none"> • Children are reminded to wash hands after using resources.
Music	<ul style="list-style-type: none"> • Children are encouraged to express themselves respectfully and to listen carefully to others, they are reminded to use instruments safely. • Teamwork is used to promote confidence.
PE	<ul style="list-style-type: none"> • Adequate warm-up and cool-down to prevent injury – children to be very much involved in this. • When supporting pupils (e.g., gymnastics), prior to contact, it is vital that the pupil is made aware of the purpose of the contact (e.g., for safety or support) and what form it will take. Any physical contact should be for the purpose of meeting a student's needs in order to: develop techniques and skills safely/treat injury/prevent injury occurring/respond to any special educational need and disabilities/prevent harm to the student or others. • The playing area/floor must be checked thoroughly before use to ensure it provides secure footing and to prevent slipping or other injury; children are encouraged to check their own area and to maintain a keen eye throughout the activity for any deteriorating conditions or risks. • Equipment is appropriate to the age and skill-level of the pupils being taught in order to reduce the likelihood of injury – children to be taught how to carry and handle equipment carefully and to report any faulty equipment to their supervising teacher. • Respectful behaviour enforced during changing – clear routines supervised by staff.
DT	<ul style="list-style-type: none"> • Children are reminded to use potentially dangerous equipment such as needles, scissors and saws, safely. • Strict hygiene rules are enforced when cooking. Children with allergies are included in all activities and adaptations are made accordingly.
PSHE	<ul style="list-style-type: none"> • Pupils are reminded that group chats can sometimes include unkind or upsetting messages, they are taught that they should never feel pressured to read, reply to or share messages that make them feel uncomfortable. They are also taught that personal information, photos or videos, should not be shared in group chats.

	<ul style="list-style-type: none"> • In Year 6, additional lessons about Knife crime, Nudity and Sexting, Misogyny and Misandry and Transition are taught. • Children learn what a safe family looks like and who to talk to if they feel unsafe. We teach them to celebrate their own unique families and to be aware that every family looks different and is 'normal'. • Children explore the dangers of racism and that it is never acceptable. Children are taught how to make appropriate and safe judgements.
RE	<ul style="list-style-type: none"> • Children are reminded to promote their British Values of respect and tolerance when learning about other faiths and religions. E.g., When learning about different world leaders, children are reminded to treat stories with empathy and explore the messages of respect that they promote such as Martin Luther King. • Children are reminded that being of the same faith doesn't always mean beliefs or cultures are the same and to share personal experiences and feelings sensitively and respectfully. • Children are reminded that everyone has personal boundaries and to avoid asking each other private and personal questions. • Children are encouraged to celebrate their own unique cultures and beliefs.

The Nest (SEMH Unit) – safeguarding

English	<ul style="list-style-type: none"> • Reading stories about being safe and what to do if you get lost, e.g., Way Back Home, Oliver Jeffers • Stories about stranger danger and not taking food from someone unknown, e.g., traditional fairy tales. • Characters that have to follow rules e.g. This Moose belongs to me, Oliver Jeffers. • Recognising unsafe situations in stories and what actions characters could take, e.g what they could do, who they could ask for help etc.
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Maths	<ul style="list-style-type: none"> • Using equipment safety
Science	<ul style="list-style-type: none"> • Teaching the importance of hygiene, germs, healthy eating. • Teeth – how to look after your teeth
Computing	<ul style="list-style-type: none"> • When taking digital photographs, the importance of asking for consent; only sharing pictures you know, not people you meet online. Making sure you only share photographs of yourself with your clothes on. • Fake news, what to belief, how anyone can create a website. • Filtering, why the children are unable to access certain websites. What to do if you come across a website that makes you feel unsafe.
History	<ul style="list-style-type: none"> • How to be safe around fireworks • Water safety, boat safety, e.g., titanic • How children weren't always treated well in the past, e.g., Tutor England.
Geography	<ul style="list-style-type: none"> • Keeping safe in different environments, clothes to wear etc. • Road safety when visiting locations
Art	<ul style="list-style-type: none"> • Using colours or shapes to help talk about emotions.
Music	<ul style="list-style-type: none"> • How music can help you regulate your emotions when you are feeling unsafe / have 'big feelings'
PE	<ul style="list-style-type: none"> • Physical safety, personal boundaries. • How to use the equipment safely. • Discussing emotions and behaviours around winning / losing and how to respond safety.
DT	<ul style="list-style-type: none"> • Safe use of equipment
PSHE	<ul style="list-style-type: none"> • PANTS rule (NSPCC) lessons about body parts and saying no / exploring consent.

	<ul style="list-style-type: none">• Lessons on healthy and unhealthy relationships.• Lessons on friendships, bullying and managing conflict.• What to do when you feel unsafe, inside and outside of school.
RE	<ul style="list-style-type: none">• Lessons on teaching children to respect different beliefs and cultural identity.