

Woodside Junior School

Safeguarding in our curriculum



Safeguarding at Woodside Junior is delivered through a whole-school approach that combines explicit teaching, embedded curriculum content, and wider enrichment opportunities. Across KS2, pupils learn how to keep themselves safe through structured PSHE and RSHE lessons covering areas such as bullying, online safety, consent, and different forms of abuse, reflecting national safeguarding expectations. These themes are reinforced implicitly through English texts, historical contexts that highlight children's rights, and subjects such as PE, science and computing, which integrate safe practices and digital responsibility. Safeguarding is further strengthened by assemblies, visitors and enrichment experiences- such as NSPCC workshops, road, fire and water safety sessions, and community-based programmes- which give pupils practical knowledge of how to stay safe in school, online and in the wider world.

Relationships and Sex Education (RSE)

PSHE lessons

Y3- People we have special relationships with; conflict resolution; qualities of friendship; dares; identifying people who are responsible for helping us to stay safe; understanding body space; knowing when it is appropriate/ not appropriate to have someone in your own personal space; appropriate and inappropriate touch; PANTS (NSPCC); understanding that our bodies give us physical signs when something doesn't feel right and recognise these signs; knowing who the trusted adults to talk to are; understanding appropriate online and offline behaviour; safe and unsafe secrets; knowing who to ask for help if a secret feels unsafe or is unsafe; identifying safe and unsafe situations; understanding dangers and risks.

Y4- What positive healthy relationships are; working collaboratively; describing the qualities we see in others; knowing it is ok to say no to a friend; describing appropriate strategies for saying no to friends; giving examples of where pressures might come from to behave in a risky way; understand how our feelings might change towards someone once we have more information about them; know that sometimes we will make different choices to our friends; negotiation, compromise and conflict resolution; different types of relationships and what we might share with these people; PANTS (NSPCC) and body space/ appropriate touch; describing the people who keep us safe; describing the responsibilities of those who keep us safe; suggest people who can help us manage change; understand safe and unsafe secrets; know who to ask if a secret makes us feel uncomfortable or unsafe; know that marriage and civil partnerships include same sex and opposite sex partners.

Y5- Working collaboratively; negotiation and compromise; strategies for resolving difficult situations; healthy and unhealthy relationships; our emotional needs; where pressure might come from to behave in a risky or unsafe way; understanding responsible and respectable behaviour; independence and responsibility including people who are responsible for helping to keep us safe; key qualities of friendships, making them last and why they might end; understanding the difference between sex, gender, gender identity, gender expression and sexual orientation; impact of negative behaviour on themselves and others; identifying people who can be trusted and understand appropriate and inappropriate touch; knowing strategies for dealing with situations where they feel uncomfortable including inappropriate touch; PANTS (NSPCC); safe and unsafe secrets; situations where we need to break someone's confidence to keep them safe; information that it is safe/ unsafe to share with people offline; recognising risky situations; understand dares.

Y6- Working collaboratively; challenges that arise from friendships; strategies for dealing with challenges including respect and assertiveness; peer group dynamics; strategies for dealing assertively with a situation where someone under pressure may feel uncomfortable; assertive behaviours; peer influence and pressure; where pressure might come from to behave in an unacceptable way; knowing that some physical contact can produce strong negative feelings; know that some inappropriate touch is illegal; PANTS (NSPCC); negotiation and compromise; acting positively and negatively towards people or situations; describing positive attributes of peers; recognising what we have in common; difference between friend and acquaintance; qualities of strong, positive friendships; benefits of relationships; understanding that people can feel pressurised to behave in certain ways because of the influence of the peer group; PANTS (NSPCC); identifying people who can support someone who is dealing with a challenging time of change; responsible and respectable behaviour offline and online.
Sex: know the age of consent and what that means.

Texts in English/ PSHE/History

-Stories and texts involving themes such as abuse, neglect, bereavement, bullying. Examples include Goodnight Mr Tom, Journey to the River Sea, The Barnabus Project.
-Texts that introduce themes of parental responsibility
-Opportunities for children to explore boundaries, family dynamics, empathy, reporting concerns.
-Exploring children's experiences through time, including safety, rights, punishment and vulnerability (eg life for children in Ancient Greece/ Rome, the war-time experiences of Jewish children, Black British History)

Online safety

PSHE lessons

Y3- Understanding the difference between fact and opinion; understanding appropriate online behaviour; knowing what personal information is and knowing when it is not appropriate to share this; knowing and explaining how to get help in a situation where there are requests for images or information of themselves or others; identifying safe and unsafe situations online; recognising the potential risks of browsing online; give examples and strategies for safe browsing online;

Y4- Gender stereotyping in the media; recognising how reports in the media can influence how you feel about a topic; dangers, risks and hazards online; recognise images that are safe/ unsafe to share online; understanding the implications of sharing images online without consent; strategies for keeping personal information safe online; describing safe behaviours when using communication technology.

Y5- Understand that online communication can be misinterpreted; understand responsible and respectable behaviour online; know that information we see online isn't always accurate; understand the difference between fact and opinion and how to think critically about what we read (online); strategies to deal with online bullying; information that it is safe/ unsafe to share with people online; consequences of not keeping personal information private; recognising that people aren't always who they appear to be online; know the risks of being friends with someone online they have never met; know how to protect personal information online; recognise disrespectful behaviour online and respond to it; recognise risky situations;

Y6- Understand the difference between fact, opinion and bias; understand what biased reporting is and how we need to think critically about what we read; legal age for social media accounts; understand why people don't always show or tell the truth online; recognise that people's lives are a lot more balanced with positives and negatives in real life; recognise that photos can be changed to match society's view of perfect and identify the qualities that people have as well as their looks; understanding the risks of sharing images online and how these are hard to control once shared; responsible and respectable behaviour online; know that it is illegal to

create and share sexual images of children under 18 years old; explore the risks of sharing photos and videos of themselves directly with people or online; know how to keep information private online;

Children are taught about cyber bullying and strategies to prevent or report this; they are taught about privacy, passwords and safe digital footprints.

Computing lessons (all year groups)

- Privacy and security
- Health well-being and lifestyle
- Self-image and identity
- Online reputation
- Copyright and ownerships
- Managing online information

-Assemblies: 6 x online safety assemblies per year

-Internet safety week

-NSPCC online resources

Keeping physically healthy

- Daily Mile
- PE lessons
- Break and lunchtime- playleaders and variety of equipment available
- Extra-curricular sports clubs
- Inter-house sports events
- Forest School and outdoor learning
- Dance and PE sports festivals
- Sports Crew
- Assemblies eg World Cup, Olympics, sporting achievements (with a focus on physical and mental health)

Science units of work

Y3- nutrition, skeleton and muscles

Y4- digestion and teeth

Y5- Life cycles

Y6- circulation, health and how nutrients are transported

PSHE lessons

Y3- healthy eating, illnesses and hygiene routines, medical and non-medical ways of treating illnesses, first aid, understanding medicines as drugs and how these can be helpful and harmful.

Y4- understanding how our feelings can affect our physical state; understanding that our bodies get energy from food, oxygen and water; plan a healthy meal using the Eatwell Guide; first aid; dangers, risks and hazards; understand that medicines are drugs and how to take medicines safely; suggest alternatives to taking medicines; strategies for limiting the spread of infectious diseases.

Y5- importance of food, oxygen, water, sleep and exercise; first aid; recognise how our body feels when we are relaxed, nervous, feeling different emotions.

Y6- how feelings can be linked to our physical state; first aid

DT units of work

-understand and apply the principles of a healthy and varied diet

-learn how to prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of a heat source.

-learn how to use a range of techniques such as weighing ingredients, peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

-understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in the 'The Eatwell plate.'

-understand that to be active and healthy, food and drink are needed to provide energy for the body.

-know that different food and drink contain different substances- nutrients, water and fibre- that are needed for health

-follow procedures for safety and hygiene

Mental health and mental well-being

PSHE lessons

Y3- bereavement; health and well-being issues; identifying achievements and areas for development; how being kind makes us feel; qualities we need to get on with people from a diverse range of backgrounds; exploring your true inner- self; understand why volunteering helps our well-being.

Y4- understanding how our feelings can affect our physical state; identify a wide range of feelings; recognise what make us unique; supporting our school community and the environment (links to positive feelings); 5 ways to well-being and volunteering; explain how we can manage change in our lives; suggest people who can help us manage change; name positive and negative feelings; understand how puberty can affect our emotions and feelings.

Y5- our emotional needs and how these change according to circumstance; how feelings are linked to physical state; identifying own strengths and talents; recognising that the way people are portrayed online isn't always a true reflection of them; discuss issues in the media around mental well-being; words to describe intensity of different feelings; explain strategies to build resilience; emotional changes during puberty.

Y6- how feelings can be linked to our physical state; 5 ways to well-being; recognise that people's lives are a lot more balanced with positives and negatives in real life; to recognise that photos can be changed to match society's view of perfect and identify the qualities that people have as well as their looks; recognised changes they have experienced and their emotional responses to those changes; suggest positive strategies for dealing with changes; identify people who can support someone who is dealing with a challenging time of change; emotional changes associated with puberty; strategies to help someone who feels challenged by the changes during puberty; know that humans have basic emotional needs, how these can be met and how emotional needs impact on behaviour.

World Mental Health Day and Children's Mental Health Week

-Work in all classes on themed activities

-A book study per class on World Mental Health Day

-Self-Soothe boxes created by year 3

- Photo Booth and karaoke run by the Well-being Ambassadors
- Staff video to showcase what we all do for our own well-being
- Spirituality- opportunities to reflect
- Exploring stories promoting empathy and emotional literacy
- Opportunities for discussion of identity, culture, fairness and global citizenship help children develop empathy, respect, social awareness
- Supporting charities
- Community events (recycling with Amersham Town Council, singing at Kings Church and for Age Concern, working on the community allotment)
- enriching workshops and trips
- outdoor learning and forest school
- all links to physical aspects of well-being
- well-being drop in clubs at lunchtime on lower and upper key stages
- all teachers completed mental health awareness training
- Deputy Head- Designated Mental Health Lead
- Transition lessons for year 6
- Mental Health Support Team working with us across the year eg Resilience workshops, transition in year 3 and 6, well-being

Bullying

PSHE lessons

- Y3-** know what bullying is, suggest strategies to deal with bullying, understand why some people may be bullied, explore why people have prejudiced views and understand what this is; positive, healthy relationships; dares; safe and unsafe situations on and offline
- Y4-** knowing strategies to respond to being bullied; give examples of where pressures might come from to behave in a risky way; understanding the role of the bystander and how this influences bullying; recognise that they can play a role in influencing outcomes or situations by their actions.
- Y5-** strategies for responding to being bullied; discrimination and injustice and how discriminatory behaviour can be challenged; recognise that some people can get bullied because of the way they express their gender; describe how bullying behaviours can be stopped; strategies to deal with bullying face to face and online.
- Y6-** examples and strategies for responding to bullying; recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; strategies for dealing with bullying as a bystander; ways of supporting someone who is being bullied.

- Well-being Ambassadors and campaigns
- Anti-bullying week assembly and regular anti-bullying assemblies
- Internet-safety

Forced marriage

PSHE lessons

Y3- positive relationships; saying no.

Y4- understanding that marriage is a commitment to be entered into freely and not against someone's will; know the legal age for marriage.

Y5- the physical changes during puberty.

Y6- understanding that marriage is a commitment to be entered into freely and not against someone's will; know the legal age for marriage; know who can get married; understand that everyone has the right to be free and choose who or whether they marry; puberty and sex education

Drugs, alcohol, tobacco, vaping

PSHE lessons

Y3- understanding dangers and risks

Y4- dangers, risks and hazards; understanding some of the key effects and risks of drinking alcohol; understanding what vaping is and some of the risks.

Y5- harmful effects of smoking and drinking alcohol; understand health risks caused by vaping (including unknown risks); use critical thinking when reading information about vaping; risk factors around smoking including the emotional risks; actual social norms around smoking and alcohol; categorising drugs; not all drugs are medicines.

Y6- identifying risk factors; know what is meant by addiction; categorising drugs; legal and illegal drugs; some of the laws that control drugs in the UK; norms around drinking alcohol; effects and risks of drinking alcohol, smoking and vaping;

Fire and water safety

-fire drills and assembly points

-swimming lessons (including water safety lessons)

-trip to the river and safety

-trip to the beach and safety

-fire safety (forest school)

-understanding dangers and risks (PSHE)

-basic first aid (PSHE)

FGM

PSHE lessons

Years 3-5

Positive relationships; safe and unsafe touch; PANTS; assertiveness; saying No; knowing when a situation feels risky; understanding the physical cues our bodies give us when a situation feels risky; understanding dangers.

Y6- understand what FGM is and that it is illegal to practice it in this country

Domestic violence

- positive and healthy relationships
- aspirations and careers
- recognising when relationships are having a negative impact
- emotional well-being
- safe and unsafe secrets
- understanding that we might have to tell someone a secret if it is an unsafe secret

Road safety

- Year 5 Bikeability
- Dangers, risks and hazards lessons in PSHE
- Assembly (Road Safety Week)
- Road safety on school trips

Homophobic and transphobic abuse

PSHE

Stereotypes; discrimination and injustice and how discriminatory behaviour can be challenged; understand the difference between sex, gender, gender identity, gender expression and sexual orientation; recognise that some people can get bullied because of the way they express their gender; challenging gender stereotypes; recognise how the media can sometimes reinforce stereotypes; challenge stereotypical gender portrayals of people; celebrating differences; (also see bullying)

Radicalisation and extremism

British Values

Democracy:

Pupils are taught to have an understanding of how they can influence decision making through the democratic process. Pupils vote in class, are taught about the electoral system and vote each year for their pupil leadership teams. Pupil voice is taken seriously and we keep a record of the opinions pupils have expressed and the action we have taken as a result.

Rule of Law:

We follow rules and laws because this enables our school community and society as a whole to run harmoniously. Children are taught that living under the rule of law is essential for their well-being and safety. All pupils in school and members of our society are accountable to the rules and laws and they are fairly applied. The freedom to choose and hold other faiths and beliefs is protected in law.

Individual liberty:

The freedom to exercise our rights.

Mutual respect:

Pupils are taught to value each other and treat people thoughtfully and respectfully.

Tolerance:

An acceptance of others with different faiths and beliefs. This should not be the cause of prejudicial or discriminatory behaviour.

-British Values and displayed in the hall and always taught in assembly.

-British Values displays can be seen in all classrooms.

PSHE lessons

Y3- Rules; expressing opinions and listening to others; respecting thoughts and opinions which are different to their own; discussing and debating; respectful relationships; importance of community; tolerance and acceptance of others; importance of community; similarities and differences between people from a diverse range of backgrounds,

Y4- How people are different from each other; importance of community; differences including gender, ethnicity, religious beliefs, customs and festivals; define respect and how we show respect to others' differences; human rights; rights and responsibilities that come with these rights; rights of the child; rules; contributing to decision making and the democratic process

Y5- discrimination and injustice and how discriminatory behaviour can be challenged; different groups that make up our school/ community/ the UK; understand the difference between sex, gender, gender identity, gender expression and sexual orientation; differences, rights and duties; impact on communities when responsibilities are not carried out; responsibilities of local councillors; election of councillors;

Y6- recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; show respect to others using verbal and non- verbal communication; tolerance and respect for others; groups that make up our school/ community/ society; benefits of living in a diverse society; mutual respect for different faiths and beliefs; understand what democracy is, hold a mock election and write a manifesto

Throughout: -understand the difference between fact, opinion and bias; to understand what biased reporting is and how we need to think critically about what we read; recognising similarities and differences; celebrating diversity

RE

- understanding beliefs and teachings
- understanding practices and lifestyles
- understanding similarities and differences
- understanding of religion in the local, national and global context
- reflecting
- diversity

Risks

Identifying risks; risk factors in given situations; emotional risks; how risks can be reduced; risks related to growing up; assess risk to help keep themselves safe.

Signposts for pupils

Childline
NSPCC resources
Mental Health Lead
Trusted adults
Safeguarding Leads