Fourfields Community Primary School

Safeguarding in the Curriculum

At Fourfields, we are committed to ensuring that children are safe at all levels and whatever they are doing. To that end we have set out how our curriculum is designed to support safeguarding in every subject which you can read about here.

Art

Safeguarding in art is the process of protecting children and adults from harm by providing the relevant, high quality resources and teaching the appropriate skills. A key part of child safeguarding is spreading the message about keeping children safe and building a culture of always acting in the best interest of all children.

At Fourfields we:

- Understand that art is accessible to all and that there is a range of application methods and results.
- Recognise that everyone is different and recognise the importance of developing a positive response to each piece of individual, paired or group artwork.
- Be respectful to all children whilst completing artwork.
- Be respectful to staff who are making decisions based on their observations and knowledge.
- Be respectful to the resources and equipment, using them safely and as advised.
- Set personal goals for progression and encourage others to achieve progression too, through positive praise and encouragement.
- Be inclusive to everyone.
- Develop positive self-care and organisational skills.
- Ensure that all artists work to use as inspiration is suitable for the age of the children seeing it.

Ensure that the children have access to a range of artists work and are able to respect the differences in equality and diversity.

Computing

Safeguarding children in both the real and virtual world is a key priority at Fourfields. Our computing curriculum has explicit teaching which deals with how to stay safe online as well as why it is important to do so.

Every year group has a dedicated unit of work that focusses on e-safety. On top of this, there are regular sessions, discussions and assemblies which focus on social media and how to stay safe online.

The online world, as exciting and advanced as it can be, can also raise many potential safeguarding issues. Any suspicious or concerning activity through computing may be brought to the attention of staff who follow the school safeguarding procedures.

Child safe searches and blocks are in place during any ICT usage by children in school.

Design & Technology

Safeguarding in D&T is the process of protecting children and adults from harm by providing a safe learning environment. A key part of child safeguarding is spreading the message about keeping children safe and building a culture of always acting in the best interest of all children.

At Fourfields we:

- Develop resilience and perseverance to keep trying and applying knowledge through practise
- Accept when something doesn't go to plan or doesn't turn out as expected and use this as an opportunity to solve the problems which have arisen
- Celebrate success with positive praise for self and others and give constructive feedback when giving an opinion
- Choose materials safely and ensure that they are carried, and used following adult modelling
- Use tools and resources that are appropriate for a task safely
- Work inclusively with others and respect different needs
- Work safely when managing own and others' food intolerances

English

Safeguarding in English is the process of protecting children and adults from harm by providing a safe, vocabulary and discussion-rich learning environment.

At Fourfields we:

- We select books from a carefully considered range of reading materials which are often linked to PSHCE themes. This can lead to in depth discussions from which further issues may arise. As with all subjects, any safeguarding concerns will be reported to the DSL and dealt with following the school's safeguarding procedures.
- In our English lessons we ensure that work is accessible to all children and provide opportunities for children to give their opinions, share their work and feel valued.
- In English we teach reading and writing through an oracy approach and this supports children to be empowered through their voice. This in turn encourages our children to speak up to both adults and children with confidence.
- To inspire our pupils, we invite authors, poets, performance groups into our school who comply with our school's safeguarding procedures.

Geography

Safeguarding in geography is the process of protecting children and adults from harm by providing a safe space in which to play learn. A key part of child safeguarding is spreading the message about keeping children safe and building a culture of always acting in the best interest of all children.

At Fourfields we:

- understand the importance of keeping children safe while researching information online
- make sure that children are safe when off-site engaged in geographical fieldwork

History

There may be the occasional topic that leads to more in-depth discussions where issues may arise. Many topics may touch upon the idea of war and death as well as imbalance in rights throughout history (both for women as well as different ethnic groups).

As with all subjects, any safeguarding issues that arise during history sessions are brought to the attention of the DSL. These will then be dealt with following the school's safeguarding procedures.

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Maths

Oracy in Maths

- Regular Maths Talk and the use of Sentence Stems support children in becoming confident communicators, empowering them to express their understanding of the world around them
- Lessons provide regular opportunities for talk in a safe environment where all learners feel valued

Supporting Emotional Health and Wellbeing in Maths

- Maths lessons promote opportunities for outdoor learning, actions and active engagement utilising resources such as BBC Super Movers videos

Health and Safety in Maths

- Children are taught how to use equipment safely

MFL

We are a school that welcomes in visitors to add depth to our French curriculum whilst in line with our safeguarding policy.

Music

- Work in groups and encourage others to play a positive role in group activities.
- Select group members fairly and be inclusive to everyone
- Develop positive organisational skills
- Manage emotions when the planning stages of their group activity does not go to plan and use this as an opportunity to solve the problems which have arisen
- Subject leader to keep abreast of new discoveries regarding the safety of use of the musical instruments

PE

Safeguarding in sport is the process of protecting children and adults from harm by providing a safe space in which to play sport and be active. A key part of child safeguarding is spreading the message about keeping children safe and building a culture of always acting in the best interest of all children.

At Fourfields we:

- Understand the importance of keeping healthy/well-being/physically and mentally
- Recognise that everyone is different and the importance of developing a positive body image
- Move safely and apply skills in a physical space with an awareness of others
- Show respect to all referees and judges and staff who are making decisions based on their observations and knowledge
- Set personal goals and encourage others to achieve theirs
- Work in teams and encourage others to play a positive role in games physical challenges
- Select team members fairly and be inclusive to everyone
- Develop positive self-care and organisational skills

Manage emotions including anger and disappointment when not being able to win

PSHCE

Safeguarding in PSHCE is a process of enabling children to learn how to keep themselves safe and free from harm.

Children learn that, online people sometimes behave differently, including by pretending to be someone they are not and that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others. They discover why social media and some computer games are age restricted.

Children learn how to recognise and report feelings of being unsafe or feeling bad about any adult/peer. They discover how to ask for advice or help for themselves or others, and to keep trying until they are heard. Learning about healthy family relationships and happy, secure friendships, enable children to gain confidence to speak out if they feel unsafe.

Our Healthy Lifestyles topics teach children how to stay safe in the sun, when crossing the road and playing near water. In teaching children about physical health and mental wellbeing, children have the information that they need to make good decisions about their own health and wellbeing.

Children learn that, in school and in wider society, they can expect to be treated with respect by others, and that in turn they should show due respect to others.

Anti-bullying units teach how to recognise different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders and how to get help.

RE

Safeguarding in Religious Education means that the safety of all pupils at Fourfields forms the central theme of all Religious Education lessons. Nurturing, respecting and caring for children are part of the teachings and values of all major faiths.

We achieve this through:

- Nurturing, respecting and caring for children's personal experiences and responses to RE discussions
- Ensuring that children's views are heard
- Report any concerns arising from discussions and sharing of personal experiences relating to RE teaching.

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Science	**Outdoor Learning**
1. The practical element of much of the science curriculum makes the consideration of safeguarding and health and safety issues particularly pertinent. 2. For all practical science activities (including outdoor learning), the class teacher will consider and implement appropriate risk assessments according to the school's existing policies. The science subject leader and the school business manager are available for advice. 3. CLEAPPS or similar guidance will be followed in the design of science experiments. 4. Classroom staff will particularly note and act on specific requirements for health and safety in practical lessons including (but not restricted to) temperature changes and heat, liquids, battery cells and circuits, food and plants (noting children's allergy requirements). 5. The teaching of curriculum content relating to the human body (and particularly intimate body parts) and to body changes at UKS2 will require particular sensitivity, and will be carried out according to the school's policies, including (but not restricted to) the school's PSHCE and Relationships and Sex Education policies.	• Completion of risk-benefit assessment for all outdoor learning provision. • Regular reminders during assemblies with reference to the 'Ready, Respectful, Safe' school rules. • To ensure that the ratios match the level of risk or activity during the session