



Safeguarding in the Curriculum at Parc Eglos School

Safeguarding is arguably the most important role a teacher has. The welfare of children and how it intertwines with learning is paramount, if children are going to be as successful in learning then first and foremost, they must feel safe.

At Parc Eglos we support our children to stay in good SHAPE: being safe, happy, achieving, being polite and enthusiastic.


Here are some examples of where safeguarding features within our curriculum.


Area of Focus	EYFS	Key Stage One	Key Stage Two
<p data-bbox="203 667 730 695">Safeguarding against all forms of aggression</p> 	<p data-bbox="831 703 1272 802">EYFS 1 Throughout the daily curriculum the children are learning how to be kind to others all the time.</p> <p data-bbox="831 847 1227 876">PSED is a prime area within EYFS.</p>	<p data-bbox="1308 667 1682 876">Year 1 (Summer). Traditional tales and stories from different cultures. The children learn about difference and diversity and about expressing their feelings.</p> <p data-bbox="1308 920 1675 1090">Year 1 (Autumn) Non-fiction animal information books. The children learn about the importance of caring for living creatures.</p>	<p data-bbox="1718 667 2092 983">Year 6 (Spring) Macbeth. While studying Shakespeare's famous tragedy, the children will also reflect upon the choices characters make in their own interests and which harm others. This unit raises the question of power and moral responsibility.</p> <p data-bbox="1718 1027 2101 1374">Year 5 Literacy (Spring) The Boy in the Tower. It reads more like a fable about friendship, loyalty and bravery, beautifully told in the voice of a lonely young boy struggling to make sense of all that is going on around him - from the extraordinary events he sees from his window, to his mother's illness.</p>


			<p>Year 5 (Spring) Looking Out for Others. Recognise why we should take action when someone is being unkind. Describe caring and considerate behaviour, including the importance of looking out for others. Demonstrate why it's important to behave in an appropriate and responsible way. Identify how making some choices can impact other's lives in a negative way.</p> <p>Year 4 (Summer) Life Skills. The children explore the concept of human rights.</p>
<p>Online Safety</p> 	<p>EYFS 1 When the children talk about their technology or the programmes they watch, their supporting adults ensure that they know how to make safe and sensible choices.</p> <p>EYFS 1 Adult led discussions about people who help us steer the children towards the trusted family members, friends and professionals who are there to keep everybody safe.</p>	<p>Year 1 (Autumn) Technology Around Us. The children learn about staying safe online.</p> <p>Year 1 (Spring) Online Bullying. The children will be understanding how your online activity can affect others. Be able to identify the positives and negatives of using technology. Know who and how to ask for help. Be able to</p>	<p>Year 6 (Autumn) The Eye. In addition to increasing the risk of computer eye syndrome, excessive video game use can cause eye discomfort, focusing problems, blurry vision and headaches. The importance of looking after this precious organ is emphasised.</p> <p>Year 6 (Spring) Web Page Creation. In creating an online presence the children learn</p>

		<p>recognise kind and unkind comments.</p> <p>Year 2 (Summer) Life Skills. In their introduction to the internet, the children learn about communicating safely online. They look at the difference between secrets and surprises.</p> <p>Year 2 (Spring) Image Sharing. Understand how your online actions can affect others. Be able to name the positive and negative ways you can use technology. Know the risks of sharing images without permission. Understand the types of images you should and should not post online.</p> <p>Year 2 (Spring) Computer Safety Documentary. Understand how your online activity can affect others. Understand the positives and negatives of using technology. Know who and how to ask for help. Be able to list rules for staying safe online.</p>	<p>about the importance of protecting their identity and only communicating with trusted sources.</p> <p>Year 3 (Spring) Making Friends Online. Be able to identify possible dangers and consequences of speaking to strangers online. Know how to keep safe in online chat rooms. Be able to name the positives and negatives of using technology. Understand the difference between safe and risky choices online.</p> <p>Year 4 (Spring) Online Bullying. Recognise the key values that are important in online relationships. Identify the feelings and emotions that may arise from online bullying. Develop coping strategies to use if we or someone we know is being bullied online. Identify how and who to ask for help.</p> <p>Year 5 (Spring) Image Sharing. List reasons for sharing images online. Identify rules to follow when sharing images online. Describe the positive and</p>
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			<p>negative consequences of sharing images online. Recognise possible pressures and influences to share images online.</p> <p>Year 6 (Spring) Making Friends Online. List the key applications that we may use now and in the future. Know and understand why some applications have age restrictions. Identify ways to keep yourself and others self in a range of situations online and offline. Recognise that people may not always be who they say they are online and offline. Know and understand the potential dangers of talking to people online.</p> <p>Year 6 (Summer)In App Purchases. Know and understand various money related terms. Recognise some of the ways that we spend money by technology. Describe the potential impact of spending money without permission. Identify strategies to save money.</p>
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			<p>Year 6. The mini-police visit to support the children in Year 6 with strategies to keep themselves safe online.</p>
<p>Safeguarding against all forms of exploitation.</p> 	<p>EYFS (Autumn) NSPCC Pants. This is first shared with the children in the autumn term: https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</p>	<p>Year 1 (PSHRE) NSPCC Pants. The children learn about appropriate touch.</p> <p>Year 2 (Summer) Working in Our World. Understand different ways we can receive money. Know how to keep money safe. Be able to describe the skills you may need in a future job and career. Recognise the differences between wants and needs.</p>	<p>Year 6 (Summer) Why is Fair Trade Fair? How fair trade is tackling the problem of worker exploitation.</p> <p>Year 4 (Autumn) Appropriate Touch. Identify the different types of relationships we can have and how these can change as we grow. Explain how our families support us and how we can support them. Identify how relationships can be healthy or unhealthy. Explain how to ask for help and identify who can help us if a relationship feels uncomfortable.</p> <p>Year 6 (Spring) Stealing. Explain what consent means. Recognise the importance of being honest and not stealing. Explain why it's important to have a trusting relationship between friends and family. Identify how making some choices can impact other's lives in a negative way.</p>


<p>Anti-bullying messages</p> 	<p>EYFS Throughout the year the PSED curriculum addresses the importance of being kind to others and knowing how to recognise interactions and relationships that are not positive. All the children learn how to be cooperative and how their actions make others feel.</p>	<p>Year 1 (Autumn) Family and Relationships. In this unit the children reflect upon important people in their lives and what makes a positive relationship.</p> <p>Year 1 (Autumn) Friendship. Understand how to be a good friend. Be able to recognise friendly and helpful behaviours. Be able to see a situation from another person's point of view.</p> <p>Year 2 (Autumn) Bullying. The children will name a range of feelings and understanding why we should care about other people's feelings. The children will be able to see and understand bullying behaviours. They will learn how to cope with these behaviours.</p> <p>Year 2 (Autumn) Body Language. The children will learn to recognise a range of feelings. Understand that feelings can be shown without</p>	<p>Year 6 (Autumn) The Battle of Britain. The children learn about the Second World War and the allied objective to depose a tyrant. What are the lessons that we learn from WW2? How can we apply that learning to our lives today?</p> <p>Year 6 Art (Spring). The children explore the theme of identity through art.</p> <p>Year 5 Science (Spring). Through studying evolution, we attempt to answer the question: how did humans evolve to be such a dominant species? Also: what impact has this had on other living things?</p> <p>Year 3 (Autumn) Touch. The children will understand the difference between appropriate and inappropriate touch. Know why it's important to care about other's feelings. Understand personal</p>

		<p>words. Be able to see a situation from another's point of view.</p>	<p>boundaries. Know who and how to ask for help. This is also when the naming of human body parts is introduced.</p> <p>Year 6. The mini-police visit the Year 6 children and deliver a strong anti-bullying message.</p>
<p>Contextual Safeguarding and Safety in the Environment</p> 	<p>EYFS 1 (Summer) The children learn about caring for their environment, through embarking on bug hunts and looking at bug homes, while also learning about the importance of plants.</p> <p>EYFS 2 (Summer). As residents of Cornwall, we need to know how to look after our oceans and why we have a responsibility to do so. What is plastic pollution? What does it mean to reduce, reuse and recycle?</p> <p>EYFS 2 (Autumn) The local story of the Mousehole Cat explores the impact of a big storm on the village and its community.</p> <p>EYFS 2 (Autumn). The children learn about where they live in Cornwall and through family portraits and other resources develop an understanding of what it means to</p>	<p>Year 1 RE (Autumn). The world is God's creation. The children answer the question: how should humans treat it? RE (Summer) How should we care for others and the world?</p> <p>Year 1 (Autumn). By studying animals in their different habitats, the children learn about conservation being kind to all living creatures.</p> <p>Year 1 (Spring) Why is the history of my locality significant? The children learn about what it means to be a part of a safe and healthy community through the ages and in the present.</p> <p>Year 1 (Autumn) Road safety. Children will learn how to</p>	<p>Year 6 (Spring) The Life Cycle of Plants. Plants are fundamental to existence on the planet and play a vital role in our lives.</p> <p>Year 4 Geography and Literacy (Autumn) Deforestation is an environmental issue that is explored in literacy. The children write persuasive texts. They develop an understanding of how indigenous people and their natural resources can be exploited for financial gain. They learn how we can live more sustainably. The Great Kapok Tree is a story that raises some of these environmental issues.</p> <p>Year 4 Science (Autumn). Through studying living things in their habitats, the children learn how changes can pose a threat to the life forms that</p>

	<p>belong somewhere. They also learn about what makes us all special.</p>	<p>remain safe when crossing the road.</p> <p>Year 1 (Spring) Water Spillage. The children will learn how to help the people around you. Children will learn about the types of things you're responsible for when water gets spilled. Other responsibilities are explored. The children learn about preventing accidents. They will recognise the differences between being responsible and irresponsible.</p> <p>Year 2 (Autumn) Tying Shoelaces. Children know the reasons why they should tie their shoe laces and know the rules to keep themselves safe. They will learn about the differences between safe and risky choices.</p> <p>Year 2 (Spring) Helping Someone in Need. Know how you can help other people. Be able to recognise kind and</p>	<p>depend upon balance within each habitat.</p> <p>Year 4 (Autumn) Cycle Safety. Identify strategies we can use to keep others safe. Recognise the impact and possible consequences of an accident or incident. Create a set of rules and identify ways of keeping safe.</p> <p>Year 4 (Spring) Coming Home on Time. Recognise the importance of behaving in a responsible manner in a range of situations. Describe a range of situations when being on time is important. Explain the importance of having rules in the home. Describe ways that behaviour can be seen to be sensible and responsible.</p> <p>Year 5 History (Summer) Why did the Mayans leave their cities? By attempting to answer this question, the children learn about concepts such as environmental degradation and drought.</p>
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<p>Promoting Mental Health and Wellbeing</p> 	<p>EYFS 1 (Spring) Through exploring different roles the children learn about what it means to belong to a community and why this is good for us. This is further developed (Summer) by looking at the places we are members of: nursery, school and the town of Helston.</p> <p>EYFS 2 (Summer). The children learn about Flora Day, which is special to the people of our town. How does this experience make us feel? How does it bring different people and groups together?</p> <p>EYFS 1 (Autumn). The topic is building relationships and the children learn about 'my family' and special people.</p>	<p>Year 1 (Summer) Money. The children learn about the value of coins and why it's important to have a good understanding of this concept.</p> <p>Year 1 (Summer) Plants. The children will learn about the essential role plants play in our lives. For instance, they will understand how they create calming and healthy environments. At the same time they will learn that there are certain plants that are poisonous.</p> <p>Year 1 (Summer) Why do we love being by the seaside so much? The children learn about beach safety and the many benefits of looking after and</p>	<p>All Year Groups. Art. The children learn that creative pursuits such as art can help to improve mental health. This could be through the study of local artist Kurt Jackson's landscapes in Year 6 or William Morris prints in Year 5.</p> <p>In the autumn term, Year 1 consider drawing spirals as a physical and emotional activity.</p> <p>Year 3 (Autumn) Medicine. The children will learn simple safety rules about medicine. They will understand when it's safe to take medicine and who to take medicine from.</p> <p>Year 3 (Spring) Grief and Loss. The children will be able to</p>


	<p>EYFS 1 (Summer) The children learn about lifeguards and the amazing job they do keeping people safe and the personal risks they take to preserve lives.</p>	<p>making good use of our coastline.</p> <p>Year 1 (Autumn) Understanding the need to wash our hands. The children learn about the transmission of germs. They come to know the differences between health and unhealthy choices.</p> <p>Year 1 (Spring) Jealousy. The children will be able to recognise jealousy and name emotions and their physical effects. Know the difference between pleasant and unpleasant emotions. Learn a range of skills for coping with unpleasant and uncomfortable emotions. Understand that feelings can be communicated with and without words.</p> <p>Year 2 (Autumn) Life Skills. The children learn why a healthy diet is important and how to look after their teeth.</p> <p>Year 2 (Autumn) Healthy Eating. The children learn that food is needed for our bodies to be healthy and grow. They learn</p>	<p>name and recognise emotions and their physical effects. Know the difference between pleasant and unpleasant emotions. Learn a range of skills for coping with unpleasant and uncomfortable emotions. Understand that feelings can be communicated with and without words.</p> <p>Year 4 (Autumn) Healthy Living. Explain what is meant by a balanced diet and plan a balanced meal. Recognise how too much salt, saturated fat and sugar in our food and drink can affect us now and when we are older. Understand nutritional information on packaged food and what it means. Maintain a healthy lifestyle.</p> <p>Year 4 (Spring) Jealousy. Recognise our thoughts, feelings and emotions. Identify the differences between those that feel good and those that feel not so good. Describe how we can support others who feel lonely, jealous or upset. Recognise that we can choose how we act upon our emotions</p>
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		<p>about different types of healthy food. They explore the difference between healthy and unhealthy choices. The children also study a unit on brushing teeth. This includes developing strategies to help us remember to brush our teeth when we forget, are tired or we're very busy.</p> <p>Year 2 (Spring) Practice Makes Perfect. Be able to name ways in which you can improve in an activity or sport. Understand the importance of trying hard and not giving up. Be able to see the benefits of practising an activity and sport. Be able to set goals and work to reach them.</p> <p>Year 2 (Spring) Worry and Anger. The children will be able to name and recognise emotions and their physical effects. Know the difference between pleasant and unpleasant emotions. Learn a range of skills for coping with unpleasant and uncomfortable emotions. Understand that feelings can be communicated with and without words.</p>	<p>and understand that our choices and actions can affect ourselves and other people. Demonstrate a range of strategies to help us control and manage unpleasant and uncomfortable emotions.</p> <p>Year 5 (Autumn) Smoking. Explain some of the risk associated with smoking. Name the addictive ingredient found in cigarettes, e-cigs etc. Describe how smoking can affect your immediate health and future health and wellbeing. Give reasons why someone might start and continue to smoke. Identify and use skills and strategies to resist any pressure to smoke.</p> <p>Year 5 (Autumn) Puberty. Explain what puberty means. Describe the changes that boys and girls might go through during puberty. Identify why our bodies go through puberty. Develop coping strategies to deal with the different stages of puberty. Identify who and what can help us during puberty.</p>
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			<p>Year 5 (Spring) Anger. Recognise that everyone experiences emotions. These can have physical effects on our body, that are both pleasant and unpleasant. Explain how feelings can be communicated with or without words. Recognise that we can choose how we act on our emotions and that our choices and actions can affect other people. Demonstrate a range of strategies to help control and manage unpleasant or uncomfortable emotions, such as anger.</p> <p>Year 6 (Autumn) Conception. Explain the terms conception and reproduction. Describe the function of the female and male reproductive systems. Identify the various ways that adults can have a child. Explain various different stages of pregnancy. Identify the laws around consent.</p> <p>Year 6 (Autumn) Electricity. The lessons begin with the safety of working with electricity being communicated.</p>
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<p>Safeguarding against all forms of inappropriate behaviour</p> 	<p>EYFS Throughout the year the PSED curriculum addresses the importance of being kind to others and knowing how to recognise interactions and relationships that are not positive. All the children learn how to be cooperative and how their actions make others feel.</p>	<p>Year 1 (Summer) Growing in Our World. The children will be able to recognise what you can do for yourself now you are older. Describe the ways in which your family is special and unique.</p> <p>Year 2 RE (Autumn). Who is Jewish and how do they live? The children learn about the importance of precious items that can be found within a home. This unit helps to</p>	<p>Year 3 RE (Spring). What kind of world did Jesus want? Why were people with leprosy banished from their communities?</p> <p>Year 4 Music (Autumn). The children explore how music brings people together, while making links to 'Black History Month' and the ideas of Martin Luther King.</p> <p>Year 5 Literacy (Summer) In a speech writing unit, the children learn about refugees.</p>

		<p>promote positive messages about difference and diversity.</p> <p>Year 2 History (Autumn). Rosa Parks is one of the significant people the Year 2 children learn about in this unit. She made a personal sacrifice for a greater good. The United States Congress has honoured her as "the first lady of civil rights" and "the mother of the freedom movement".</p>	<p>They learn to challenge assumptions about migrants, asylum seekers and refugees, and to develop mutual respect, empathy and understanding.</p> <p>Year 6 (Autumn) Suspense Stories. In discussion, the children will explore a range of feelings associated with suspense stories and what it means if we experience these feelings in our lives. Who would we talk to? Who do we trust and why?</p>
<p>The Prevent Duty and Promoting British Values and Protected Characteristics</p>  <p>The image shows a poster with the text 'British Values' in red and 'We all live in Britain.' in bold black. Below the text is a colorful illustration of a diverse group of children of various ethnicities and abilities, including some using wheelchairs, standing together on a patterned rug.</p>	<p>EYFS The children have visits throughout the year from respected members of the community who, through their work, promote British values. For instance, the dentist and the life guard.</p>	<p>Year 1 (Spring) Citizenship. Learning about what it means to be a good citizen, making sensible and safe choices that are in the interests.</p> <p>Year 1 Literacy (Spring). From broadcaster Floella Benjamin’s perspective, the children learn about coming to England to live. It’s a celebration of the Windrush generation.</p> <p>Year 2 (Autumn) Life Skills. All families are different. Introducing manners and courtesy.</p>	<p>Year 3 Geography (Spring). Megacities. Why do so many people live in these large conurbations? The children look at the challenges and opportunities of moving to a big city.</p> <p>Year 4 (Autumn) The class reading book for this term is The Lion Above the Door by Onjali Q Rauf. This addresses themes such as historical racism and tells the story of the forgotten heroes of World War 2.</p>

			<p>Year 4 (Summer) Breaking Down Barriers. The children will recognise positive attributes in others. Explain why being different is okay. Recognise your own strengths and goals and understand that these may be different from those around you. Identify some of the ways that we can overcome barriers and promote equality.</p> <p>Year 5(Summer) Inclusion and Acceptance. Identify some of the ways in which we are different and unique. Explain some of the elements that help us to have a diverse community. Describe strategies to overcome barriers and to promote diversity and inclusion.</p> <p>Year 6 (Summer) British Values. Understand that there are a wide range of religions and beliefs in the UK. Explain each of the British values. Create a range of values for your educational setting. Explain all religions can live in cohesion.</p>
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			Year 6. The mini -police deliver a talk to the children in Year 6 about British values.
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