



# How and what we do to keep you



## safe in Year 3 & 4

Mental Health and Well being	Within the community	Bullying including cyber bullying	Relationships	Physically	British Values	COVID-19
<ul style="list-style-type: none"> <li>Assemblies are based on PSHE/Jigsaw themes and explore feelings and how to deal with them</li> <li>Mindfulness</li> <li>Inclusion lead</li> <li>Positive play intervention</li> <li>Nurture provision</li> <li>PSHE/Jigsaw Curriculum</li> <li>Mental first aider on site</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour policy based on being Ready, Respectful and Safe</li> <li>PSHE Jigsaw curriculum</li> <li>Learning about Firework safety</li> <li>Summer safety awareness</li> <li>Police – anti social behaviour</li> <li>Road safety</li> <li>Links with Community Mental Health Nurse/consultation</li> <li>Lessons learnt from contextual safeguarding within the community</li> </ul>	<ul style="list-style-type: none"> <li>Anti-bullying week</li> <li>Ongoing work on conflict</li> <li>E safety work – how to stay safe on the computer</li> <li>Stay in regular contact with parents</li> <li>Bully button on the website</li> <li>Worry boxes in classrooms</li> <li>Be Internet legends assemblies</li> <li>Project Evolve</li> <li>Safer Internet Day</li> <li>PSHE/Jigsaw Curriculum</li> <li>The Diana Award</li> </ul>	<ul style="list-style-type: none"> <li>NSPCC pants rule</li> <li>PSHE/Jigsaw Curriculum</li> <li>NSPCC Stay Safe, Speak out</li> <li>Restorative practice with conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>PSHE/Jigsaw lessons- safe and unsafe touch.</li> <li>Appropriate classroom equipment</li> <li>Safety in PE lessons (Real PE)</li> <li>Structured games in PE</li> </ul>	<ul style="list-style-type: none"> <li>Black History Month</li> <li>Understanding our local area</li> <li>Learning about Monarchy and Parliament in History</li> <li>Tolerance and understanding of diverse beliefs across Britain today</li> </ul>	<ul style="list-style-type: none"> <li>Knowing why it is important to wash and hands Catch it, kill it bin it rules</li> <li>How to stay safe and keep everyone safe</li> </ul>
<p>PSHE/Jigsaw Curriculum Assembly overview</p>	<p>PSHE/Jigsaw Curriculum PE curriculum School expectations Assembly overview</p>	<p>PSHE/Jigsaw Curriculum Computing curriculum Assembly overview</p>	<p>RSE curriculum Science curriculum PSHE/Jigsaw Curriculum Assembly overview</p>	<p>PE curriculum PSHE/Jigsaw Curriculum Assembly overview</p>	<p>PSHE/Jigsaw Curriculum PE curriculum RE curriculum History curriculum School expectations Assembly overview</p>	<p>PSHE/Jigsaw Curriculum Science curriculum School expectations Assembly overview</p>

# Why?

on **Keeping Children Safe in Education**, the Department for Education states: All schools have responsibilities relating

to the safety of children in their care. Paragraph 41 of statutory guidance

*“Schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE ...”*

Mental Health and Well being	Within the community	Bullying including cyber bullying	Relationships	Physically	British Values	COVID-19
<p><b>UN CRC Article 19.1:</b> Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has care of a child</p>	<p><b>UN CRC Article 31:</b> Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.</p>	<p><b>UN CRC Article 29.1:</b> The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national, and religious groups and persons of indigenous origins.</p>	<p><b>UN CRC Article 13. 1:</b> The child shall have the right to freedom of expression; this right shall include the freedom to seek, receive, and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing, or in print, in the form of art, or through any other media of the child’s choice. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary.</p>	<p><b>UN CRC Article 24.3:</b> States parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.</p>	<p><b>UN CRC Article 13.2:</b> The exercise of this right (13.1) may be subject to certain restrictions , but these shall only be such as are provided by law and are necessary: For respect of the rights or reputations of others; or For the protection of national security or of public order or of public health or morals.</p>	<p><b>UN CRC Article 3:</b> (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.</p>