

MANCHESTER COMMUNICATION PRIMARY ACADEMY

# CURRICULUM ASPECT OVERVIEW

Safeguarding

Curriculum





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## WHAT

At MCPA we believe that one of the most important aspects of what we do is keeping your children safe (Safeguarding). For your child to be happy and thrive in school they need to feel safe, cared for and valued. In order for us to keep your child safe we follow guidance that is set out in 'Keeping Children safe in Education'. This guidance states that we all must ensure that we are:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

All staff at MCPA endeavour to ensure the above guidance is followed and will take action to ensure that all children in our care achieve their best outcomes. When doing this we will always take into consideration the age, culture, physical needs, gender, language, racial origin, religious beliefs and sexual identity of your child. This is achieved by having clear procedures in place and ensuring that all disclosures or allegations are taken seriously, recorded correctly and thoroughly investigated.

## WHY

Safeguarding is at the heart of everything we do at MCPA, not only because it underpins the positive outcomes we wish for our children but it is also a statutory duty for all schools.

Like any community school we consider positive themes and those that may require improvement in our area and also the surrounding area. At MCPA we will refer to these areas when deciding where the focus should lie when planning our curriculum. We take into consideration not just national guidance but also local authority guidance and information from our partner agencies, including social care and GMP. Getting Safeguarding right for our children is imperative and the information below is the tip of what Safeguarding could look like for our children:

Bardanos have produced information/data recently that informs us of what may happen when robust safeguarding protocols are not in place:

- 1,276,215 children have special educational needs and disability (SEND) – 36,375 were excluded from school
- 72,670 children are in the care system. Of these 62% have suffered abuse or neglect, 15% are from a dysfunctional family, 8% have suffered acute stress and 7% have an absent parent/s
- 1:10 children have a diagnosable mental health condition
- 3:4 don't get access to support for their mental health

- Children who grow up having 4 or more ACES (Adverse childhood Experiences) are more likely to experience the following in adulthood:
  - Prison
  - Development of heart disease
  - Committed violence in the last 12 months
  - Frequently visited the GP
  - Have health harming behaviours (drinking, smoking, drug use)
  - Develop Type 2 diabetes
- 1:20 children are sexually abused before the age of 16
- Children who have been sexually abused are twice more likely to consider suicide when older
- 1:3 children who have been sexually abused do not tell an adult
- Children with speech and language difficulties are almost 3 times more at risk of sexual abuse
- 1:3 internet users are children
- 43% of children interviewed by Barnados (age 10+) had been groomed online
- 1:25 children have been sent a sexual image of an adult
- 11.4% of children in Manchester aged 4-5 years are obese – 9.3% nationally. (2018 -ONS)
- There are currently 900 school aged children in Manchester on a Child Protection Plan (Manchester Safeguarding):
  - 337 Neglect
  - 427 Emotional Abuse
  - 111 Physical Abuse
  - 25 Sexual Abuse

## HOW

At MCPA what we include in our curriculum is very important to us and we will always ensure that pupil safeguarding and the promotion of our community qualities are at the core of our work. We place great importance on identifying opportunities through our curriculum that provide pupils with the opportunities to experience life in all its diversity, to enable pupils to acquire knowledge, understanding and the skills that significantly impact on their own personal development, behaviour and welfare and that equips every child with the ability to safeguard themselves. We are sensitive to curriculum topics, such as PSHE, to ensure that sensitive topics are taught at an age appropriate level, or at a small group. In some instances, we may address these on a 1:1 level where a more urgent need arises.

Our curriculum planning at MCPA is designed to constantly challenge our children to think carefully and deeply about safeguarding matters, including their own personal physical and mental wellbeing. We create space for children to develop their own thoughts, ideas and concerns and value their questioning. We provide opportunities across the curriculum to explore values, personal rights, responsibilities and equal opportunities that develop moral concepts that impact positively on safeguarding, promote British values and prevent radicalisation and extremism.

There are many opportunities throughout our learning in school to explore safeguarding issues including:

- Rights Respecting Schools Award (New 2021)
- Peace Foundation (Jonathon Ball)
- Fireworks safety (visit for whole school assembly) GMFS & GMP
- Forest school visits
- Quiet spaces
- DEN/ NEST/ HUB
- School councillors
- Family Partnership team
- Attendance officer
- Staff training by the safeguarding team/ leads
- Child Protection in Education - Online course for all staff and trainees
- FGM parent breakfast - in summer term
- Shape Shifter play - awareness of sexual exploitation
- Swimming lessons
- Online safety course for parents and access to the national online safety app

## LONG TERM PLANS:

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>EYFS</b>	<p>Internet Safety: Stranger Danger Turn Off and Tell</p> <p>Science - I can name the main parts of the body.</p>	<p>Firework safety</p> <p>PANTS with the school nurse</p>	<p>People who help us: police, fire service, nurses</p>		<p>Water safety</p>	
<b>YEAR 1</b>		<p>PSHE: Bullying PSHE: Road Safety</p> <p>Fire safety - linked to The Great Fire of London (Fire Engine visit)</p> <p>PANTS with the school nurse</p>	<p>Online Safety : Show and tell Your time is up Who is behind the screen?</p>	<p>PSHE: Emotional safety PSHE: Personal safety</p>	<p>PSHE: Importance of families PSHE: Special people and what makes them special</p>	
<b>YEAR 2</b>	<p>PSHE: Managing feelings</p> <p>PSHE: To learn about some similarities and differences between people from different countries and the importance of cross cultural friendships</p> <p>Science:</p> <ul style="list-style-type: none"> <li>I can identify and describe the importance of a balanced diet.</li> <li>I can identify the importance of good hygiene.</li> <li>I can name and compare the stages in human development into adults and describe the basic needs of animals for survival.</li> </ul>	<p>PSHE: Bullying</p> <p>PSHE: Green Cross Code</p> <p>PSHE: Importance of managing money</p> <p>Fire safety (linked to fireworks) - Gunpowder Plot topic work</p> <p>PANTS with the school nurse</p>	<p>Online Safety: I can understand when to share and show what I am doing on a computer I understand what personal information is and that I shouldn't give it away I understand gaming dangers</p> <p>PSHE: Keeping safe when using ICT and the internet</p>	<p>PSHE: Drug safety PSHE: The Human Body</p>	<p>PSHE: Developing positive relationships PSHE: Understanding the difference between right and wrong PSHE: Online relationships PSHE: Online reputation</p>	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>YEAR 3</b>	<p>PSHE: Rules</p> <p>PSHE: Understand and appreciate the range of different cultures and religions represented within school. Learn about the need for tolerance for those of different faiths and beliefs</p> <p>PSHE: Know what a stereotype is, and how stereotypes can be unfair, negative or destructive Understand the term 'diversity' and appreciate diversity within school Learn about the need for tolerance for those who are different from us</p> <p>Science:</p> <ul style="list-style-type: none"> <li>• I can identify and describe the different types of teeth in humans.</li> <li>• I know how the skeleton and muscles of humans protect and support them and how nutrients provide for the body</li> </ul>	<p>PSHE: Bullying</p> <p>PSHE: Road safety</p>	<p>E-Safety Purple Mash - 2 Email: Online safety - Stranger Online safety - Cyber bullying Online safety - Meeting and Confidential information</p> <p>PSHE: Keeping safe online</p> <p>PANTS with the school nurse</p>	<p>PSHE: achieving a physically and mentally healthy lifestyle.</p> <p>PSHE: Being healthy</p>	<p>PSHE: Positive relationships</p> <p>PSHE: the importance of mental health &amp; strategies to support positive wellbeing.</p>	<p>PSHE: Recognise the importance of local organisations in providing for the needs of the local community</p> <p>PSHE: Recognise and manage risk in everyday</p> <p>PSHE: Know how to make a clear and efficient call to emergency services if necessary</p> <p>PSHE: Healthy lifestyles</p>
<b>YEAR 4</b>	<p>PSHE: To recognise and challenge stereotyping and discrimination</p>	<p>PSHE: Bullying</p> <p>PSHE: Road safety</p>	<p>E-Safety (Hector's World): Develop awareness of relevant e-Safety issues, such as cyber bullying. Pupils understand how grooming and cyberbullying is now very present in online gaming, and know what to look out for. Know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult.</p> <p>PSHE: E-safety</p> <p>PANTS with the school nurse</p>	<p>PSHE: Keeping healthy</p>	<p>PSHE: Recognise their strengths and how they can contribute to different groups.</p> <p>PSHE: Understand how to break down the steps needed to achieve a goal</p>	<p>PSHE: Healthy lifestyles</p> <p>PSHE: Spending habits</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Y5</b>	<p>Science: I can describe the changes as humans develop to old age. I can describe the changes as humans develop to old age. (nurse visit) I can recognise the impact of diet, exercise and lifestyle on the body and how it functions</p>	<p>PSHE: Bullying</p> <p>PSHE: Road safety</p> <p>PSHE: Relationships</p>	<p>Microsoft Powerpoint with E safety focus</p> <p>PSHE: Mental wellbeing</p> <p>PANTS with the school nurse</p>	<p>PSHE: legal and illegal harmful substances and associated risks.</p> <p>PSHE: Basic first Aid</p> <p>Puberty talk with school nurse</p>	<p>PSHE: Learn about organisations such as the United Nations</p> <p>PSHE: Understand the importance and significance of equal rights</p> <p>PSHE: To know and understand the importance of mental health &amp; strategies to support positive wellbeing</p> <p>PSHE: Life and Death</p>	<p>PSHE: Healthy Lifestyles</p> <p>PSHE: Know the characteristics and mental and physical benefits of an active lifestyle</p> <p>PSHE: Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</p> <p>PSHE: To know the facts and science relating to allergies, immunisation and vaccination</p>
<b>Y6</b>	<p>PSHE: Learn about organisations such as the United Nations. Understand the importance and significance of equal rights</p> <p>PSHE: Find out about Parliament's role in legislating on issues such as race relations</p> <p>PSHE: To learn about racial discrimination and its impact on societies, past and present.</p> <p>PSHE: To challenge stereotyping and discrimination Learn about gender discrimination and its impact</p> <p>PSHE: Identify different forms of discrimination against people in societies. Recognise and respect similarities and differences between people.</p>	<p>PSHE: Identify and challenge stereotypes, including LGBT and other minority groups</p> <p>PSHE: Recognise extremism and radicalisation</p> <p>PSHE: Road safety</p> <p>PSHE: Bullying (including cyber-bullying)</p> <p>PSHE: Know the features of a healthy relationship</p> <p>PSHE: Know how &amp; when to seek help</p>	<p>PSHE: Define cyberbullying and recognise examples of it. Find help and know who to speak to</p> <p>PSHE: I can identify securewebsites by identifying privacy seals of approval</p> <p>PSHE: I understand the benefits and pitfalls of online relationships. I can identify information that I should never share</p> <p>E-safety</p> <p>PANTS with the school nurse</p>	<p>PSHE: Know how and understand why close relationships are formed, especially during adolescence Manage changing emotions and recognise how they can impact on relationship</p> <p>PSHE: Know the features of a healthy relationship</p> <p>PSHE: Extremism</p> <p>PSHE: Basic first aid</p> <p>PSHE: Understand what an unhealthy relationship is and know how to deal with relationship issues.</p>	<p>PSHE: Identify the skills they need to develop to make their own contribution in the working world in the future?</p> <p>PSHE: To know about the basic synergy between physical, emotional and mental health</p> <p>PSHE: To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p>	<p>PSHE: Puberty</p> <p>PSHE: Learn about budgeting and what it means to budget Understand why financial management and planning is important from a young age</p> <p>PSHE: Know and understand financial terms such as loan, interest, tax and discount Understand why aspirations are important in helping to plan for the future</p> <p>PSHE: Know and understand financial terms such as loan, interest, tax and discount</p> <p>PSHE: Know and understand the principles of enterprise Understand profit and loss</p> <p>PSHE: Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>Puberty talk with school nurse</p>

## IMPACT

MCPA's focus on safeguarding ensures that:

- We improve school attendance of pupils from particular groups with support from the Family Support worker
- We reduce prejudice-related bullying and the use of derogatory language and follow up on any situations immediately, on an individual basis, using the school's anti-bullying policy
- We improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity
- We improve children's knowledge on values and keeping safe so that they develop their own worth and confidence and feel safe and secure in school
- We improve staff knowledge and understanding of the signs of abuse and how to report appropriately
- We ensure that all safeguarding concerns are all thoroughly investigated and, where necessary, a multi agency approach is taken
- We work closely with parents/ carers to ensure the best outcomes for families