



Safeguarding in the Curriculum

At St John's we use the Jigsaw scheme to teach our children about Personal, Social and Health Education. This has also enabled us to build a range of safeguarding issues across our whole school curriculum. These are supplemented by assemblies and specific focus days and weeks throughout the year.

We follow the statutory guidance for schools and colleges, 'Keeping children safe in education' (2019) and 'Working Together to safeguard children' (2018). These guidance documents set out the responsibilities placed on schools and colleges to safeguard and promote the welfare of children.

Ofsted adopts the definition of safeguarding used in the Children Act 2004 and in 'Working together to safeguard children'. This can be summarised as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

According to the definition, safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including:

- children's and learners' health and safety and well-being, including their mental health
- meeting the needs of children who have special educational needs or disabilities
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- intimate care and emotional well-being
- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context

Safeguarding can involve a range of potential issues such as:

- neglect
- physical, sexual or emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability, homophobic or transphobic abuse
- gender-based violence, or violence against women and girls
- peer-on-peer abuse
- radicalisation or extremist behaviour
- child sexual exploitation and trafficking
- child criminal exploitation and county lines
- the impact of new technology on sexual behaviour, for example 'sexting' and accessing pornography

- upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting
- homelessness
- so-called honour-based violence
- any other issues that pose a risk to children, learners and vulnerable adults

For many of these concepts linked to safeguarding, the latest Programme of Study from the PSHE Association (2014) does not expect them to be taught explicitly until secondary school – and in many cases until KS4. Notwithstanding that, Jigsaw covers the ideas behind each of the concepts. Please see below for coverage of a range of important safeguarding issues within our curriculum.

Bullying

The different types of bullying, including peer-on-peer abuse, are covered in Jigsaw lessons and in KS2 through the KiVa anti-bullying programme. All KS2 classes have KiVa lessons where they develop teamwork skills and how to support each other. They learn what to do if they are being bullied or see someone being bullied. We have trained staff who will deal with any reported incidents where bullying is suspected and support the children involved.

Homophobic or transphobic abuse

The concept of 'difference' is covered throughout Jigsaw in all of the Puzzles, consistently encouraging children to examine how they are similar and how they are different from those around them – and how to accept everyone's right to 'difference', regardless of their circumstances or choices. In Celebrating Difference, the second Puzzle that is taught from November to December in a school year, differences in families are covered throughout and this looks subtly at all types of families including same-sex parents, which will be a reality for some children in all schools, irrespective of whether other parents/carers know about this.

In many teachers' experiences, children will very often have heard of concepts such as homosexuality but they might not be aware of what each of these concepts means. It is the responsibility of the teacher and the school to ensure that these concepts are explained in a way that is appropriate to the age and stage of development of each child. And, of course, it is not just within the realms of PSHE Education that this might occur. It is vital that an explanation is approached in a sensitive way – to ensure children have sufficient information for their age and stage of development. It does not mean that adults need to share all their knowledge of a subject with a child, as that would, no doubt, be inappropriate.

Radicalisation and extremist behaviour

Across all year groups, children are taught how to be tolerant – not just what tolerance is. The unit on Celebrating Difference focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, culture, and conflict; children learn to accept everyone’s right to ‘difference’, regardless of their circumstances or choices; and most year groups explore the concept of ‘normal’; bullying – what it is and what it isn’t, including cyber and homophobic bullying – is an important aspect of this Puzzle. Jigsaw does not cover radicalisation and extremist behaviour explicitly, as the concepts themselves are perhaps not appropriate for teaching about in primary schools: whilst we want to prepare children for life, at the same time we do not want to alarm them. However, Jigsaw lessons concentrate on teaching children about difference and how this is something to value and to celebrate, what is healthy behaviour, how to be emotionally and socially literate (covered in every single Jigsaw lesson) rather than teaching children about the concepts themselves. Each of the six Puzzles covers something about this for every year group and it is woven throughout the whole programme. And our aim with Jigsaw is to equip children for life – and whatever that may hold for them.

Child sexual exploitation

The concept itself isn’t explored explicitly; rather, children are taught in the Relationships and Changing Me Puzzles about what constitutes a healthier relationship, what to do if someone does something they don’t like (taught from FS1 in all Puzzles), who to go to for help, what parts of their bodies are private (and therefore what to do if they feel uncomfortable about someone else’s interest in them), and so on. If a child asked a question or made a comment that alerted the teacher to a possible CSE case, we would urge them to speak to the school’s DSLs, and this is highlighted in the teaching notes.

Sexting (appropriate to age)

Appropriate social networking is covered for Years 5 and 6 in the Relationships Puzzle, where healthier relationships online and on mobile phones are explored in detail. In the Healthy Me Puzzle, Year 4 looks at healthy relationships and what they look like, so rather than introducing specific online relationships, children look at all relationships and what to do if a relationship isn’t what you thought it was – in preparation for learning about online relationships in Year 5 and 6. There are lessons for Year 5 and 6 on how anything on the internet or on phones is permanent and how to think very carefully before posting anything too personal.

Domestic violence, sexual exploitation, forced marriage, FGM

Jigsaw does not cover the concepts discretely, particularly using these terms. That’s not to say that children won’t be experiencing them, but we focus instead on how to create healthier relationships, what to do if you’re worried about something, your rights as a child, who can help, and so on. The PSHE Association’s Programme of Study states that domestic abuse should be taught in KS4, which for some people may feel too late; however, teaching children about healthier relationships, and keeping themselves safe physically and emotionally, is how we have chosen to cover these topics in Jigsaw. In Year 2, children are taught about privacy, and which parts of their bodies are private, which can help children to express more easily if someone else is taking an interest in their bodies that makes them feel uncomfortable. There are also numerous opportunities for children to talk about themselves safely in the classroom – during circle times – or to a trusted adult, about anything they might be worried about or have questions about.

Children are reminded about this in all Jigsaw lessons as this can form part of the Jigsaw Charter.

In essence, teaching about safety and relationships as part of PSHE (and particularly SRE) contributes to how schools approach the safeguarding of pupils. It helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. This is crucial to fulfilling statutory duties in relation to safeguarding pupils.

The table below shows a range of different lessons within Jigsaw that cover safeguarding from a child's perspective – teaching about keeping themselves (and others) safe while still enjoying the world and all it has to offer.

Year Group	Puzzle (unit)	Piece (lesson)	Content	Link to safeguarding
F1/2	Celebrating Difference	6 – Standing up for yourself	Children learn how to improve things if they don't like what someone says or does to them.	Children are given the opportunity to practise the phrase, 'Please don't do that, I don't like it'; they are also reminded that if someone says that to them, they have to stop whatever they are doing to cause another children to say the phrase.
F1/2	Healthy Me	6 – Stranger Danger	Using stories like 'Never Talk To Strangers', children discuss with suggestions about what they could do to keep themselves safe.	Children are encouraged to think about what they could do if they don't feel safe, and who they can go to if they feel unsafe. The message. 'Say NO and DON'T GO!' is reinforced throughout the lesson, particularly when discussing grown-ups who approach children inappropriately and ask for their help.
F1/2	Relationships	4 & 5 – Falling out and bullying	Children explore how they feel if someone says something unkind to them.	These lessons encourage children to take responsibility for their words and actions and to help them know who to go to if they need help.
F1/2	Changing Me	2 – Respecting my body	Reinforcing the concept that our bodies are precious and need looking after.	This lesson helps to reinforce how children can take responsibility for their bodies (to a point) and how to look after themselves.
1	Celebrating Difference	3 – What is bullying?	Children learn about what bullying is and how it might feel to be bullied; they also	This lesson, and indeed the whole Puzzle, reinforces the messages about tolerance, difference and

1	Celebrating Difference	4 – What do I do about bullying?	identify who they can talk to if they are unhappy or being bullied.	similarity, and how to be a better friend, and how to deal with bullying if it arises.
1	Relationships	4 – People who help us	Using the scenario cards (or make up your own), children act out scenarios showing when they can ask for help and from whom they can receive help.	If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say.
1	Changing Me	4 – Boys’ and Girls’ Bodies	Children identify the parts of the body that make boys different to girls and can use the correct, scientific names for them	By using correct terminology for part of the body, children can learn to respect their own and others’ bodies and understand which parts are private (meaning ‘special and important’, not ‘guilty’ or ‘not very nice’).
2	Celebrating Difference	3 – Why does bullying happen?	Identifying that bullying is sometimes about difference allows children to understand more and to decide not to bully.	This lesson, and indeed the whole Puzzle, reinforces the messages about tolerance, difference and similarity, and how to deal with bullying if it arises (where to go for help, what to say and do in a bullying situation).
2	Celebrating Difference	4 – Standing up for myself and others	Children are empowered to know what is right and wrong and to look after themselves.	
2	Relationship	2 – Keeping safe – exploring physical contact	The lesson focuses on how there are many different forms of physical contact within a family – and some of this is acceptable and some is not.	Children can think about which types of physical contact they like, which they don’t like, and they can talk about this in a safe way. Some of the lesson is taught through stories. Teachers are encouraged to be vigilant throughout this lesson.
2	Relationship	4 – Secrets	Children learn that sometimes secrets are good and sometimes they are not good – and how they feel if they are asked to keep a secret they don’t want to keep, and who to talk to about it.	Through understanding about good secrets and ‘worry’ secrets, children can practise giving advice to Jigsaw Jo to help with any ‘worry’ secrets. Teachers can emphasise that ‘worry’ secrets need to be told to an adult and not kept inside.
3	Celebrating Difference	2 – Family conflict	This lesson explores how sometimes conflict occurs in families and how children	Using the story, ‘And Tango Makes Three’, children think about a possible source of family

			can calm themselves down and use solution techniques to help themselves.	conflict and think of ways to help solve it. Teachers need to be aware of all children's domestic situations (particularly any that may be violent) before teaching this lesson; notes in the lesson plan are provided to help.
3	Celebrating Difference	3 & 4 – Witness and feelings & Witness and solutions	Children learn that the role of witnesses in bullying situations, and that sometimes a witness can hinder rather than help.	Homophobic bullying is covered in these lessons, as well as what children can do if they see bullying taking place. The Jigsaw 'Solve It Together' technique is especially helpful for children to have a strategy to help themselves and others.
3	Healthy Me	4 – Being safe	Children identify things, people and places that they need to keep safe from, and can share some strategies for keeping themselves safe, including who to go to for help.	Using the 'We are keeping safe from...' cards, children can come up with strategies for Jigsaw Jino to keep safe in different situations, including online. Children can also complete the 'Keeping Safe' templates to form their contributing chapter for the school's Healthy, Happy Me Recipe Book (assessment task).
3	Relationships	3 – Keeping myself safe	Children discuss things that they might need to keep safe from and complete a 'keep safe' label template.	In discussions, teachers can draw out of children that they might need to think about keeping safe, including when they are online.
4	Celebrating Difference	3 – Understanding bullying	Reinforcing the messages from previous year groups, this lesson focuses on more surreptitious bullying and how to better understand bullying behaviour.	For older children, it is timely to look at the intricacies of bullying and how sometimes it can be difficult to spot. Teachers are encouraged to know what the school's anti-bullying policy states and to ensure that this lesson adheres to the guidance.
4	Healthy Me	5 – Healthy Friendships	This Piece looks at how children can learn to recognise when people are putting them under pressure and how to resist this when they want.	Through the context of healthy friendships, children can explore their possible feelings of anxiety and fear and how this might be associated with peer pressure; it could also be applied to the pressure they might feel from other people.

4	Healthy Me	6 – Celebrating My Inner Strength and Assertiveness	Helping children learn that they can have a clear picture of what they believe is right and wrong, and to know how to be assertive when they need to be.	Children can learn to draw on their own sense of right and wrong to help make decisions that suit them. Using some simple assertiveness techniques can help children feel more empowered in their lives and can help to keep them from harm.
5	Celebrating Difference	2 – Racism	Children learn about what racism is and how their own attitudes can affect how they treat others.	Learning Clips and stories are used to introduce the concept of racism and discrimination to children and they are invited to share their thoughts. Particular emphasis is given to the words that people use, often without understanding them, and how they can be racist.
5	Celebrating Difference	3 & 4 – Rumours and name-calling & Types of bullying	Children learn about how rumours are spread and how name-calling can both be bullying behaviours. They also learn the difference between direct and indirect bullying.	Both lessons help children to learn ways that they can be empowered to help themselves, and to report anything that feels wrong to them.
5	Relationships	3 – Girlfriends and Boyfriends	Through discussion and activities, children understand that they have a choice about whether to have a girlfriend/boyfriend and that they are under no pressure to do this (assertiveness).	Children look at appropriate and inappropriate behaviour, including physical contact. The emphasis in the lesson is that there is absolute need for both people in a relationship to show and to expect complete respect for each other's feelings and choices; this concept can easily be applied to other situations that some children may be in.
5	Relationships	5 & 6 – Relationships and Technology	Two lessons on staying safe when using technology. Children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others.	The CEOP ThinkU-Know video is used to demonstrate to children what can happen online. To create a balanced view, children are also encouraged to share what is good/useful about the internet.. A 'Personal Record Sheet' activity highlights to children the importance of being vigilant online and not posting personal information.
6	Celebrating	2 – Understanding	Children learn about how having a disability could	Using a video clip of boys with cerebral palsy, children can relate more readily to someone who has

	Difference	disability	affect someone's life.	a disability and what that may mean for them. Children are encouraged to put themselves in someone else's shoes, to try to better understand difference – and not to feel fearful of difference.
6	Celebrating Difference	3 – Power struggles	Children explore power in different contexts – how sometimes it is needed, and how sometimes it is unwarranted and can feel unsafe.	This lesson focuses on cyber-bullying and how to deal with it if it happens. The teacher notes give guidance on how to help children if they are in this situation, in line with the school's anti-bullying policy and CEOP's guidance.
6	Celebrating Difference	4 – Why bully?	Children learn about some of the reasons why people bully, using various example scenarios.	Children are encouraged to practise and use a variety of strategies in managing their feelings in bullying situations – and how they can help solve problems if they are part of a bullying situation.
6	Relationships	4 – Power and Control	Returning to more assertiveness training, where children learn to recognise when people are trying to gain control or power, and how they can stand up for themselves (and their friends) in situations when others try to gain control or power.	Power and Control headlines and scenario cards are used to facilitate discussion among the children so they can decide on whether someone is being 'controlling' – and then to practise some helpful assertiveness techniques, which demonstrate how to deal with some of these situations.
6	Relationships	5 – Being Safe with Technology 1	Linked to previous lessons, children learn how technology can be used to try to gain power or control, and to be able to use strategies to prevent this from happening. They are also taught how to take responsibility for their own safety and well-being.	A short film about cyber-bullying is used to explore the use of text messages and e-mails – and how they can be used on hurtful ways. Online scenarios are the basis for discussions about what to do in difficult situations online or on phones. Children are reassured that they can talk to a trusted adult about anything that might be worrying them online or on phones.
6	Relationships	6 – Being Safe with Technology 2	In part 2 of the safety and technology lessons, children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their own	A 'Keeping Myself Safe Online' quiz is used to highlight some of the key messages from this and previous lessons, demonstrating how children have the right to be safe online too. Their learning is shown in the production of group

safety and well-being.

videos about how children can be safe with technology and enjoy it.