



# Datchet St Mary's Primary Academy



## PSHE Jigsaw and Safeguarding Curriculum

**At Datchet St Mary's Academy the health, safety and well-being of our children is central to all we do.**

This is promoted throughout our whole school by:


- A reflective behaviour policy that teaches and supports children to be Ready Respectful and Safe.
- Anti-bullying policy and procedures
- Internet safety policy
- Classroom behaviour management
- Safeguarding policies and procedures
- Health and safety policies and procedures
- First aid provision
- Sex and Relationship Policy
- Positive mental health and wellbeing is promoted at every opportunity. Including nurture groups, ELSA, and space savers. External support is bought into school when required e.g., Play therapy, CAMHS.
- Risk assessments -share with pupils where appropriate
- Work with local health services
- Computing, DT, Outdoor learning, Science and PE policies and schemes of work which include safety guidelines and risk assessments.
- PSHCE policy and themes which include strategies for developing self-esteem and self-reliance.
- SLT and subject leaders making regular learning walls seeking children's views on safety and ensuring that they understand general rules around safety, children asked regularly in pupil conferencing if there is anywhere in school, they don't feel safe (this information will always be acted on)
- Children are encouraged to give their views and learn that they are listened to. This can be through talk partners, PSHCE units of work, assemblies, and though whole school, whole, class group or individual discussions.
- One-page profiles updated at least annually ensuring vulnerable children are supported and listened to.
- School council be proactive in listening to other children's views and acting upon them.
- Half termly fire drills, lockdown and mass evacuation procedures are carried out to ensure children and adults are clear about what to do in and emergencies.
- Clear safety procedure built into the start and the end of the school day.
- Multi-faith learning throughout the school year including various other world faith's practices and festivals.
- A range of visits and visitors. These include talks from professionals' police, firefighters which extends the children's knowledge of staying safe and healthy.
- The use of outdoor environment in all-weather to promote health and wellbeing. Children and adults stand by the premise that there is no inappropriate weather for outdoor activities- just inappropriate clothing.
- Clear induction procedures for new staff volunteers and helpers including safeguarding procedures.
- Healthy school dinners are provided for all Ks1 and KS children whose parents opt for them. Dinners are cooked on the premises using healthy ingredients.


· Fruit and water are made available to all KS 1 children daily. All children always have access to drinking water and are encouraged always have access to drinking water are encouraged to bring in their own health snack from break time.

· The NHS backed My Happy Mind Program


· The RE curriculum includes units which celebrate diversity and caring for others alongside our Christian values which underpin our vision: **We are one we are strongest working together in unity 1: Corinthians 12 - 14**

· Our behaviour for learning expectation encourages children to be resilient learners to question and challenge themselves and things they are presented with.


EYFS						
EYFS	Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<b>Outline Content</b> 	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Assessment Outcomes</b>	Children will be assessed using the Development Matters Curriculum at each assessment phase. Aspects of PSHE will be found in PSED, C&L, PD and UW.					
<b>Safeguarding Focus</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
	My Happy Mind (NHS) Bonfire night - safety - firework safety  Staying safe in school - stranger danger, not opening doors, telling an adult if you see something strange.  Anti-bullying Odd Sock Day		My Happy Mind (NHS) Healthy relationships Stranger Danger - what to do if... how to keep safe when outside, how to deal with a problem, a stranger etc  Healthy Me - through PSHE - NSPCC PANTS Rule		My Happy Mind (NHS)  Who can help us? Relationships work in PSHE  Keeping our bodies healthy  Sun Safe - using sun screen/ sun hats	
<b>Special Events</b>						

Year 1						
Year 1	Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<b>Outline Content</b> 	Feeling special and safe. Being part of a class. Rights and responsibilities. Rewards and feeling proud. Consequences. Owning the Learning Charter.	Similarities and differences. Understanding bullying and knowing how to deal with it. Making new friends. Celebrating the differences in everyone.	Setting goals. Identifying successes and achievements. Learning styles. Working well and celebrating achievement with a partner. Tackling new challenges Identifying and overcoming obstacles. Feelings of success.	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles - animal and human Changes in me - changes since being a baby Differences between female and male bodies. Linking growing and learning Coping with change Transition
<b>Assessment Outcomes</b>	No assessment	I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success in my internal treasure chest.	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognize how being healthy helps me to feel happy.	I can tell you why I appreciate someone who is special to me. I can express how I feel about them.	I can identify the parts of the body that make boys different to girls.  I respect my body and understand which parts are private.
<b>Safeguarding Focus</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
	My Happy Mind (NHS) Bonfire night - safety The Human Body Staying safe in school - stranger danger, not opening doors, telling an adult if you see something strange Managing feelings and behavior		My Happy Mind (NHS) Healthy relationships Online safety week - national focus and school focus. Keeping your information safe.		My Happy Mind (NHS) People who help us and keep us safe. danger awareness Who can help us? Relationships work Keeping our bodies healthy Sun Safe - using sun screen/ sun hats	


	Safety on the internet Anti-bullying week - bullying focus Bullying (what is it and what can I do?) ODD Socks	Healthy Me - NSPCC PANTS Rule		
<b>Special Events</b>		Children in Need - Anti-Bullying ODD Socks Day	Safer Internet Day	Road Safety

<b>Year 2</b>						
<b>Year 2</b>	<b>Autumn 1 Being Me in My World</b>	<b>Autumn 2 Celebrating Difference</b>	<b>Spring 1 Dreams and Goals</b>	<b>Spring 2 Healthy Me</b>	<b>Summer 1 Relationships</b>	<b>Summer 2 Changing Me</b>
<b>Outline Content</b> 	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies Assertiveness Preparing for transition
<b>Assessment Outcomes</b>	No assessment	I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/her	I can explain some of the ways I worked cooperatively in my group to create the end product I can express how it felt to be working as part of this group	I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends	I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem solving technique to resolve conflicts	I can recognise the physical differences between boys and girls and appreciate that some parts of my body are private  I can tell you what I like/don't like about being a boy/ girl


					with my friends	
<b>Safeguarding Focus</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
	My Happy Mind (NHS) Personal Hygiene - The human Body keeping clean and healthy Anti-bullying week- ODD Sock day . Mental health awareness Staying safe online		My Happy Mind (NHS) E-safety- including safer internet day. Online safety week - focus week with national and in school focus Stranger danger		My Happy Mind (NHS) Healthy relationships Being different - how does what believers do show what they believe? Bullying/Racism. Feeling good to be me - mental health - being confident	
<b>Special Events</b>		Children in Need Anti-Bullying Odd Sock Day	Safer Internet Day	Healthy Me		

<b>Year 3</b>						
<b>Year 3</b>	<b>Autumn 1 Being Me in My World</b>	<b>Autumn 2 Celebrating Difference</b>	<b>Spring 1 Dreams and Goals</b>	<b>Spring 2 Healthy Me</b>	<b>Summer 1 Relationships</b>	<b>Summer 2 Changing Me</b>
<b>Outline Content</b> 	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

<b>Assessment Outcomes</b>	No assessment	I can tell you about a time when my words affected someone's feelings and what the consequences were  I can give and receive compliments and know how this feels	I can evaluate my own learning process and identify how it can be better next time  I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help  I can express how being anxious or scared feels	I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up  I recognise how I feel about these changes happening to me and know how to
<b>Safeguarding Focus</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
	Family Conflict Witness feelings and solutions Looking after me - taking care of yourself mentally, emotionally and physically The Human Body Everyone is different but we are all people - bullying/racism Anti- Bullying Week - Odd Sock Day		Being safe Safety during experiments Drugs, alcohol & tobacco - don't be pressurised - drugs awareness - looking after our bodies - peer pressure Online safety week Showing respect online.		Keeping myself safe. Safety in the sun Emotional and mental health Managing pressure and risks	
<b>Special Events</b>		Children in Need Anti-Bullying Week Odd Sock Day Road Safety Visitor	Safer Internet Day	Healthy		

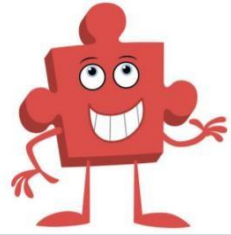
Year 4	Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<p><b>Outline Content</b></p> 	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals</p>	<p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p>
<p><b>Assessment Outcomes</b></p>	<p>No assessment</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them I can explain why it is good to accept people for who they are</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to I can identify feelings of anxiety and fear associated with peer pressure</p>	<p>I can explain different points of view on an animal rights issue and express my own opinion and feelings on this</p>	<p>I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p>
<p><b>Safeguarding Focus</b></p>	<p><b>Autumn Term</b></p>		<p><b>Spring Term</b></p>		<p><b>Summer Term</b></p>	
	<p>My Happy Mind (NHS)</p> <p>Anti-bullying week - odd Sock Day</p> <p>Celebrating Differences - growing up and changing bodies- The Human Body</p> <p>Respecting different beliefs - What do different people believe about God?</p> <p>Roles and responsibilities - being a good citizen</p>		<p>My Happy Mind (NHS)</p> <p>Healthy friendships.</p> <p>Online safety week - national and school theme</p>		<p>My Happy Mind (NHS)</p> <p>Who helps us? - knowing who to turn to in different situations</p> <p>Healthy and Safe relationships - making safe relationships and recognising safe relationships at home</p>	

	online British Values	Being proud of who you are		
<b>Special Events</b>	Children in Need Anti-Bullying Week Odd Socks	Safer Internet Day		Road Safety Visitor

Year 5						
Year 5	Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<b>Outline Content</b> 	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Assessment Outcomes</b>	No assessment	I can explain the differences between direct and indirect types of bullying  I know some ways to	I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems	I can explain how to stay safe when using technology to communicate with my friends	I can describe how boys' and girls' bodies change during puberty  I can express how I feel about the changes

		encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied	Own	(disorders) relating to body image pressures  I respect and value my body	I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others	that will happen to me during puberty
<b>Safeguarding Focus</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
	<p>My Happy Mind (NHS)</p> <p>Trusted sites - Understand the importance of using trusted sites and carrying out multiple searches to ensure information found online is accurate and reliable.</p> <p>Keeping ourselves and others safe</p> <p>Anti bullying week - Odd Sock Day</p> <p>Good &amp; Bad secrets - trusted adult lesson</p>		<p>My Happy Mind (NHS)</p> <p>Online safety week</p> <p>Safe parking project - road safety, following laws</p> <p>Understand the causes and consequences of cyberbullying and discuss behaviours and strategies to prevent and stop cyberbullying.</p>		<p>My Happy Mind (NHS)</p> <p>Water Safety - swimming pool talk</p> <p>Social networking focusing on Relationships &amp; technology.</p> <p>Mind safe/body safe - keeping mentally and emotionally healthy, having time to talk, learning how to express yourself</p> <p>Healthy relationships - know what a good friend is/ what is a healthy relationship</p> <p>The Human Body puberty talk</p>	
<b>Special Events</b>		Children in Need Anti-Bullying Week ODD Sock Day	Safer Internet Day		Road Safety Visitor	

**Year 6**

Year 6	Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<p><b>Outline Content</b></p> 	<p>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p>	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p>	<p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</p>	<p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>	<p>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p>
<p><b>Assessment Outcomes</b></p>	<p>No assessment</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place  I can identify why I am motivated to do this</p>	<p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused  I can tell you how I feel about using alcohol when I am older and my reasons for this</p>	<p>I can recognise when people are trying to gain power or control  I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born  I recognise how I feel when I reflect on the development and birth of a baby</p>
<p><b>Safeguarding Focus</b></p>	<p align="center"><b>Autumn Term</b></p>		<p align="center"><b>Spring Term</b></p>		<p align="center"><b>Summer Term</b></p>	
	<p>My Happy Mind (NHS) Disability Anti -Social Behaviour Drugs Peer Pressure Proud to be me - changing bodies, don't always all</p>		<p>My Happy Mind (NHS) Puberty Talk Online safety talk - cyberbullying &amp; online safety</p>		<p>My Happy Mind (NHS) Puberty talk Power &amp; Control Being safe with technology Keeping our body safe and healthy Making relationships both online and in real life. Moving on to secondary school and making new</p>	

	<p>have to be the same, we all change differently  Tolerating others - meeting new people who have different beliefs  Managing feelings  Anti bullying week - school theme</p>		<p>week  Getting ready for change - moving on  Temptations - drugs/alcohol/tobacco and peer pressures - knowing the risks and saying no.  Making informed choices  Keeping your mind healthy -SATS preparation, keeping calm and confident through pressure  Secrets lesson - good and bad secrets - trusted adults</p>	<p>friends  Manage risks - how to protect yourself online and in real life  Emotional resilience - emotional language, self-esteem and confidence building</p>		
<b>Special Events</b>		<p>Children in Need  Anti-Bullying Week  Odd Socks Day</p>	Safer Internet Day	Healthy Me Week	Road Safety Visitor	pubertytalk

### Sex & Relationships

Jigsaw Relationships & Changing Me pieces.  
Staff training - sexual harassment & exploitation  
SRE policy

### Forced Marriage

Staff SG training & annual KCSIE update

### Emotional & Physical Abuse

Keep Safe Boards  
Jigsaw Healthy Me piece

NSPCC Pants Rule.  
Staff SG training & annual KCSIE update

### Mental Health Issues

Staff training to identify mental health issues including attachment/trauma awareness.

My Happy Minds School (NHS Backed program)

School vision - We are One we are strongest working together in unity !;Corinthians 12-14 our nurturing/pastoral ethos.

### Female Genital Mutilation

Keep Safe Boards

Staff SG training & annual KCSIE update  
Communication with school nurse.

Through Jigsaw pieces - teaching on healthy relationships; privacy; private body parts; their rights as a child; where to seek help; keeping safe physically & emotionally.

### Fire & Water Safety

Fire Service visits into school.  
Swimming pool talk

### Drugs, Alcohol & Tobacco

Staff SG training & annual KCSIE update.  
Science Curriculum.  
Jigsaw Healthy Me piece.

## How we address specific safeguarding issues at Datchet St Mary's 's

### Radicalisation & Extremism

Staff SG training & annual KCSIE update.  
- Prevent  
Jigsaw Celebrating Difference piece

### Stranger Danger - Relationships

Keep Safe Boards  
Jigsaw Relationships piece  
PCSO Stranger Danger workshops

### Bullying - including Cyber Bullying

Anti- Bullying Week  
Peer Supporters  
Jigsaw Relationships & Dreams & Goals pieces

### Online Safety

Annual staff E Safety Training  
E Safety Day  
Pupil & Parent Assemblies  
Computing Curriculum  
Anti-bullying week - cyber bullying.

### Keeping Physically Healthy

Jigsaw Healthy Me piece  
Science Curriculum  
Sports Week  
Daily Mile  
Walk to School Week  
Extra Curricular Activities/Provision

### Road & Rail Safety

PCSO Workshops  
Road Safety Week  
Walk to School Week

### Domestic Violence

Freedom Programme (for parents)  
Staff Training

### Children Missing in Education

Home Visits  
School attendance Procedures  
Work with EWO  
Staff SG training & annual KCSIE update.  
- CME

### Homophobic & Transphobic Bullying

Staff Training  
Valuing All God's Children - C of E agenda.  
Jigsaw Celebrating Difference piece

### CSE

Staff SG training & annual KCSIE update