



Chapel End Primary School

Safeguarding in the Curriculum

The Legal Context

These duties are set out in the 2002 Education Act . Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). The Equality Act 2010 also places duties on schools to help to reduce prejudice-based bullying.

Keeping Children safe in Education 2026 states:

‘Governing bodies and proprietors should ensure they facilitate a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.’

Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

Schools should consider all of this as part of providing a broad and balanced curriculum (colleges may cover relevant issues through tutorials). This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools). The statutory guidance can be found here: Statutory guidance: relationships education relationships and sex education (RSE) and health education.

Online Safety

At Chapel End Primary School we teach online safety in a number of ways. The first unit of learning in each Year group is focused on e-safety. The Coram SCARF PSHE curriculum also has online safety lessons threaded through its curriculum. We conduct whole school events such as e-safety week and model good practice regarding e-safety when using digital devices to support learning in any lesson across the curriculum.

PSHE and RSE

- It is now a statutory requirement for primary schools to deliver Relationships and Health Education. The Department of Education (DfE) also strongly encourages primary schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.
- We use materials provided to us by a scheme called ‘Coram Scarf’ to support the delivery of RSE & PSHE. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association’s Programme of Study’s recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.
- Knowledge, skills and vocabulary are mapped out across the year groups from Nursery to Year 6 to ensure that there is effective progression, challenge and differentiation.
- The design of the curriculum allows for effective links with other subjects such as Science, English, Maths, Computing, RE, PE.
- The British values of respect and tolerance and the development of Social, Moral, Spiritual and Cultural awareness are threaded throughout the curriculum.
- Lesson plan content will be adapted and extra support provided where necessary to ensure pupils identified on the school’s SEN Code of Practice are enabled to develop key skills, attributes and knowledge developed through the RSE & PSHE education programme. Work in RSE & PSHE takes into account the targets set for individual children in their Assess Plan Do Review plans.
- Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.
- Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.
- Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our RSE & PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum.

Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

- Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

Religious Education

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Religious Education is taught in our school because it makes:

“a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world”. (RE: realising the potential, Ofsted 2013).

This fits with our school ethos:

To see our children leave us as healthy, happy, well-rounded individuals who:

have respect for the world and understand their responsibilities as a global citizen in ensuring it is conserved for future generations; are aware of their place in society and their responsibility to contribute positively to it; are polite, well mannered and helpful; have respect and tolerance for others and their beliefs & cultures and possess the skills and knowledge that they require to enable them to continue their learning and achieve their full potential. Our vision is to instill these values along with supporting your child in making as much academic progress as possible.

If you would like your child to become part of our vision, please explore the website to get a flavour of how, with the help and support of our parents and the community, we achieve this.

Billinge Chapel End Primary School is an *Academy* school. We deliver RE in line with the Locally Agreed Syllabus SACRE. We use the Jigsaw RE programme as our scheme of work.

This RE policy is informed by current national guidance:

- RE in English Schools: Non-statutory guidance 2010 (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf)
- RE : realising the potential Ofsted 2013 (www.ofsted.gov.uk/resources/religious-education-realising-potential)
- A Curriculum Framework for RE in England, REC 2013 (<http://resubjectreview.recouncil.org.uk/re-review-report>)

The aims of our RE, using the Jigsaw RE Scheme of Work

Jigsaw RE meets the requirements of our locally agreed syllabus and is aligned to the non-statutory guidance described above.

By following Jigsaw RE at Billinge Chapel End Primary school we intend that Religious Education will:-

- **adopt an enquiry- based approach** as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe, wonder and mystery.**
- **nurture children's own spiritual development.**

By completing the Religious Education curriculum at Chapel End Primary School children will have developed a knowledge and understanding of a wide range of religions and beliefs. They will be able to carry these forward into the wider world and contribute effectively in society.

Jigsaw RE Content

Jigsaw RE covers all areas of RE for the primary phase, Christianity plus one other religion is taught in each year group. The grid below shows specific enquiries for each year group. We use the term Worldview below to encompass both religions and worldviews.

Foundation Stage 2 (Reception):

Jigsaw RE Enquiry	Worldview studied:
What makes people special?	Christianity, Judaism
What is Christmas	Christianity
How do people celebrate?	Islam/Judaism
What is Easter?	Christianity
What can we learn from stories?	Christianity, Islam, Sanatana Dharma, Sikhi
What makes people special?	Christianity, Islam, Judaism.

Specific area	Curriculum areas which offer opportunities to safeguard children.
Female Genital Mutilation or FGM	PSHE: Y6 Growing and changing
Bullying including cyber-bullying	PSHE: ME and my relationships/ valuing difference/ being my best and keeping myself safe Computing: E-safety units are taught at the beginning of each year Whole school: themed assemblies weekly and friendship week PATHS
Children missing from home or care	PSHE: me and my relationships and keeping myself safe
Contextual safeguarding	Whole school strategies: travelling to school initiative 'living streets' road safety week Geography: walk around the local area in Year 1 PSHE Keeping myself safe -managing risk and decision making
Domestic abuse (including violence, controlling and coercive behaviour)	PSHE: Rights and responsibilities and Mena my relationships NSPCC speak out stay safe workshops
Drug and alcohol misuse	PSHE: Keeping myself safe and Being my best Science: Animals including humans Key Stage 2
Fabricated or induced illness	Science: Animals including humans PSHE: Keeping myself safe/Rights and responsibilities/ Being my Best and growing and changing
Faith abuse and so-called honour-based abuse	PSHE: Valuing difference RSE: Y6 lesson
Gangs and youth violence	PSHE: Being my best Whole school: Assembly
Gender based violence/ violence against women and girls (VAWG)	PSHE: Upper Key Stage 2- Rights and responsibilities
Hate	PSHE: Me and my relationships and valuing difference Whole School: Assemblies Stop Hate St Helens initiative on safeguarding page of the website
Mental Health	PSHE: Being my Best Whole school: Assembly – child and young people's mental health week PATHS
Modern Slavery	PSHE: Valuing difference/ rights and responsibilities History: Y2- Significant people Rosa Parks Y3: Egyptians (slavery in the past) Whole school: Black History month (October)

Radicalisation and Extremism.	PSHE: Valuing difference RE: Learning about the 6 principle faiths
Forced Marriage	PSHE: Rights and responsibilities
Child Sexual Exploitation or CSE	PSHE: Rights and responsibilities/ me and my relationships and keeping myself safe. RSE- Growing and changing NSPCC speak out stay safe
Private Fostering	PSHE: Me and my relationships
Child Missing in Education	PSHE: Me and my relationships and keeping myself safe
Peer on Peer and Child on Child Abuse	PSHE: Me and my relationships and keeping myself safe Whole School: Friendship week
Sexting	PSHE: Keeping myself safe/ Valuing difference
Up skirting	PSHE: Me and my relationships and keeping myself safe
Children at risk from, or involved with serious violent crime including Child Criminal Exploitation	PSHE: Me and my relationships and keeping myself safe
County lines	PSHE: Me and my relationships and keeping myself safe
Grooming	PSHE: Me and my relationships and keeping myself safe Computing: E-safety units to begin each year
Bullying	No outsiders weeks PATHS scheme of work and lessons PSHE mean my relationships Anti-bullying week assemblies and workshops