

# **SAFEGUARDING ACROSS THE CURRICULUM**

**The Federation of Abbey Infant and Abbey  
Junior Schools**



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	<b>A non-statutory guidance document</b>
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## 1. Introduction and aims

**THE PURPOSE OF THIS DOCUMENT IS TO IDENTIFY AND EVIDENCE HOW THE SCHOOL SAFEGUARD CHILDREN THROUGH OUR SCHOOL CURRICULUM**

### Vision and Values

*'At Abbey, children are at the heart of what we do. We will foster a love of learning and make learning fun. We will take sensible risks leading to memorable, challenging learning. We will help our children to learn to think, challenge and have confidence to shape their world. Our children will have a voice. We recognise that each child is unique and celebrate the successes of all. We want to promote tolerance and mutual respect as part of a global community. We want all our children to thrive and lead happy, healthy lives'*  
(Abbey 2017)

At Abbey we aim to create a school where children can develop, grow and learn and because of this, children have a life of wider choices and imagine a bright future. We aim for our staff to be valued and trusted members of a team, who create an environment where children can thrive. We create an inclusive curriculum which safeguards our children and this provision is detailed here.

## 2. Relevant legislation and guidance

This document refers to, and complies with the following legislation and guidance

The legal context for safeguarding education - These duties are set out in the:

- [2002 Education Act](#)
- [2010 Academies Act](#) - This act also refers to the broad and balanced curriculum.

Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding and community cohesion:

- [Children Act 2004](#)
- [Education Act 2006](#)
- [The Equality Act \(2010\)](#) - This act places duties on schools to help to reduce prejudice-based bullying and in doing so to keep protected characteristic groups safe. PSHE education plays an important part in fulfilling all of the responsibilities (see further detail on PSHE education and safeguarding, below).
- [Keeping Children Safe in Education \(2024\)](#) - All schools have responsibilities relating to the safety of children in their care.
- [Working together to safeguard children \(2023\)](#) – This document contains the legislation or statutory guidance that has been set out. It makes it clear that safeguarding and child protection guidance applies to all schools and colleges whatever their status or constitution. It also sets out what local authorities should do and includes adult services, police, academy trust, youth justice services and the voluntary and community sector.
- <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> - Relationships Education, Physical and Mental Health Well-being has been taught at Abbey from September 2020. The Relationships Education, Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education and Health Education compulsory for all pupils receiving primary education in England.
- [The Prevent Duty](#) The UK faces a continuing threat from international terrorism. The Government is taking tough security measures to keep people safe but action at a local level is also essential to stop people becoming or supporting terrorists or violent extremists. Local authorities and the police need to take a lead in ensuring that local partnerships have been clearly tasked with driving delivery of a jointly agreed programme of action. From 1 July 2015 all schools must have regard to the statutory guidance around the Prevent Duty.

- [Mental Health and Behaviour in Schools: Departmental Advice](#) How schools can support pupils whose mental health problems manifest themselves in behaviour.
- [Sexual violence and sexual harassment between children in schools and colleges](#) Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children
- [Children missing education](#) Statutory guidance and advice on helping children who are missing education get back to it.

### 3. Safeguarding across the curriculum

Safeguarding is taught across all areas of the curriculum with direct links to; Health and Relationships Education, PREVENT Strategy, British Values and Religious Education. This document aims to identify areas that are addressed in our daily teaching.

### 4. Health and Relationships Education

Health and Relationships Education is compulsory in all primary schools in England and Health, Relationships and Sex Education is compulsory in all secondary.

In primary schools, the DFE requires the subject content to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

The content will be age appropriate and developmentally appropriate and taught both sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents. The curriculum will teach children about healthy, respectful relationships, focusing on family and friendships, in all contexts including online. In addition to this, children will learn how to care for themselves and how to be physically healthy and mentally healthy.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

*'To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.*

*Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.*

*High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation'.*

**Health and Relationships Education 2019 page 8**

**School content to be delivered in themes over an academic year:**

**At Abbey our Relationship, Health and Sex Education is taught through a progressive scheme; Jigsaw. The content for the curriculum can be seen below.**

<b>Rolling Programme - overview of the Health and Relationships Education (HRE) Including Spiritual, Moral, Social and Cultural Development</b>		
<b>Autumn 1 &amp; 2</b>	<b>Spring 1 &amp; 2</b>	<b>Summer 1 &amp; 2</b>
<b>Managing our Feelings and Emotions (self-regulation) including resilience (Abbey well-being assemblies)</b>  <b>Being Me in My World - Jigsaw Programme</b>	<b>Healthy Bodies, Healthy Minds including Online Safety- Abbey well-being Units</b>  <b>Dreams and Goals - Jigsaw Programme</b>	<b>Managing Relationships - Abbey well-being assemblies</b>  <b>Relationships - Jigsaw Programme</b>
<b>Anti-Bullying, including cyber bullying - Abbey well-being assemblies</b>  <b>Celebrating Difference - Jigsaw Programme</b>	<b>Talking about Mental our Health - Abbey well-being assemblies</b>  <b>Healthy Me - Jigsaw Programme</b>	<b>Preparing for and Coping with Change including revisit to resilience and self-regulation- Abbey well-being assemblies</b>  <b>Changing Me - Jigsaw Programme</b>

## EYFS

Area of learning and development	Aspect	End of YR expectation
<b>Personal, social, emotional development</b>	<b>Building relationships</b>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>
	<b>Managing self</b>	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
	<b>Self-regulation</b>	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>

## Jigsaw Programme

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</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>Ages 5-6</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 us 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 (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</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 (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</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
Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	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	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</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 SMARTT 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>Ages 10-11</b>	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	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	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	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexing Transition

**Spiritual, Moral, Social and Cultural Development - Jigsaw** is more than a PSHE Scheme of Work. It provides a structured programme of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice. Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings). At Abbey, we believe that these opportunities are vital for children's development, their understanding of themselves and others and in increasing their capacity to learn.

## Statutory content to be delivered through the Health and Relationships Education; Relationships Education Part 1 (2020):

<p><b>Families and people who care for me</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>

<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>

<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)?</li><li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li><li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li><li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li><li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li><li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>• where to get advice e.g. family, school and/or other sources.</li></ul>
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## Statutory content to be delivered through the Health and Relationships Education: Physical Health and Mental Health and Wellbeing (2020) Part 2:

<p><b>Mental wellbeing</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<p><b>Internet safety and harms</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>

<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol &amp; tobacco</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## 5. PREVENT and Anti-Radicalisation

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore, the school will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Abbey values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both children and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The Preventing Extremism and Radicalisation Policy is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157/S175 of the Education Act 2002. Please see our 'Promoting British Values' document.

***There is no place for extremist views of any kind in our school, whether from internal sources (pupils, staff or governors) or external sources (school community, external agencies or individuals). Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.***

## 6. British Values and the PREVENT Duty - [Promoting British Values through SMSC \(hyperlink\)](#)

In order for our school to fulfil the PREVENT Duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and to know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of the schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Our school works hard to promote fundamental British Values. British Values are defined as; **democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.** We regularly promote these values through our own school values, life skills, curriculum and the wider range of enrichment activities across the school. Through education and empowering children, we aim to enable our pupils to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils

debating controversial issues. On the contrary, our school should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. Staff have guidance in facilitating difficult discussions in these sessions to ensure that they are happening in safe and sensitive ways.

For early years' childcare providers, the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world. 'Keeping Children Safe in Education' requires that all staff working with children will promote fundamental British values and comply with the PREVENT Duty.

**Our approach supports staff to meet the PREVENT Duty through the following ways:**

- Provide staff with sufficient training to be able to recognise this vulnerability (Radicalisation/Extremism) and be aware of what action to take in response
- Promote British Values in all areas of school life
- Understand when to share concerns with the Designated Safeguarding Persons and where to get additional advice and support.
- Keep children safe and promote their welfare
- Be alert to any safeguarding and child protection issues in the child's life at home or elsewhere
- Act to protect children from harm and be alert to harmful behaviour by other adults in the child's life
- Focus on children's personal, social and emotional development
- Ensure children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes (in an age appropriate way)

**To do this, practitioners will:**

- Listen to children
- Share appropriate information with The Designated Safeguarding Persons
- Share appropriate information with parents and carers
- Listen to parents
- Report concerns
- Challenge negative behaviour
- Focus on what children need
- Support children's personal, social and emotional development by helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

## 7. Equality and Protected Characteristics

Our curriculum actively promotes equality and respect for all protected characteristics as outlined in the Equality Act 2010. Children are taught to recognise and challenge discrimination, celebrate diversity, and value the rights and dignity of others. Through PSHE, assemblies, RE, and wider subject links, we foster an inclusive environment where all pupils — regardless of race, religion, gender, disability, sexual orientation, or family background — feel respected, represented, and safe.

Inclusive teaching strategies and diverse resources are used to ensure every child sees themselves reflected in the curriculum. Prejudice-based incidents are addressed promptly and used as teaching opportunities to reinforce our commitment to respect, empathy, and justice.

## 8. Religious Education

The school is non-denominational and has a diverse ethnic and religious population. The National Curriculum Handbook asserts that: 'Religious Education makes a distinctive contribution to the school curriculum by developing pupil's knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures. It enables pupils to consider and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life'.

We follow the Sandwell Agreed Syllabus for Religious Education teaching across the school. This syllabus was published by The Local Authority and The Standing Advisory Council on Religious Education (SACRE). This is updated every five years, meaning we can be sure it is reflective of the diverse community we live in.

on the school roll are entitled to receive Religious Education, this includes pupils in the reception year of the Early Years Foundation Stage to Year 6.

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

RE aims to ensure that all children can:

**1. Make sense of a range of religious and non-religious beliefs, so that they can:**

- Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- Explain how and why these beliefs are understood in different ways, by individuals and within communities
- Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

**2. Understand the impact and significance of religious and non-religious beliefs, so that they can:**

- Examine and explain how and why people express their beliefs in diverse ways
- Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- Appreciate and appraise the significance of different ways of life and ways of expressing meaning

**3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:**

- Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

The religions studied throughout the school are:

Foundation Stage	Beginning to learn about religions among the children in the class
Key Stage 1	Beginning to learn about Christianity + Sikhi + Islam
Key Stage 2	Learning more about Christianity + Sikhi + Islam Beginning to learn about Hinduism + Judaism

**Consideration of other religions and non-religious world views can occur at any key stage, as appropriate to the school context.** It is important to note that good practice in RE, is the principle that RE should be inclusive of both religious and non-religious world views. At Abbey we ensure that the content and delivery of the RE curriculum is inclusive in this respect. Humanism is probably the most visible example of a non-religious worldview in the UK.

## 9. UNICEF Rights Respecting Schools

The Rights, Respecting Schools Award is linked to the United Nations Convention on the Rights of the Child. Pupils learn about their rights and how to respect the rights of others. During 2019 -2021 the school completed work to achieve the RRS Bronze award, which promotes safe and inspiring places to learn, where children are

respected, their talents are nurtured and they are able to thrive and embeds these values in daily school life. It gives children the best chance to lead happy, healthy lives and to be responsible and active citizens. Children are made aware of their rights as children, and are reminded through displays and posters throughout school.

## 10. Mental Health and Emotional Wellbeing

At Abbey, we recognise that safeguarding and mental health are deeply interconnected. Promoting positive emotional wellbeing is essential to helping pupils feel safe, thrive academically, and build resilience for life beyond school.

Mental health is taught through our PSHE and RSE curriculum, where pupils learn to:

- Recognise and understand their emotions
- Develop healthy coping strategies and emotional vocabulary
- Understand how lifestyle factors (such as sleep, nutrition and screen time) affect wellbeing
- Identify trusted adults and support systems
- Break down stigma around mental health and asking for help
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These themes are revisited regularly and delivered in an age-appropriate way, beginning with emotional awareness and self-regulation in EYFS, and developing through to more complex ideas such as stress, anxiety, peer pressure, and digital wellbeing in KS2.

All staff receive training to spot early signs of poor mental health, including changes in behaviour, mood or engagement. Concerns are escalated through the school's safeguarding procedures, with support coordinated by DSLs, the SENCO and pastoral leads.

A range of in-school interventions are in place to support pupils, including:

- 1:1 and small-group sessions with trained Emotional Literacy Support Assistants (ELSAs)
- Daily check-ins with trusted adults
- Access to safe spaces and sensory breaks
- Use of the Zones of Regulation in classrooms
- Targeted pastoral support (Barnados, Murray Hall, Drawing and Talking)

Where appropriate, the school makes referrals to external agencies such as CAMHS, Early Help, bereavement services or the school nursing team. We work closely with families to ensure support is joined-up and consistent.

We also use pupil voice to shape our wellbeing provision — through surveys, school council discussions, and pupil-led initiatives — helping us maintain a mentally healthy school culture where all children feel safe, valued, and heard.

## 11. Safeguarding for Vulnerable Pupils

At Abbey we recognise that some children may face greater safeguarding challenges due to their individual circumstances. We are committed to ensuring that all pupils — particularly those who may be more vulnerable — receive the protection, support, and adaptations they need to thrive.

We pay particular attention to the following groups, who may require enhanced safeguarding provision:

- **Pupils with Special Educational Needs and Disabilities (SEND)**  
These children may struggle to communicate concerns, understand risks, or recognise inappropriate behaviour. Safeguarding content is delivered using adapted language, visuals, and additional adult support where needed. Staff are trained to recognise safeguarding risks specific to SEND, including dependency on adults, sensory sensitivities, and social naïveté.
- **Looked After Children (LAC) and Previously Looked After Children (PLAC)**  
We work closely with social workers, carers, and the Virtual School to ensure LAC pupils are supported both

emotionally and academically. Staff are alert to attachment needs, trauma histories, and risks linked to placement breakdowns.

- **Pupils with English as an Additional Language (EAL)**

We ensure safeguarding themes are communicated clearly and accessibly. Visual aids, translators and targeted EAL support are used to build understanding and ensure these children know how to seek help. Cultural sensitivities are considered when delivering content on family, relationships, and safety.

- **Children subject to a Child Protection Plan or in Early Help**

These pupils are closely monitored by DSLs, with strong liaison between home, external agencies, and the classroom team. Individual curriculum support may be implemented to reinforce protective behaviours and coping strategies.

- **Children who are Young Carers or experiencing family challenges**

Where a child's home responsibilities or circumstances may impact their wellbeing, we ensure they are identified and receive access to support (e.g., mentoring, ELSA, break-time check-ins).

- **Children at risk of exclusion or with behavioural needs**

These pupils may present with dysregulated behaviour or low self-esteem, masking underlying safeguarding concerns. Staff are trained in de-escalation and trauma-informed practice, and safeguarding is built into behaviour support plans and pastoral interventions.

## 12. Specific safeguarding areas

How Abbey addresses specific safeguarding areas through its curriculum.

Specific area	Where covered within the curriculum
<p><b>Attachment and Adverse Childhood Experiences (ACE)</b></p>	<ul style="list-style-type: none"> <li>• Through annual safeguarding training staff are taught to understand Attachment and Adverse Childhood Experiences affect children (ACE).</li> <li>• Members of the Safeguarding and Inclusion Team are trained in ACE, resilience and attachment through their Level 3 training.</li> <li>• There is a robust staff training programme where training covers attachment and resilience (see yearly programme INSET and CPD).</li> <li>• LSP/LSA staff are taught annually about ACEs in conjunction with their Signs of Safety and Wishes and Feelings training. This ensures that there is a wide staff team available in school to work as a Trusted Adult.</li> <li>• ACES training forms part of the teaching staff CPD</li> <li>• ACES tracker from June 2023 – information passed on during new teacher handover for new academic years</li> <li>• Free, online ACE training is available for all staff <a href="https://www.acesonlinelearning.com/">https://www.acesonlinelearning.com/</a></li> <li>• The staff are taught about ‘resilience’ and ‘Growth Mindset’ (The Power of Yet) and how this can be encouraged and developed in children. Links to school behaviour policy – positive behavior management.</li> <li>• Lunchtime staff – ‘Your Words Matter’ – the team have been looking at positive responses to managing behaviour and how our words, phrases and responses impact children.</li> <li>• MAPA trained staff understand how to help children who are heightened emotionally and unable to self-regulate with de-escalation techniques.</li> <li>• All staff promote ‘emotion coaching’ as a strategy to manage behaviour and support children.</li> <li>• ‘Survival in school’ document used for advice with behaviour awareness and management of children with ACEs. See well-being and mental health section on school website. <a href="https://www.abbeyfederation.co.uk/page/?title=Mental+Health+%26amp%3B+well%2Dbeing&amp;pid=54">https://www.abbeyfederation.co.uk/page/?title=Mental+Health+%26amp%3B+well%2Dbeing&amp;pid=54</a></li> <li>• School systems promote good behaviour and choice through; reward charts, house points, celebration assemblies, certificates and the kindness cup.</li> <li>• The school behaviour policy has been generated with the children and promoting positive behaviour management throughout the school. There is clear guidance in this policy for managing behaviour in the classroom and agreed guidance when behaviour is challenging.</li> <li>• PASS survey profile can be used as an assessment tool which can be used to support vulnerable children.</li> <li>• Referrals to local counselling services (eg BEAM, Forward thinking Birmingham, Murray Hall, Strengthening Families team, Barnados) – supporting vulnerable children.</li> <li>• LAC team links and school LAC leader supporting adopted and fostering links</li> <li>• Young Minds link on the school website supports mental health and wellbeing.</li> <li>• ELSA training for a small group of LSPs means better equipped to support children with ACEs.</li> </ul>

<p><b>Bullying</b></p> <p><b>(including Cyber-bullying, Gender Based Bullying, Homophobic Bullying, Child-on-Child Abuse and Contextual Safeguarding,)</b></p>	<ul style="list-style-type: none"> <li>○ internet is not always reliable, get a balanced view</li> <li>○ <b>Tell</b> - tell someone if something makes you feel uncomfortable or worried (trusted adult, report via the CEOP button on trusted websites or call Childline on 0800 1111) You will now see the CEOP and PREVENT button on the school website and the children are learning that they can report anything suspicious.</li> </ul> <ul style="list-style-type: none"> <li>• There are displays around the school to keep the anti-bullying message 'visible'.</li> <li>• All staff are regularly trained on anti-bullying.</li> <li>• Programmes in school are used to support cyber bullying with sample material Be Internet Legends (Interland resources) and Parentzone advice for parents.</li> <li>• Rights, Respecting Schools project is linked to the United Nations Convention on the Rights of the Child. Pupils learn about their rights and respect the rights of others.</li> <li>• During UKS2 computing lessons and online safety lessons ensure that children are aware of the Voyeurism Offences Act 2019 which criminalises the act of 'up-skirting' (taking a photograph of underneath a female's dress or skirt or in a male's changing room without their knowledge). Children should know the law and the implications.</li> <li>• UPKS2 may receive a dedicated lesson that explores the risks of sexting, pornography and seeing explicit material if appropriate for cohort. Pupils are taught about the dangers, how to recognise abuse and how to avoid the risk and encouraged to TELL a trusted adult and report. Children are taught about the law (PCSO visits)</li> <li>• We promote internet safety through 'safer internet day', 'e-safety week and through whole school assemblies and class assemblies, using materials created by CEOP and the NSPCC.</li> <li>• Banks of additional resources that can be used ad-hoc for specific issues.</li> <li>• The school website has a wealth of information where staff, children and visitors can find more information about internet safety:</li> <li>• <a href="https://www.abbeyfederation.co.uk/useful-information-1">https://www.abbeyfederation.co.uk/useful-information-1</a></li> <li>• Through the school website you can also click on the link to <b><u>CEOP (Child Exploitation and Online Protection agency) Parent Bank</u></b>. Here you can <b>find</b> out more about how to set-up the security settings on any device that allows access to the internet. Staff, parents and children can find out how to organise security settings through useful hyper-links on the school website.</li> <li>• Further advice is given to parents in our weekly newsletter- Abbey Lens i.e. links to website – Parent Bank and NSPCC.</li> <li>• Collaborative work with the NSPCC and O2 Gurus provides workshops for parents and assemblies for children.</li> <li>• The DSLs arrange SEMH support where necessary through in school support such as group / individual work. LSP staff deliver groups such as Building Blox or Building Resilience. The DSLs deliver individual support or group support. Staff and DSLs signpost to local SEMH support services.</li> <li>• West Midlands Police, MWP Early Help Officer and links with PCSOs support vulnerable children.</li> <li>• Presentations on Grooming and Child-On-Child Abuse (PC Ria Ware)</li> <li>• UNICEF Rights Respecting Schools Award – see relevant article.</li> <li>• Cybercrime should be recognised as a risk by staff with pupils who are competent in computing. Children are taught about making the right choices when working on line (SMART message – be SMART with a heart – be kind online). Through RSHE lessons they will be taught about cybercrime and fraud.</li> </ul>
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**Child Missing from Education CME / Child missing from home or care (including SCHOOL ATTENDANCE )**

- Sandwell focus on attendance across the borough ‘attendance is everyone’s business’. Staff training to recognise that poor attendance could be categorized as Educational Neglect. Regular training for attendance team and safeguarding team. Linked attendance officer from LA from September 2023.
- Attendance officer lead on supporting poor attendance and punctuality; All teaching staff follow up initial concerns around punctuality and attendance with parents/carers. DSLs follow up on further concerns -meetings with parents, home visits and referrals – see updated attendance policy 2023 for school procedures.
- First day calling procedures alert the school to children who are not attending school. Office staff are aware of high needs and vulnerable children and alert DSLs with any concerns.
- Certificates, praise and rewards for children with good attendance, for those with improved attendance and for those children who complete an academic year with 100% attendance.
- Training for staff, from inclusion support, around the topic of Emotionally Based School Non-Avoidance (**EBNSA**). Guidance available for school leaders, safeguarding team, inclusion and attendance officer.
- Attendance is addressed through HRSE units, whole school and class assemblies on themes of responsibility, good physical and mental health and belonging.
- Home-School Agreement ensures that parents understand that attendance is a collaborative process between parents and school. It details the importance of good attendance and the implications on academic progress.
- UNICEF – Rights respecting school award – every child has a right to an education. It is a child’s responsibility to attend school and utilise education.

<p><b>Child Sexual Exploitation (CSE)</b></p> <p><b>Child on Child Abuse</b></p> <p><b>Sexual Violence and Sexual Harassment (SVSH)</b></p>	<ul style="list-style-type: none"> <li>• Annual safeguarding training raises awareness for all staff on CSE, criminal and sexual exploitation. Local, safeguarding contexts are taught and understood.</li> <li>• Healthy Relationship Education is taught through the JIGSAW programme. PSHE Association and Abbey Mental Health and Well-Being Assemblies. Topics covered are:             <ul style="list-style-type: none"> <li>○ Recognising and naming a range of emotions.</li> <li>○ How to handle my emotions</li> <li>○ Consent</li> <li>○ What healthy relationships look like</li> <li>○ How to recognise if relationships are making children feel unhappy or unsafe. Who to talk to and who to report abuse to.</li> </ul> </li> <li>• The S.T.O.P message which is promoted through our anti-bullying policy means that children are given an assertive phrase to empower them and use when they face challenges (STOP I don't like that).</li> <li>• British Values promotes tolerance and respect.</li> <li>• NSPCC 'PANTS' talk with Year 2 children and PANTASAURUS with Early Years.</li> <li>• NSPCC Speak Out and Stay Safe materials are used in whole school assemblies to raise awareness of CSE.</li> <li>• Children are shown where they can turn to TALK or REPORT abuse – see CEOP button and PREVENT button on website. There are posters for child line and NSPCC helpline.</li> <li>• School nurse team puberty lesson. Children consider what healthy relationships look like.</li> <li>• Building Blox. Bespoke programmes that are run at both sites.</li> <li>• Support for children through Black Country Women's Aid – referral packs and links in school.</li> <li>• Abbey has created a bespoke 'resilience' programme for those children affected by DVA. It uses material provided by BCWA.</li> <li>• E-Safety talks and presentations using NSPCC resources <a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/</a> 'I saw your willy' and CEOP films <a href="https://www.ceopeducation.co.uk/">https://www.ceopeducation.co.uk/</a> (ie internet safety and CSE focus for KS2) and lesson planning.</li> </ul>
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	<ul style="list-style-type: none"> <li>• 'Thinkuknow' website for resources in class and assembly</li> <li>• S.M.A.R.T message to encourage safety online.</li> <li>• Advice to parents via the school website</li> <li>• Brook Advisory Service provides SRE and CSE educational materials for Year 5/6 children. What does a healthy relationship look like, how to know about safe and un-safe situations and having the confidence to say 'No'. Materials found through the PSHE Association.</li> <li>• Children in Y5 and 6 receive education on sexting (nudes and semi-nudes), how to identify the risks and how to report.</li> <li>• SVSH – Sexual violence and sexual harassment - Staff have a zero tolerance to sexual abuse and harassment (face to face and online) and ensure that this it is not passed off as 'banter' or 'just having a laugh'. This is seen as unacceptable behaviour. We encourage children to report. Any instance will be investigated and school will work closely with parents. Victims and perpetrators will be supported with targeted support; this includes support for siblings (intra-familial harm). This will be recorded by DSLs.</li> <li>• Attendance monitoring checking for truanting, long absences and trends/patterns. Work with LA allocated attendance officer.</li> <li>• Jigsaw relationships topic taught in every year group progressively</li> </ul>
<b>Criminal Exploitation of children CCE – county lines</b>	<ul style="list-style-type: none"> <li>• Annual Level 1 Safeguarding training which looks at this risk and the local context.</li> <li>• Annual Level 3 training (Andrew Hall or equivalent) raises awareness of CCE.</li> <li>• Health and Relationships and Wellbeing assemblies (unit Relationships) encourage children to understand and value themselves. They are taught to recognise when a relationship is making them feel unhappy or unsafe.</li> <li>• Presentations from West Midlands Police to Year 5 and 6 pupils about the potential dangers of CCE in the local community. DC Fitzgerald and DC Ria Ware have presented at school.</li> <li>• Abbey S.T.O.P – teaching children how to be assertive and say no when they feel uncomfortable with a situation.</li> <li>• Building Blox – building resilience and self-confidence to make their own decisions and how to keep themselves safe – delivered by trained school staff.</li> <li>• Child line posters on display around the school.</li> <li>• The Retreat (junior site)/The Rainbow Room (infant site) – a safe space for children to talk to trusted adults</li> </ul>

<p><b>Domestic Violence</b></p>	<ul style="list-style-type: none"> <li>• The Domestic Abuse Act on 2021 recognises the impact of DVA on children and what they see, hear or experience (harm is witnessing harm KCSIE 2024). Staff understand the effects of this abuse through Level 1 Safeguarding training and the annual KCSIE briefing.</li> <li>• Level 3 training for relevant staff, DSLs and DDSLs.</li> <li>• Staff CPD – all staff complete the Artemis DVA training course.</li> <li>• Relationship Education delivered throughout the school - Well Being Assemblies and Jigsaw resources. Children are taught about healthy relationship and how to recognise when a relationship is making them feel unhappy or unsafe.</li> <li>• The S.T.O.P message which is promoted through our anti bullying campaign means that children are equipped with an assertive phrase STOP - I don't like that! We encourage them to use this phrase to empower them and use it when they face challenges.</li> <li>• Equality and British Values supports the view that genders are equal and Staff model good relationships throughout the school.</li> <li>• Notifications via the MASH Team / Operation Encompass identify vulnerable children who are exposed to DV. A robust process is in place to respond to the individual needs of the children and families, with support provided by the DSLs and wider staff team.</li> <li>• Building Blox – a programme of support can be delivered in school for KS2 children by trained staff. In KS1 and EYFS there is a bespoke 'resilience' programme, using the BCWA resources, stories and books to encourage children to talk and develop strategies to deal with their experiences.</li> <li>• Referrals to BCWA, BEAM and Forward Thinking for those children requiring more intense work / support.</li> <li>• NSPCC who provide assemblies and workshops for children (Speak Out / Stay Safe).</li> <li>• UNICEF Rights Respecting Schools Award – see relevant article – children have a right to be safe and free from abuse.</li> </ul>
<p><b>Drug, alcohol and substance misuse</b></p>	<ul style="list-style-type: none"> <li>• The Science Curriculum teaches children about drugs and medicines (healthy drugs and harmful drugs).</li> <li>• HRSE education – teaching children about making healthy lifestyle choices. DECCA sessions and Jigsaw lessons on drugs and alcohol (KS2) and medicines (KS1)</li> <li>• Swimming is part of the school curriculum and taught in Y4.</li> <li>• Abbey S.T.O.P campaign - being able to make the right choices and say 'STOP I don't like that'.</li> <li>• Teaching materials from DECCA (Drug education and confidential advice). Delivery to our Y5 and 6 with live, DECCA sessions in school for all year groups.</li> <li>• Healthy Little Lungs Sandwell – promotion of no smoking by our school gates. Taught through assemblies and signs near school gates.</li> <li>• Resources from Duck, Dog and Cat are used for our younger children and form part of the additional RSHE in school and provide resources for assemblies.</li> <li>• Head, Heart and Hands approach to sport and exercise with children receiving rewards for participation in healthy life style choices.</li> <li>• Yoga and mindfulness are taught as emotional self-regulation techniques.</li> <li>• A record of children who participate in school and out of school activities is Completed by our sports development coach to gain data on healthy lifestyles and physical activity. This is shared with LA and impacts school decision making.</li> </ul>

<p><b>Fabricated or induced illness</b></p>	<ul style="list-style-type: none"> <li>• Through science, topic and wellbeing assemblies and the Health and Relationship Education we teach healthy life styles. Topics on healthy lifestyles are covered in Year 2, Year 4 and Year 5.</li> <li>• School Nurse Team LA Programme and referrals to the SNT where required.</li> <li>• Assemblies and whole school initiatives focus on healthy and active lifestyles; Beat the Street, Healthy Eating (Health England), WOW - Walk to School Challenge w (Living Streets Charity) is a daily record on how children travel to school with rewards for those who walk once a week, Fizz Free February and Change 4 Life. These are accompanied by leaflets, stories in the Abbey Lens and links to the school website.</li> <li>• After school sports clubs, inter-school competitions and sports camp.</li> <li>• Cookery lessons, teaching about balanced diets and the benefits of each food group.</li> <li>• Attendance is monitored and support provided through the Safeguarding and Inclusion team, relevant to need. See attendance policy.</li> <li>• Sign posting and working with Sandwell Agencies to ensure best possible outcomes for individual children and families.</li> <li>• PE philosophy and approach through the Head, Heart and Hands programme promotes sport and exercise with children receiving rewards for participation.</li> <li>• The school offers a range of sporting opportunities through inter sport competitions, lunch time sports activities and after school sports programmes.</li> <li>• There are rewards for children through sporting activities</li> <li>• UNICEF Rights Respecting Schools Award – see relevant article – children have a right to health and medical care</li> </ul>
<p><b>Faith abuse</b></p>	<ul style="list-style-type: none"> <li>• Staff complete the Level 1 Safeguarding training on an annual basis.</li> <li>• DSLs and safeguarding leaders complete Level 3 Safeguarding training on an annual basis.</li> <li>• Inclusive SEND programme across the school to identify vulnerable SEND children. Provision maps and differentiated lesson planning.</li> <li>• Strong partnership, communication and contact with SEND children/parents.</li> <li>• Anti-bullying links - empowering children to say 'STOP' when they feel that something is wrong.</li> <li>• Respect and tolerance of different faiths is taught through British Values and Religious Education in assembly and throughout the curriculum.</li> <li>• Tolerance of different faiths and beliefs is promoted through the Syllabus for Religious Education (Sandwell SACRE). Children learn about different religions, their beliefs, places of worship and festivals.</li> <li>• Diversity through the curriculum – specifically mapped out by year group.</li> <li>• Safeguarding assemblies and the Health and Relationships Education help children understand abuse and what to do about it. Children are taught about healthy relationships and how to report relationships that make them feel unhappy or unsafe.</li> </ul>

<p><b>Female Genital mutilation (FGM)</b></p>	<ul style="list-style-type: none"> <li>• Staff training on the signs of FGM and how to investigate concerns <a href="https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/">https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/</a></li> <li>• The school follows a comprehensive SACRE Religious Education Programme, developed in Sandwell. The RE teaching focuses on the groups of children and the predominant faiths and worldviews in our community. Teaching is therefore relevant and purposeful.</li> <li>• 'National Holocaust Day' (see assembly and class resources), where children learn about persecution and standing up for what you believe in.</li> <li>• Behaviour Policy and Equality Policy.</li> <li>• Health and Relationships Education. Respectful relationships and health.</li> <li>• Raising awareness of FGM can be taught with Resources from the Local Children's Safeguarding Board – age appropriate for primary school. See DSL library.</li> <li>• 'PREVENT for schools' is a resource that we use to developing good multi-cultural education. This is used in whole school, class assemblies and lessons.</li> <li>• Rights, Respecting Schools project is linked to the United Nations Convention on the Rights of the Child. Pupils learn about their rights and respect the rights of others.</li> <li>• SEND - Achievement for All. SEND anti-bullying resources are attached to the school anti-bullying policy, with interactive links to support parents, carers, staff and children. This supports our anti-bullying message.</li> <li>• The DSLs, trained LSPS and principle/senior LTS use safe spaces in school such as The Retreat (AJS) and Rainbow Room (AIS). The staff are skilled to support children who present in a way that shows that they do not adhere to our school policies (bullying, lack of respect for others etc).</li> <li>• UNICEF Rights Respecting Schools Award – see relevant article – children have a right to be free from abuse.</li> </ul>
<p><b>Forced Marriage</b></p>	<ul style="list-style-type: none"> <li>• Staff awareness of Forced Marriage through training and emails.</li> <li>• UNICEF Rights Respecting Schools Award – through the 'UN 12 Assemblies', children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. <a href="https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf">https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf</a></li> <li>• Taught about healthy relationships – recognising what is right</li> <li>• British Values - individual liberty.</li> <li>• Anti-bullying campaign 'Abbey Let's Start Stop'.</li> <li>• The Abbey behaviour and anti-bullying policy.</li> <li>• Pupil Voice - Our 'quality assurance' policy ensures that at six points throughout the year the children have an opportunity to voice their opinions on the curriculum and areas of school life.</li> <li>• PREVENT for schools - resources to promote multi-cultural education are built into our curriculum. See topics covered and RE teaching.</li> <li>• On-line Safety.</li> <li>• NSPCC Speak Out and Stay Safe.</li> </ul>

<p><b>Gender based Violence</b></p>	<ul style="list-style-type: none"> <li>• Relationship Education – children are taught what respectful relationships look like and how to identify relationships where children feel unhappy or unsafe.</li> <li>• JIGSAW resources provide a differentiated and progressive curriculum – relationship unit. Children are taught about body confidence and self-esteem.</li> <li>• Additional resources on system available for teachers if something related to gender based violence occurs</li> <li>• High expectations of pupil conduct - Behaviour and Anti- Bullying Policy, Equality Policy, HRSE Policy and Religious Education Policy.</li> <li>• Adults model respectful relationships in school.</li> <li>• Tolerance of different faiths and beliefs is promoted through the Syllabus for Religious Education (Sandwell SACRE). Children learn about different religions, their beliefs, places of worship and festivals. The children’s work on this subject or whole school learning in assemblies is often shared in books, displayed in the classrooms or around our school.</li> <li>• Visits are made by local religious leaders and children have the opportunity to visit places of worship.</li> <li>• PREVENT for schools - developing good multi-cultural education through the curriculum.</li> <li>• British Values – taught across the school.</li> <li>• Protected characteristics – taught across school</li> <li>• Rights Respecting Schools Award - Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.</li> </ul>
<p><b>Health and Prevention including basic first aid</b></p>	<ul style="list-style-type: none"> <li>• Keeping Safe in the Sun – Soltan Resources - safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. <a href="https://soltansunready.com/for-schools?utm_campaign=2618946_Boots%20V1_June23%20RESEND&amp;utm_medium=email&amp;utm_source=Edcoms&amp;dm_i=3Q6Z,1K4SI,3537MP,5TQF0,1">https://soltansunready.com/for-schools?utm_campaign=2618946_Boots%20V1_June23%20RESEND&amp;utm_medium=email&amp;utm_source=Edcoms&amp;dm_i=3Q6Z,1K4SI,3537MP,5TQF0,1</a></li> <li>• Assemblies on self-care - the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• Assemblies on Dental Hygiene, Visits from Dentists and School Nurse Team - dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Colgate free resources to send home with pupils, including fact sheet, toothbrush and toothpaste.</li> <li>• Assemblies and Jigsaw Programme on about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• Abbey Life Skills programme teaches children how to make a clear and efficient call to emergency services if necessary. This includes the concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> <li>• St. John Ambulance resources – full scheme of work for first aid education from 2025</li> <li>• Abbey Life Skills and Assemblies cover Water Safety and during 2023 Abbey produced a Water Safety Curriculum with cherry pricked resources from Swim England, Royal Life Saving Society and the Canal and River Trust. <a href="https://www.rlss.org.uk/News/royal-life-saving-society-uk-issues-winter-water-safety-advice">https://www.rlss.org.uk/News/royal-life-saving-society-uk-issues-winter-water-safety-advice</a></li> </ul> <p>These can be found in teachers planning area.</p>

<p><b>Homelessness</b></p>	<ul style="list-style-type: none"> <li>• Health and Relationships education. Jigsaw unit and well-being assemblies.</li> <li>• Staff awareness of the local homelessness issues and how to care for children who are placed in temporary housing.</li> <li>• Children are targeted with intervention (provision maps) who are at risk of falling behind in Reading, Writing and Maths. Having a good set of basic skills is important to a successful life.</li> <li>• Life Skills – these promote essential skills for a world beyond school.</li> <li>• Soft Skills – working together and good communication is taught through the core and non-core curriculum.</li> <li>• Sandwell LA guidance on supporting families who are at risk of being homeless.</li> <li>• DSLs – supporting and signposting vulnerable children their families to services through local Children’s Centre, Strengthening Families and Early Help.</li> <li>• Work with the Smethwick Food Bank – annual charity fundraising (Harvest, Christmas and ongoing with baskets at the school offices) and sign posting families to this resource.</li> </ul>
<p><b>Gangs, Youth Violence and Knife Crime</b></p>	<ul style="list-style-type: none"> <li>• Links with West Midlands Police on CE – talks from DC Fitzgerald and DC Ria Ware on issues of CCE and CSE – age appropriate content.</li> <li>• PCSO visits to discuss realities of knife crime specifically</li> <li>• Children are aware of the risks of knife crime involvement</li> <li>• Relationships Education – HRSE curriculum. Progressive units across the school to identify relationships that make us feel uncomfortable and what to do about it.</li> <li>• Using the Abbey STOP message – we promote the assertive phrase ‘Stop’. We hope the children will use this to help them deal with potentially difficult situations in the future.</li> <li>• Promoting ‘relationships’ through wellbeing assemblies to encourage children to make the right choices.</li> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>• Sandwell initiatives between schools to promote the issue of knife crime and talk to young children about the dangers of carrying knife.</li> <li>• Links with West Midlands Police – community group meetings, <b>World Café</b> Events, newsletters and tackling the issue in partnership with other organisations.</li> <li>• Kindness Cup – how our actions affect others – we reward children for Random Acts of Kindness.</li> <li>• Assembly plans and units of work from RAK – random acts of kindness website.</li> <li>• Working with individual children to build resilience and self-esteem – My Hidden Chimp Programme</li> <li>• UNICEF – Rights of the child.</li> <li>• Access to the REAL programme – used for interventions or whole classes where necessary</li> </ul>

<p><b>Mental Health and wellbeing</b></p>	<ul style="list-style-type: none"> <li>• Through the Level 1 Safeguarding training staff are aware that mental health problems can in some cases an indicator that a child has suffered or is at risk of suffering abuse. DSLs recognise that children are educationally disadvantaged and may face barriers to learning, issues with attendance and challenging behaviour.</li> <li>• DSLs can access a range of advice to help them identify children in need of extra mental health support, sometimes this is building relationships in school (lunch club, nurture groups, Lego therapy etc), making reasonable adjustments in school (for example part time timetable) or working with external agencies</li> <li>• ELSA trained staff – Natalie Jones and Rachel Kentish (Westminster School) will be available to support children that need support with mental health.</li> <li>• Children taught regulation techniques to help when feeling dysregulated</li> </ul>
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- Mental Health Ambassadors (Place2Be)
- Mental Health First Aiders are now in school (AH and JS & RK)
- The DSLs are trained with a variety of approaches to support vulnerable children; Signs of Safety, safeguarding training level 1 – 3, Building Blox, Adverse, Childhood Experiences, Circle of friends; Time to Talk, Self Esteem, Nurture Group, Mindfulness, Social Skills, Resilience and Managing My Emotions. Staff are then trained to use these programmes with targeted groups.
- The Three Houses and Wishes and Feelings tool is used to understand the voice of the child. The LSP team have had training to use these resources through Signs of Safety.
- Emotion coaching and Attachment training for LSPs, LSAs and lunchtime staff have proved invaluable for understanding how to manage children and especially those who are vulnerable.
- We use the Education Psychologist to observe and assess vulnerable children
- HRSE - Mental Health and Wellbeing Education – class units taught through well-being assemblies and the JIGSAW programme will run through the school each half term and have a focus on how to take care of physical and mental health.
- Children are taught Yoga, mindfulness and breathing techniques – self-help techniques for managing emotions and stressful times.
- Resources from the Anna Freud Foundation and Place2Be is used to teach the children about Mental Health.
- Books are used to support teaching children about mental health and managing emotions (The Red Beast, The Invisible String etc.).
- The Science Curriculum supports healthy bodies and healthy minds – how to look after our bodies.
- PE - healthy body and healthy mind approaches; head, heart and hands philosophy. Children are encouraged and rewarded for taking part in sport.
- All children have regular singing opportunities; assemblies, school performances and lesson through our scheme of work; Charanga. There is a school choir which is delivered by staff as an after-school club. We understand the mental health benefits of singing together or in a choir.
- Boxall Profile – may be used to assess and pupils and support them
- We teach managing emotions through 'The bucket of emotions', '5 to 1 volcano Gone', 'Red Beast', 'Sitting Still Like a Frog' and 'Ready, Steady, Calm'.
- The 'My Star' tool measures wellbeing at the start of a programme of support.
- The DSLs are able to use signpost families to Early Help for children and parents (STRENGTHENING FAMILIES, ECAF and Local Children's Centres; Barnardo's).
- Counselling and therapies referrals for vulnerable children – BEAM, Forward Thinking Birmingham, Murray Hall, drawing and talking.
- Edwards Trust supports families where children are affected by grief.
- The school website has a dedicated area for Mental Health and Well-being – this is accessible to all parents, carers and school staff  
<https://www.abbeyfederation.co.uk/page/?title=Mental+Health+%26amp%3B+well%2Dbeing&pid=54>
- There are school counselling services for employees.
- BeHappy membership

### Online Safety – teaching online safety in school.

- We recognise the risks to our children of the wider, online world. We adapt our curriculum to teach children about these risks and commit time to engaging with parents. Through regular CPD teachers are up skilled about the online risks.
- In our Health and Relationships Education there is a unit ‘staying safe online’, where lessons help children to recognise when relationships make you feel unhappy or unsafe.
- Bespoke lessons for our Y5/6 children look at the risks of pornography, sexting and explicit material. They are taught how to recognise the risk, encouraged to TELL a trusted adult and how to deal with a problem.
- Non-statutory guidance from the DfE, outlines how school can ensure that their pupils understand how to stay safe and behave online as part of existing requirements. The new guidance lists the key risks that exist online and includes guidance on: age restrictions, content (how it can be used and shared), disinformation, misinformation and hoaxes, fake websites and scam mails, fraud, password phishing, personal data, privacy settings, persuasive design, targeting of online content (including on social media and search engines), online abuse, how to assess if a challenge is safe or potentially harmful, content which incites, fake profiles, grooming, live streaming, pornography, unsafe communication. Wellbeing and the elements of online activity that can adversely affect a pupil’s wellbeing and the document covers – self-image and identity, online reputation, online bullying, health, wellbeing and lifestyle.
- Through computing lessons, the SMART message, anti-bullying programmes, wellbeing assemblies (Jigsaw programme), health and relationships education; staff will ensure that the content is delivered at an age-appropriate level.
- Teaching how to stay resilient online. Assemblies (see example of Play, Like, Share and Jessie and Friends) and resources on school webpage  
<https://www.abbeyfederation.co.uk/page/?title=Keeping+Safe+Online&pid=376>
- School website resources are used to support parents at home (Parent Zone and CEOP links). The links and resources are cherry picked from many sites to provide the best and most up to date advice for parents.
- Parents now have a dedicated Parent Zone link to seek advice on any online issue.
- NSPCC resources 'I saw your willy'. <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>
- The DfE in partnership with the CISE and Samaritans have developed advice for schools to help teach children about online safety specifically online hoaxes and harmful online challenges (; [Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](http://www.gov.uk))
- Education for a Connected World (UK Council for Internet Safety) has age appropriate material and resources [Education for a Connected World \(publishing.service.gov.uk\)](http://publishing.service.gov.uk). Focusses on self-image and identity, online relationships, online reputation, online bullying, managing online information, health, wellbeing and lifestyle, privacy and security and copyright and ownership. Hyperlinks to resources are found in the document.
- Staff can use the professionals’ online safety helpline 0344 381 4772 to discuss any online safety issue they may be having.
- School uses smoothwall browser - monitored by IT services. Questionable keyboard inputs will be sent to headteacher. Children use numbered iPads for monitoring

<p><b>Preventing Radicalisation and Extremism</b></p>	<ul style="list-style-type: none"> <li>• PREVENT - Spiritual, Moral, Social and Cultural education is understood as a central strand in PREVENT; promoting equality, exploring difference and British values.</li> <li>• HRSE - Behaviour and relationships - pupils demonstrate, through their work and relationships with others an ability to recognise diversity and the problems and possibilities inherent within this.</li> <li>• British Values explore; equality, difference, faiths and beliefs.</li> <li>• Collective Worship.</li> <li>• Religious Education.</li> <li>• Rights Respecting Schools Award - children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.</li> <li>• Democracy - Elected member of the School Council, Health and Safety Council, and Friendship Buddies, and Sandwell Safeguarding Champion representatives. This is used as an opportunity to promote and teach about democracy and the electoral process.</li> <li>• Volunteerism in and out of school; class monitors, 'Meeters and Greeters', sports advocates, lunchtime helpers, librarians, reading buddies, ICT monitors and also raising money for local and national charities.</li> <li>• Children are part of shaping the curriculum and policy development in the school. School Council contribute to policies that will directly impact them, such as the Behaviour policy. The council vote on how the school consider taking part events within school such as Fayres, red nose day and children in need.</li> <li>• School Health and Safety Council decided on changes for 'first aid provision', and processes which have reduced accidents across the school (playtime provision, lining up, walking around the school etc - see H&amp; S log).</li> <li>• Children are part of the selection process for class teachers and senior staff members. The school council interviewed our head teacher during his interview.</li> <li>• British Values and Democracy is taught through historical research and our work on Diversifying the curriculum. There are units of work and assemblies with link to the 'Prevent for Schools' Website and resources. Abbey provide a good quality multi-cultural education, which is inclusive, diverse and connects to the children we teach. Example of online assembly can be found here: <a href="https://www.abbeyfederation.co.uk/curriculum/collective-worship">https://www.abbeyfederation.co.uk/curriculum/collective-worship</a></li> <li>• The school aim to create a diverse curriculum and ensure that it connects with the children that we teach. They will learn about historical characters both male and female and from diverse backgrounds. Children will connect with teaching because there are intentional, diverse choices made by the teacher. A diverse curriculum has been strengthened in our school following training and INSET in 2022 and in our SIP 2023 and once again '24 and '25. Staff have considered historical figures and people who influence from a range of cultures and backgrounds, ensuring that children feel connected with people in history.</li> <li>• Democracy is also promoted through additional WELLBEING/PSHE lessons, assemblies and collective worship.</li> <li>• The school has an active 'elected' governing body who hold the school to account and support the school.</li> <li>• There is a Friends of Abbey (PTA) group and work in the best interests of the school and vote on school events and how to spend money raised by the community.</li> </ul>
<p><b>Road Safety</b></p>	

<b>Road safety</b>	<p>WOW – walk once a week, the daily walking challenge will provide assemblies and guidance including road safety.</p> <ul style="list-style-type: none"> <li>• Abbey Parking Signs – Do Not Park Here</li> <li>• Teaching the Green Cross Code.</li> <li>• Seat Belt training – assemblies on using seat belts.</li> <li>• Safer Parking banner competition for children.</li> <li>• Safer Parking Banners on display near the school.</li> <li>• PCSO Speed-Watch activity with West Midlands Police</li> <li>• Visits from Karen Hale – Sandwell Road Safety team to complete workshops and assemblies.</li> <li>• Resources produced by Sandwell Road Safety Team and shared with parents.</li> <li>• Road Safety Week; assemblies for whole school, led by senior leaders and class teacher assembly, including class assembly.</li> <li>• Letter to parents from children in School Council.</li> <li>• Workshop delivered by West Midlands Police - road safety and passenger safety</li> <li>• School council Road Safety spot check</li> <li>• Cycle Proficiency Training for Year 6 pupils</li> <li>• Beat the Street and safety message - assembly including the road safety message</li> <li>• Advice to parents via School Comms, text messages and Email regarding road safety.</li> <li>• Advice on Abbey Lens (links to website i.e. Parent Bank) and sharing good practice.</li> <li>• Advice and information on the school website.</li> </ul>
<b>Sexting – sending nudes and semi-nudes</b>	<ul style="list-style-type: none"> <li>• Through annual KCSIE briefings and CPD, staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life.</li> <li>• RSHE /Jigsaw programme teaches body confidence, self-esteem and consent. This is done in an age appropriate way throughout the school.</li> <li>• Bespoke lessons for our Y5/6 children look at the risks of pornography, sexting and explicit material. They are taught how to recognise the risk, encouraged to TELL a trusted adult and how to deal with a problem.</li> <li>• Relationships Education teaches online safety – Y5/6 have lessons on how to keep themselves safe of line in relation to sexting. They are the taught about the risks and how to report and how to remove images if they have appeared online.</li> <li>• SMART message promoted across the school to support children online.</li> <li>• Internet Safety teaching as part of the computing curriculum and assemblies.</li> <li>• NSPCC and O2 Gurus – workshop with parents about sending, receiving and sharing images.</li> <li>• Safer Internet Week.</li> <li>• Year 6 Safer Internet Programme – Autumn Term.</li> <li>• Year 6 assembly with a focus on 'conduct' online.</li> <li>• Abbey website links for parents – advise on keeping children safe online.</li> <li>• Sex and relationship education – promoting healthy relationships; including school nurse visits.</li> <li>• The Abbey ‘STOP’ message – children are encouraged to say ‘No’ or ‘Stop’ when they feel uncomfortable about a situation.</li> <li>• NSPCC resources 'I saw your willy' and others.</li> <li>• <a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/</a></li> </ul>

	<ul style="list-style-type: none"> <li>• Childnet - Just a joke? provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds. <a href="https://www.childnet.com/resources/just-a-joke/">https://www.childnet.com/resources/just-a-joke/</a></li> <li>• NSPCC Learning: Protecting children from harmful sexual behaviour and NSPCC - Harmful sexual behaviour framework- free and independent advice about HSB. <a href="https://learning.nspcc.org.uk">learning.nspcc.org.uk</a></li> </ul>
<p><b>Relationships Education, Sex Education (RSE) and Health Education</b></p>	<ul style="list-style-type: none"> <li>• By the end of primary school pupils will have taken part in a whole school, age appropriate, HRSE curriculum where they have considered;             <ul style="list-style-type: none"> <li>○ Families and people who care for me</li> <li>○ Caring relationships</li> <li>○ Respectful relationships</li> <li>○ Online relationships</li> <li>○ Being safe</li> <li>○ Physical Health and Fitness</li> <li>○ Healthy Eating</li> <li>○ Drugs, alcohol and tobacco</li> <li>○ Health and Prevention</li> <li>○ Basic First Aid</li> <li>○ Changing adolescent body</li> <li>○ Mental Health and Well-being</li> </ul> </li> <li>• Relationships Education is taught through well-being class assemblies and wellbeing units, the Jigsaw Programme and whole school assemblies - children identify what a good relationship looks like and are taught to identify what a damaging relationship looks like and how to manage it or report it.</li> <li>• Relationship Education links to Religious Education and ensures that children have an understanding and respect for different faiths and develop a social, moral, cultural awareness.</li> <li>• The school has consulted parents/carers about the purpose and content of the Relationships Education through curriculum newsletters, parent’s surveys, curriculum policies and information on the school website.</li> <li>• Parents are provided with information about the HRSE sessions and have the right to withdraw pupils from sex education but not relationships or health education. Good practice is the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that the withdrawal may have on the child.</li> <li>• Each year group across the school works in partnership with the School Nurse Team to deliver a number of age appropriate lessons, which tackle: health education, sex and relationship education. These lessons include; hand washing, basic hygiene, dental hygiene, puberty and sexual relationships (consent required) and transition to secondary school. There is no consent required for most of these sessions as they conform to the HRSE curriculum. We send parents an ‘opt-out’ option for the session requiring consent.</li> <li>• Behaviour policy – developed in conjunction with children to look at positive behaviour management and encourage children to form strong and positive relationship with others.</li> <li>• Kindness Cup, achievement assemblies and in class rewards (star of the day)</li> <li>• Squabble Stoppers are used to help children role play difficult situations that are more common. The Squabble Stoppers, taught during whole class assemblies</li> </ul>

and well-being assemblies provide the children with strategies to keep calm in challenging situations.

- Abbey Let's Start STOP – anti bullying programme which runs from Nursery to Year 6. Consent and the understanding that you can 'STOP – I don't like that'.
- Active citizenship and volunteerism; Abbey Junior PCSOs, Playground Buddies, School Council, Meeters and Greeters, Monitors, Sandwell Safeguarding Champions, Sports Ambassadors, Arts Ambassadors etc.
- On Line Safety education provide children with about appropriate behaviour and conduct online, how to keep themselves and their personal information safe. Children are made aware of CEOP and who they can turn to for help.
- Links with NSPCC and O2 Gurus – speak out, stay safe programme – presentations to children and parents. Written information is given through the Abbey Lens, emails and the school website.
- Gender equality teaching throughout the school (which challenges perceived limits on pupils based on their gender or any other characteristic). Ensure that males and females are respectful to each other and foster a health and respectful peer to peer communication and behaviour between girls and boys. Use the policy [Sexual Violence and Harassment Between Children In Schools and Colleges](#) for advice.
- Staff play a role in modelling positive behaviour. There is a culture where homophobia and gender stereotypes are not tolerated and any occurrences are identified and tackled.
- See assembly schedule (Stonewall (LGBT), Anti-Bullying, Black History Month, Holocaust Memorial Day and International Women's Day etc). Examples of assemblies can be found here:
- <https://www.abbeyfederation.co.uk/curriculum/collective-worship>
- Sensitive teaching about families and how families of many forms provide a nurturing environment for children.
- UNICEF – the rights of the child and NSPCC safeguarding assemblies to ensure that children reflect on their rights, consider the relationships around them and recognise abuse. Children are encouraged to speak to a trusted adult or Safeguarding Champion if things are difficult for them.
- Working with partnership with parents – the school motto is 'excellence through partnership'. Support offered for parents in talking to their children about relationships sex education – teaching about relationships, health and puberty.
- Year 5 and 6 children are given the opportunity to opt-in to an age appropriate sex education lesson, which is taught using our Jigsaw programme material. The school provide a consistent approach by delivering the session with a pre-recorded lesson. Parents have an opportunity to view the material before deciding whether to remove their child from the teaching session. The school encourages parents to take part in the education as it provides an educational message about sex education in a trusted setting. Children are given the opportunity to discuss their learning with trusted adults in school. The DFE recommend that Primary schools deliver sex education (although this is not statutory) as it prepares children for KS3.
- Science teaching and Jigsaw Programme covers, subject related content i.e. external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. See the language and

	<p>terminology link in the Jigsaw programme. Scientific language for the human body parts is referred to in our Changing Me Unit (Penis, Vulva, Vagina and Anus).</p> <ul style="list-style-type: none"> <li>• Brook Advisory Service provide SRE teaching and lesson material aimed at Y5/6 children with a focus on healthy relationships.</li> <li>• Wellbeing assemblies provide information on 'healthy bodies' with a focus on personal hygiene (using the toilet, washing hands, brushing hair, dental hygiene etc).</li> <li>• Brook Advisory and the NSPCC are used by the inclusion team to provide information about '<a href="#">healthy sexual behaviour</a>'. These links including <a href="#">NSPCC PANTS</a> provide advice to children and parents.</li> <li>• The <a href="#">Brook Advisory have produced a Sexual Behaviours Traffic Light Tool</a> which supports professionals working with children by helping them to identify and respond appropriately to sexual behaviours. CPD 2023 included refresher training on the revised resources.</li> </ul> <p>Transition from Year 6 to 7 to support pupils ongoing emotional and physical development (see JIGSAW, RAISE programme, Abbey transition assemblies and meetings).</p> <ul style="list-style-type: none"> <li>• Access to Connex education PSHE hub for additional PSHE lessons and CPD</li> </ul>
<b>Stranger Danger</b>	<ul style="list-style-type: none"> <li>• Assemblies on how to keep safe on the internet (S.M.A.R.T) message. Ensure that the children consider 'R' - are people that they meet online reliable and trustworthy? Teach the message that they should be cautious of what they learn about (read and see) on line and take the view that the information may not be Reliable.</li> <li>• NSPCC 'PANTS' talk to Y2 children.</li> <li>• NSPCC Speak Out, Stay Safe assemblies and follow up work.</li> <li>• West Midlands Police – presentations to UPKS2 on staying safe include grooming.</li> <li>• CSE advice from School Nurse Team and Y5/6 puberty and healthy relationships talks</li> <li>• Stranger danger links and videos when children are out and about, with or without their parents.</li> <li>• Advice to parents via School Comms, Abbey Facebook parent's page and Email on how to support the school messages.</li> <li>• Advice on Abbey Lens (links to website i.e. Parent Bank) and sharing good practice.</li> <li>• Advice and information on the school website.</li> </ul>

<b>Trafficking</b>	<ul style="list-style-type: none"> <li>• Staff are taught that whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.</li> <li>• Trafficking is the abuse of power and having control over another person for the purpose of exploitation – this links with bullying above.</li> <li>• Look at the STOP message and importantly 'TELL'. Staff should exercise professional curiosity if they suspect a child is experiencing abuse, exploitation or neglect but is not ready or able to TELL someone.</li> <li>• Links with West Midlands Police and the Abbey Junior PCSOs to build a good relationship with the police and authorities.</li> <li>• Safeguarding and inclusion team to work with families that we suspect have entered the country illegally or have NRTPF.</li> <li>• United Nations – understanding the rights of the child. Rights Respecting School Award links.</li> <li>• British Values.</li> <li>• NSPCC and Safeguarding assemblies.</li> <li>• Sandwell Safeguarding Champions.</li> </ul>
<b>LGBTQ+</b>	<ul style="list-style-type: none"> <li>• Our school will deliver a preventive education where lesbian, bi, gay or trans people and families are represented through images in our wider curriculum, Jigsaw programme and wellbeing assemblies. This prepares children for life in modern Britain and creates a zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence and harassment. The Jigsaw Programme aims to reduce additional barriers through an inclusive curriculum with LGBT inclusion as part of the statutory RSHE curriculum.</li> <li>• Stonewall assembly.</li> <li>• Encourage children to TELL a trusted adult. Children are reminded that talking is a way to support your mental health and tackle challenges. Children are encouraged to seek a trusted adult.</li> <li>• The Retreat; a safe space to speak out or share concerns with a member of staff.</li> <li>• Anti-bullying work through our assemblies, anti-bullying week and STOP message is promoted throughout the school year, including work on cyberbullying through assemblies and computing curriculum. There is a range of support available to help counter homophobic, biphobic and transphobic bullying and abuse in schools.</li> <li>• Promotion of Childline which provides free and confidential advice for children.</li> </ul>
<b>Children with family members in prison</b>	<ul style="list-style-type: none"> <li>• Children will consider a range of families through the teaching in the Jigsaw programme.</li> <li>• ACE training – understanding trauma and attachment.</li> <li>• ACES tracker from June 2023</li> <li>• Behaviour policy which promotes positive behaviour management.</li> <li>• The Retreat or Rainbow Room is available for children who want to work with a trusted adult.</li> <li>• National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service</li> </ul>

Changelog V1.4	
Deleted PCSO programme	Throughout document
Expanded on diversity in SACRE document	Page 15
New section added: Equality and protected characteristics	Page 14
New section added: Emotional Health and Wellbeing	Page 17
New section added: Safeguarding vulnerable groups of children	Page 17
Added extra info about ACES tracker being used for staff handover	Page 19
Changed 'Y6 receive an assembly on sexting...' to 'may... if appropriate for cohort	Page 20
Added info about additional DECCA workshops for all year groups	Page 24
Added St John Ambulance first aid curriculum as resource	Page 27
Added ELSA trained staff to resources	Pages 17, 18, 19 and 29
Added specific mention of Knife Crime workshops with PC Ria Ware	Page 28
Added drawing and talking as pastoral intervention	Pages 17 and 30
Added BeHappy subscription as SEMH resource	Page 30
Removed school council film: road safety	Page 30
Added connex education PSHE hub as resource	Page 36
Removed and replaced non-working links	Throughout document

