



Thomas Harding Junior School

Safeguarding across the Curriculum

2025-2026

The Thomas Harding Junior School Vision:

Aspiration, at the heart of our curriculum, inspires and challenges all children to reach their full potential through rich and exciting opportunities. This will prepare them to excel at secondary school and then attend a further educational institution or career path of their choice.

We value individual well-being and happiness, keeping every child safe, building character, resilience and developing the skills for lifelong learning.

ASPIRATION AT THOMAS HARDING **OUR ASPIRE VALUES**

We realise our vision with a set of core values - that permeate all that we do. From the moment a student or member of staff arrives at Thomas Harding we ask them to live these values: These are values that underpin society in the modern world and reflect who we are as a school, recognising every individual for who they are, regardless of starting points and backgrounds.

Aspiration – Our children, staff and families understand that regardless of starting point, we can all hope for a better future. Aspirations are limitless and they encourage us to strive for more.

Success- Our children, staff and families work together for individual success, with clear boundaries and very high expectations of behaviour, alongside positive praise and inspirational opportunity for all.

Pride – Our children, staff and families are proud of who they are, their achievements and the community that they live in. They have high expectations of themselves and others.

Integrity - Our children, staff and families are open, honest and trustworthy, they show commitment to what is right and demonstrate respect for themselves, others and our community.

Resilience- Our children, staff and families are confident, resilient and independent learners who have growth mind-sets and are able to communicate effectively with others

Equality- Our children, staff and families demonstrate a pride in our diversity and always feel valued and equal in every respect, regardless of starting points, background, gender, culture or religion.

Our Ethos

At Thomas Harding Junior School we believe in putting our children at the heart of everything we do in order for them to achieve their full individual potential. For every child within our care, it is our soul endeavour to nurture and develop the skills they need to become independent, confident and successful in adult life, no matter where that life may lead. In parallel we strive to create an environment where pupils feel safe to express themselves, valued and happy in their learning. At Thomas Harding, pupils and staff are proud to be part of something special where positive experiences are gained, lasting friendships are formed and fond memories are made and embraced.

Safeguarding

Keeping Children Safe in Education 2023 refers to Safeguarding as the following:

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

Pupil safeguarding and the promotion of fundamental British values are a core business of our ethos at Thomas Harding Junior School. Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding. Our broad curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equips every child with the knowledge and skills required for personal safeguarding.

Our PSHE curriculum covers all areas of Safeguarding through each of the strands to a different degree, however some go into more detail. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age-appropriate level, or at a small group or 1:1 level where a more urgent need arises.

We plan to constantly challenge children to think deeply about safeguarding matters and their own personal physical and mental wellbeing. We value pupils' questions and give them space for their own thoughts, ideas and concerns. We give them opportunities across the curriculum to explore values, personal rights, responsibilities and equal opportunities that develop moral concepts that impact positively on safeguarding, promote British values and prevent radicalisation and extremism.

The Legal Context

These duties are set out in the **2002 Education Act** (the **2010 Academies Act** also refers to the broad and balanced curriculum). Schools also have statutory responsibilities in relation to promoting pupil well-being and pupil safeguarding (**Children Act 2004**) and community cohesion (**Education Act 2006**). The **Equality Act 2010** also places duties on schools to help to reduce prejudice-based bullying 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 states:

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

It is essential that everybody working in a school understands their safeguarding responsibilities.

How does Thomas Harding address specific Safeguarding issues within the School's Curriculum?

Teaching pupils to keep themselves safe, and promoting resilience and independence is integral to all curriculum practice. Below are identified areas taught within the curriculum, which are differentiated to meet the needs of individual pupils. In addition, as situations arise, these are seen as opportunities to further develop knowledge and skills. Safeguarding is promoted in assemblies, through council meetings, through PSHE and RSE sessions, via surveys and questionnaires and by staff modelling good practice.

Please see the table below for a map of our safeguarding curriculum

Safeguarding Curriculum Coverage

Online Safety

- * E-Safety Week
- * Computing Curriculum – E-safety Module in each year group.
- * Annual parent and carers training
- * THJS key pillars of Online Safety
- * Pupil/parent E-safety page on website
- * Cyber-Busters club and whole school support.
- * Assemblies
- * Internet Safety Day
- * NSPCC workshop and assembly

PSHE Curriculum

- * **PSHE Y3** – rules for being online
- * **PSHE Y4** – how to keep safe online
- * **PSHE Y5** -managing online safety (strategies) including on mobile phones
- * **PSHE Y6** – trolling online and how to stay safe and get help. Managing dares

Computing Curriculum –

- * **Y3 – Cyberbullying** (what it is and how to report it) Keeping information to yourself online. How adverts work online. Positives and negatives of online communication Importance of having time away from devices.
- * **Y4 – Cyberbullying** People feelings and the differences/similarities between unkindness and bullying online V real life. How to create a safe online profile. What information we should and should not share. What is in your digital footprint?
- * **Y5– Plagiarism** – the importance of truthfulness online acceptable an unacceptable form of behaviour online How to report concerns How to maintain positive friendships when gaming. How websites rank results and how photos are edited.
- * **Y6 – Cyberbullying** - identify a range of ways to report concerns. Sharing personal information online. How to have healthy online relationships. How clickbait works and how to avoid it. Website privacy seals Acceptable and unacceptable ways of behaving online.

Keeping physically healthy

- * PE Lessons
- * Break and lunchtimes – Equipment and games
- * Extra-Curricular sports clubs
- * Daily physical activity

Science curriculum

- * **Y3** – nutrition, skeleton and muscles
- * **Y4** – digestion and teeth
- * **Y5** -Life cycles
- * **Y6** – circulation, health and how nutrients are transported.

PSHE curriculum

All year groups –

- * Summer term – discuss and debate health and wellbeing issues.
- * **PSHE Y3** – Balanced diet and food choices
- * **PSHE Y4** – Everyday drugs, hygiene and germs
- * **PSHE Y5** -Positive and negative influences on health – informed choices
- * **PSHE Y6** – Images in the media and their impact on people. Drugs (risks/effects)
- * Year 6 Sports Captains – Games and lunchtime Clubs.
- * Annual Dance Festival

Relationships

- * School Nurse team
- * FLO: Family Champion work and website page
- * Year 4, 5 and 6 Mother and daughter evening.
- * NSPCC workshop and assembly

PSHE curriculum

- * **Y3** – positive healthy relationships and friendships. Working collaboratively.
- * Recognising feelings in others and how to respond.
- * **Y4** – acceptable and unacceptable physical contact. Solving disputes
- * **Y5** -negotiation and compromise, working collaboratively. Consequences of actions
- * **Y6** – different types of relationships. Recognising when a relationship is unhealthy (including forced marriage)
- * Acceptable and unacceptable physical touch.
- * Personal boundaries and the right to privacy.
- * Managing dares

RSE curriculum

- * **Y3** – Male and Female differences, Personal Space and different types of families.
- * **Y4** – human Life cycle, what is puberty? Puberty changes and reproduction.
- * **Y5** – Talking about puberty, Male and female changes and Puberty and hygiene.
- * **Y6** – Puberty and reproduction, understanding relationships, conception and pregnancy.

Radicalisation and extremism

- * Aspire values
- * British Values
- * Prevent agenda – all staff trained.
- * Assemblies
- * Year 3 – Henry's Freedom Box
- * Year 6 – Goodnight Mister Tom and WW2,

PSHE Curriculum

- * **PSHE Y3** – rules for being online
- * **PSHE Y4** – Appreciating difference and diversity in the UK and around the world.
- * **PSHE Y5** -rules and laws – respecting and resolving differences
- * **PSHE Y6** -Human rights, cultural practices and British Law. Being part of a community. Being critical of what is in the media and what they forward to others.

RE Curriculum

All yr gps are taught about a range of faiths and beliefs.

- * **Y3** – What holds a community together?
- * Ethics and morals – where the ideas of right and wrong come from.
- * **Y4** – Appreciating difference and diversity in the UK and around the world.
- * **Y5** -responsibilities towards the world and each other – RESPECT.
- * What different religions teach about God.
- * **Y6** -Diversity in religion. Similarities and differences between faiths. How all communities can live together.

Computing Curriculum –

- * **Y3** – How to seek help online
- * **Y4** – identify a range of ways to report concerns.
- * **Y5** - Explain why it is important to cite a source.
- * Be discerning evaluating online information.
- * **Y6** – Develop and apply strategies of when they see something unexpected or worrying.

<u>Fire and water safety</u> * Assemblies * Fire drill and assembly points * Posters around school * Swimming (talks about water safety) * Hazard Alley trip * PSHE Y3: Basic emergency aid. * PSHE Y4: keeping safe, people who keep us safe. * PSHE Y5: describe strategies for managing safety in the local environment. * Firework safety - assembly	<u>Forced marriage</u> <u>RSE curriculum</u> Y3 – Male and Female differences, Personal Space and different types of families. Y4 – human Life cycle, what is puberty? Puberty changes and reproduction. Y5 – Talking about puberty, Male and female changes and Puberty and hygiene. Y6 – Puberty and reproduction, understanding relationships, conception and pregnancy. <u>PSHE curriculum</u> * Y3 – positive healthy relationships and friendships. * Recognising and responding to bullying. * Y4 – acceptable and unacceptable physical contact. Solving disputes and conflicts * Y5 –How to raise concerns and challenges in a healthy way. . * Y6 * Recognising when a relationship is unhealthy (including forced marriage) * Acceptable and unacceptable physical touch. * Personal boundaries * Recognising discrimination and bullying.	<u>Drugs alcohol and tobacco</u> * ASPIRE values * Mental health and wellbeing week. * Science Y3: Healthy living * Science Y6 -Health . <u>PSHE curriculum</u> * PSHE Y3 – Balanced lifestyles and choices for health. * PSHE Y4 – Everyday drugs * PSHE Y5 -Positive and negative influences on health – informed choices * PSHE Y6 – How legal and illegal substances (drugs, medicines, alcohol and tobacco) can affect immediate and future health. * Year 6 Sports Captains – Games and lunchtime Clubs.	<u>Emotional and physical abuse</u> * ASPIRE values * Health and well being week * NSPCC Childline assembly. * Worry Box in all classrooms <u>PSHE curriculum</u> * Y3 – positive healthy relationships and friendships. How our actions affect others * Recognising and responding to bullying. * Managing our own feelings, including conflicting feelings. * Y4 – acceptable and unacceptable physical contact. Solving disputes and conflicts * Listening and responding to others. Sharing points of view. * Y5 -negotiation and compromise, working collaboratively. Consequences of actions * How to raise concerns and challenges in a healthy way. * Listening to others. * Y6 – different types of relationships. Recognising when a relationship is unhealthy (including forced marriage) * Acceptable and unacceptable physical touch. * Personal boundaries and the right to privacy. * Managing dares * What makes people the same or different. Recognising discrimination and bullying.	<u>Mental Health issues</u> * Health and Wellbeing week * Children’s Mental Health Week * NSPCC Childline assembly – safe people. * Assemblies and whole school stories. * Daily physical activity * Worry box in each classroom * Mental Health leader in school. * Young Carers * Family Liaison officer provides pastoral support. <u>PSHE curriculum</u> Y3 - recognising what we are good at; setting goals. Describing feelings; conflicting feelings and how to manage our feelings Y4 – Recognising what we are good at; setting goals. Y5 - Recognising what they are good at; setting goals; aspirations Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief Y6 - Recognising what they are good at; setting goals; aspirations. The ability to raise concerns and challenges	<u>FGM.</u> * Year 6 SRE * All staff trained in FGM safeguarding, <u>Children missing in education</u> * Year 3 – Henry’s Freedom Box * Year 4 – Hansel and Gretel * Year 5 - Zathura * Year 6 – Goodnight Mister Tom * Mental Health and wellbeing week * Transition Work (Year 2 and Year 6) Young Carers Group.
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Homophobic and Transphobic abuse

- * Anti-bullying week
- * E-safety week

PSHE Curriculum

- * **Year 6** – recognising and challenging stereotypes, discrimination and bullying.
- * Being critical of what is in the media and what they forward to others.

Domestic violence

- * NSPCC child line assembly

PSHE curriculum

- * **Y3** – positive healthy relationships and friendships.
- * Recognising and responding to bullying.
- * **Y4** – acceptable and unacceptable physical contact. Solving disputes and conflicts
- * **Y5** – How to raise concerns and challenges in a healthy way. .
- * **Y6**
- * Recognising when a relationship is unhealthy (including forced marriage)
- * Acceptable and unacceptable physical touch.
- * Personal boundaries
Recognising discrimination and bullying.

Road safety

- * Bikeability
- * SLT on roadside duty
- * Travel Plan
- * Assemblies
- * Hazard Ally trip

PSHE Curriculum

- * **PSHE Y3** – rules for being online
- * **PSHE Y4** – how to keep safe in the local area (including on roads)
- * **PSHE Y5** -personal safety (including when using phones in the environment)
- * **PSHE Y6** -increased independence in the local area and strategies for staying safe.

Child sexual exploitation

- * E-safety week
- * Safer internet day.
- * NSPCC ChildLine workshop and assembly

RSE curriculum

- * **Y3** – Male and Female differences, Personal Space and different types of families.
- * **Y4** – human Life cycle, what is puberty? Puberty changes and reproduction.
- * **Y5** – Talking about puberty, Male and female changes and Puberty and hygiene.
- * **Y6** – Puberty and reproduction, understanding relationships, conception and pregnancy.

PSHE curriculum

- * **Y3** – positive healthy relationships and friendships. Working collaboratively.
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- * **Y4** – acceptable and unacceptable physical contact. Solving disputes
- * **Y5** -negotiation and compromise, working collaboratively. Consequences of actions
- * **Y6** – different types of relationships. Recognising when a relationship is unhealthy (including forced marriage)
- * Acceptable and unacceptable physical touch.
- * Personal boundaries and the right to privacy.
- * Managing dares

Bullying (including Cyber bullying)

- * Aspire Values
- * Zero tolerance approach – behaviour policy
- * Diversity and equality day
- * International day of culture
- * Assemblies
- * Worry Box
- * Anti-bullying week
- * E-safety week Safer Internet day
- * Health and Wellbeing week
- * Hazard Alley Trip

PSHE curriculum

- * **Y3** – positive healthy relationships and friendships. Working collaboratively.
- * Recognising feelings in others and how to respond.
- * **Y4** – Listening and responding to others. Sharing points of view.
- * acceptable and unacceptable physical contact. Solving disputes
- * **Y5** -negotiation and compromise, working collaboratively. Consequences of actions
- * Negotiation and compromise, working collaboratively.
- * **Y6** -Listening to others.
- * Recognising when a relationship is unhealthy (including forced marriage) Acceptable and unacceptable physical touch. Personal boundaries and the right to privacy. Managing dares What makes people the same or different.
- * Challenging stereotypes. Recognising discrimination and bullying.

Computing Curriculum –

- * **Y3 – Cyberbullying** (what it is and how to report it)
- * Keeping information to yourself online.
- * Positives and negatives of online communication
- * Importance of having time away from devices.
- * **Y4 – Cyberbullying** People feelings and the differences/similarities between unkindness and bullying online V real life. How to create a safe online profile. What information we should and should not share.
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