

Teaching Safeguarding/ Personal Safety within our Broader Curriculum

<i>INTENT</i>	<i>Our Vision and Aims for All Children:</i>		
	<p>Love: We want our children to learn how to build positive relationships with others and recognise what is good mental health and wellbeing. They know who they are and how to lead safe, healthy and fulfilling lives.</p>	<p>Courage: We are empowering our children to take appropriate risks without fear of failure. We want our children to grow into responsible citizens who make a positive contribution to local, national and global communities, helping them to see their place in the world.</p>	<p>Respect: We want our children to have enquiring minds to question and to be confident in their own thoughts and actions.</p>

At Catherington, teaching safety within our broad and varied curriculum follows the key principle of the Hampshire; Safety in Science Guidelines:

“Teach children how to be safe rather than being safe for the children.”

It also supports recognised good practice formally outlined in the National Curriculum general teaching requirements:

“When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- ***To recognise hazards, assess consequent risks and take steps to control the risk to themselves and others.***
- ***To manage their environment to ensure the health and safety of themselves and others.”***

The EYFS; Development Matters guidance suggests that teachers should:

- ***Provide opportunities for children to develop their small motor skills so that they can use a range of tools competently, safely and confidently.***
- ***Explain why safety is an important factor in handling tools and moving equipment and materials. Have clear and sensible rules for everybody to follow.***
- ***Help young children learn what physical risks they are confident and able to take.***

	Curriculum Area		
Science	HCC Safety in Science Guidance , especially washing hands, handling equipment, electrical safety and working outdoors		
Gardening	HCC Hazard card 1 , especially wearing suitable clothing, handling tools safely, washing hands and which plants are safe to touch... “No Pick, No Lick”		
Design Technology	DfE National Curriculum Design & Technology , especially safe handling of equipment for cutting, shaping, joining and finishing- scissors, selotape, split pins.		
Food Safety	HIAS: Cooking and Food activities in Primary Schools , especially hand washing, washing fruit and vegetables, handling knives and being near hot equipment.		
Computing	DfE National Curriculum Computing , especially keeping information private and where to seek help		
PE	HCC Safety in Physical Activity, Physical Education and School Sport (PESSPA) , especially wearing suitable clothing, safe handling of bats, benches, mats & landing safely from apparatus- wall bars, Tower Twister, wooden train		
School pets	HCC Hazard card 11 , especially washing hands after handling animals and their cages		
School Trips	HCC Off-site Activities and Educational Visits- Regulations and Guidance , especially crossing roads and staying with adults in group. “Statues” around strange dogs.		
Fire Drill & Lockdown Procedure	How to evacuate the building safely and efficiently, where to muster and how to role-call. When and how to secure yourself within the school building if there is a hazard outside.		
Other	EYFS Construction area; safe handling of planks, bricks, drain pipes & crates	Mud Kitchens; safe use of equipment & washing hands	Bikes; control speed, direction, awareness of others in space

