



Safeguarding at Whitehouse Primary School

Safeguarding is at the heart of everything we do here at Whitehouse Primary. 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 personal development, behaviour, and welfare, and aims to equip every child with the knowledge and skills required for personal safeguarding.

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 pupils' 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. There are many opportunities throughout our learning in school to explore safeguarding issues.

Practical safeguarding opportunities are planned into the curriculum. For example:

- Road and rail safety (including out of school visits, bike-ability, work with police officers in the community)
- Poolside and water safety through swimming lessons
- Fire awareness (including visits from the local fire service)
- Visits to school from medical staff
- Visitors from charities such as NSPCC
- Online safety quizzes and training
- Our visits and experiences incorporate "Stranger Danger", being safe in the outdoors, what to do if??
- What to do if you are separated from your group (in relation to school visits)
- Safe use of technology including password security and privacy settings

We have developed an open and safe learning environment in which pupils express their views, seek help, and help others. The promotion of equality of opportunity and diversity, for pupils and staff, helps prevent any form of direct or indirect discriminatory behaviour.

Our children learn to not tolerate any prejudiced behaviour. Our behaviour policy promotes making good choices and exhibiting good learning behaviours. Our Crew sessions are a time for sharing ideas, addressing concerns, reflecting on our attributes and promoting important values.

Assembly time, PSHE lessons and crew sessions are used to promote personal safeguarding matters and explore themes. For example, we talk about anti-bullying including cyber bullying and British values including how these values are promoted in our multi-faith society. Staff and children are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Our school reflects the diversity of pupils' experiences and provides pupils with a comprehensive understanding of people and communities beyond their immediate experience including the role of women in society and different family groups including same-sex couples.


Throughout the curriculum, there are planned opportunities to promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those with no faith), races, genders, ages, disabilities, and sexual orientations, through their words, actions and in their influence.


Opportunities are created in a variety of subjects to address areas of safeguarding, for example, themes are highlighted through novels in English lessons.


Time is taken at the beginning of every new school year to reaffirm school values, expectations, and rules for being part of our Whitehouse Crew. This good start to the year, with everyone clear about their roles and responsibilities, sets the tone for the rest of the year and leads to excellent safeguarding outcomes. As part of the children's transition to the next year group, the children reflect on the school's attributes within their end of year report, discussing their views with their peers and class teachers.


Whole School Events		
World Mental Health Day	World Kindness Day	Walk to School Week
Show racism the red card	Children In Need	World Meditation Day
Black History Month	Chinese New Year	World Ocean's Day
Bonfire Night Safety	Safer Internet Day	Bridgebuilders Follow the Rules
Anti-bullying Week	International Day of Women and Girls in Science –	Sports Days
		PCSO Assembly


Our PSHE/RSE Curriculum


EYFS						
EYFS 	Autumn 1 Being in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Outline Content	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
Safeguarding in the Curriculum	<p style="color: orange;">Know who our safe people are in nursery (Key Worker).</p> <p style="color: orange;">Know how to recognise and manage feelings (wellbeing scales, worry box)</p> <p style="color: orange;">People Who Help Us visitors</p> <p>I understand being different makes us all special.</p> <p>I know which words to use to stand up for myself when someone says or does something unkind.</p>	<p style="color: orange;">Know that I need to keep safe playing online – by only playing games and using apps that my grown up say is safe.</p> <p style="color: orange;">Pop Up Farm visit – caring for animals</p> <p>I can use kind words to encourage people</p> <p>I understand that I need to exercise to keep my body healthy</p> <p>I know how to help myself go to sleep and understand why sleep is good for me</p>	<p style="color: orange;">Stranger danger: Know what a stranger is, how to stay safe if you are lost, what is a safer stranger?</p> <p>I am starting to understand the impact of unkind words</p> <p>I can name parts of the body</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1</p>			

Year 1						
Year 1 	Autumn 1 Being in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Outline Content	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
Safeguarding in the Curriculum	<p>Network hands to know who my key adults are, know the coloured lanyards, know who the safeguarding adults are and that everyone keeps us safe.</p> <p>I know adults that help to keep us safe in the community e.g police officers.</p> <p>Introduce zones of regulation</p> <p>Being safe on Bonfire Night</p> <p>I know how to make my class a safe place for everybody to learn</p> <p>I know what bullying is and who to talk to if I feel unhappy or bullied.</p>		<p>Online Safety Week – national focus</p> <p>DT – food safety, hygiene and health</p> <p>I know how to make healthy lifestyle choices</p> <p>I know that all household products including medicine can be harmful if not used properly.</p> <p>I know how to use medicines safely.</p> <p>I know how to keep safe when crossing the road.</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p>		<p>I can recognise which forms of physical contact are acceptable and unacceptable to me</p> <p>I understand which parts of my body are private - NSPCC Pants are Private Assembly</p> <p>I am starting to understand the life cycles of animals and humans</p>	

Year 2						
Year 2 	Autumn 1 Being in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Outline Content	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	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
Safeguarding in the Curriculum	<p>Network hands to know who my key adults are, know the coloured lanyards, know who the safeguarding adults are and that everyone keeps us safe.</p> <p>Introduce zones of regulation.</p> <p>Road safety on walking trip around local area.</p> <p>I know how to make my classroom a safe and fair place.</p> <p>I understand that bullying is sometimes about difference</p>		<p>Online Safety Week – national focus</p> <p>I understand that bullying is sometimes about difference</p> <p>Life cycles in science</p> <p>I know how to have a healthy relationship with food and how to make healthy and nutritious choices.</p> <p>I understand how medicines work in my body and how important it is to use them safely</p>		<p>I understand which parts of my body are private - NSPCC Pants are Private Assembly</p> <p>Fire safety – I know how to prevent fires and to keep safe if there was a fire related emergency.</p> <p>DT – make a healthy snacks and explain why they are good for my body</p> <p>I know which types of physical contact I like and don't like and can talk about this</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body</p>	

Year 3						
Year 3 	Autumn 1 Being in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Outline Content	Settling 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	Exercise and fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline 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
Safeguarding in the Curriculum	<p>Network hands to know who my key adults are, know the coloured lanyards, know who the safeguarding adults are and that everyone keeps us safe.</p> <p>Introduce zones of regulation.</p> <p>Fire Safety</p> <p>I understand that everybody's family is different and important to them</p> <p>I know what it is to witness bullying and how to report bullying</p>		<p>Online Safety Week – national focus</p> <p>Road safety</p> <p>I understand how exercise affects my body and how it keeps me healthy.</p> <p>I can tell you my knowledge and attitude towards drugs</p> <p>I know some strategies for keeping myself safe, who to go to for help and how to call emergency services</p>		<p>I know and can use some strategies for keeping myself safe online</p> <p>DT – make a healthy snack and understand how to prepare food safely</p> <p>I recognise how I feel about changes happening to me and know how to cope with these feelings.</p> <p>I understand that boys' and girls' bodies need to change so that when they grow up</p>	

Year 4						
Year 4 	Autumn 1 Being in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Outline Content	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
Safeguarding in the Curriculum	<p>Network hands to know who my key adults are, know the coloured lanyards, know who the safeguarding adults are and that everyone keeps us safe.</p> <p>Bancroft Roman Villa trip – road safety</p> <p>DT – Safety when using construction tools</p> <p>Introduce zones of regulation</p> <p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on</p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell</p>	<p>Online Safety Week – national focus</p> <p>Water safety – Caldecotte trip</p> <p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>I can recognise negative feelings in peer pressure situations and know how to act assertively to resist pressure from myself and others</p> <p>I understand the facts about alcohol and its effects on health</p>	<p>Road safety</p> <p>DT – Safety when using construction tools</p> <p>I understand that we can remember people even if we no longer see them</p> <p>I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</p> <p>I can correctly label the internal and external parts of male and female bodies</p> <p>I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>			

Year 5						
Year 5 	Autumn 1 Being in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Outline Content	<p>Planning the forthcoming year</p> <p>Being a citizen</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>How behaviour affects groups</p> <p>Democracy, having a Voice, participating</p>	<p>Cultural differences and how they can cause conflict</p> <p>Racism</p> <p>Rumours and name-calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and Respecting other cultures</p>	<p>Future dreams</p> <p>The importance of money</p> <p>Jobs and careers</p> <p>Dream job and how to get there</p> <p>Goals in different cultures</p> <p>Supporting others (charity)</p> <p>Motivation</p>	<p>Smoking, including vaping</p> <p>Alcohol</p> <p>Alcohol and antisocial behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Motivation and behaviour</p>	<p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling</p> <p>Dangers of online grooming</p> <p>SMARRT internet safety rules</p>	<p>Self- and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Conception (including IVF)</p> <p>Growing responsibility</p> <p>Coping with change</p> <p>Preparing for transition</p>
Safeguarding in the Curriculum	<p>Network hands to know who my key adults are, know the coloured lanyards, know who the safeguarding adults are and that everyone keeps us safe.</p> <p>Introduce zones of regulation</p> <p>knife crime awareness workshops</p> <p>I understand how rumour-spreading and name-calling can be bullying behaviours</p> <p>I can explain the difference between direct and indirect types of bullying</p>		<p>Online Safety Week – national focus</p> <p>DT – Food preparation</p> <p>I can make an informed decision about whether or not I choose to smoke and know how to resist pressure</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour</p> <p>I know and can put into practice basic emergency aid procedures</p> <p>I understand how the media, social media and celebrity culture promotes certain body types</p> <p>I am motivated to keep myself healthy and happy</p>		<p>I can recognise when an online community or gaming feels unsafe or uncomfortable and how to report it</p> <p>I can identify things I can do to reduce screen time, so my health isn't affected and how to resist pressures to use technology in a way that may be risky or may cause harm to myself or others</p> <p>I can describe how boys' and girls' bodies change during puberty and the importance of looking after yourself physically and emotionally</p>	

Year 6						
Year 6	Autumn 1 Being in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Outline Content	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices 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 Sexting Transition
Safeguarding in the Curriculum	<p>Network hands to know who my key adults are, know the coloured lanyards, know who the safeguarding adults are and that everyone keeps us safe.</p> <p>Introduce zones of regulation</p> <p>Swimming lessons – water safety</p> <p>Knife crime awareness workshops</p> <p>I know that there are universal rights for all children</p> <p>I know some of the reasons why people use bullying behaviours</p>		<p>Online Safety Week – national focus</p> <p>I can take responsibility for my health and make choices that benefit my health and well-being</p> <p>I know about different types of drugs and their uses and their effects on the body</p> <p>I understand that some people can be exploited and made to do things that are against the law</p> <p>I know why some people join gangs and the risks this involves</p>		<p>Self-advocacy and wellbeing strategies in preparation for SATs</p> <p>I know that it is important to take care of my mental health</p> <p>I can judge whether something online is safe and helpful for me and I can use technology positively and safely to communicate with my friends</p> <p>I am aware of my own self-image and how my body image fits into that and know how to challenge negative 'body-talk'</p> <p>I understand that respect for one another is essential in a boyfriend/girlfriend relationship</p>	

Safeguarding through the wider curriculum

Science

In science we teach our EYFS children about the importance of washing their hands thoroughly and often

- Teaching our Year 1 children about wearing the right clothes for the weather and seasons, applying sun cream, wearing a sun hat and drinking plenty of water during hot weather as well as safely using everyday materials.
- Teaching our Year 2 children about the basic needs of humans, the importance of exercise, eating the right amounts of different types of food and the importance of good hygiene as well as being safe when exploring outside environments.
- Teaching our Year 3 children that animals including humans get their nutrition from what they eat and need the right types and amounts of nutrition.
- Teaching our Year 3 children to recognise that light from the sun can be dangerous and that there are ways to protect our eyes.
- Teaching our Year 4 children about electrical safety, good dental hygiene and being safe around materials that are being heated.
- Teaching our Year 5 children to understand about changes to their body during adolescence and puberty as well as using materials safely as they explore their properties and changes that can occur.
- Teaching our Year 6 children to recognise the impact of diet, drugs, exercise and lifestyle on the way our bodies function as well as consolidating their prior knowledge of electrical safety.

During investigative work, we also teach children about safe use of equipment, using protective clothing such as goggles where appropriate and safe handling of objects and materials.

Geography

During geography lessons, we learn about other cultures and the different customs and ways in which people live. By learning about other cultures and ways in which people live, children are able to appreciate and understand how we are different, which can also support children in demonstrating respect towards others. Children also learn about the different physical features that can be found in the UK and worldwide which allows them to understand the potential hazards that could be found in the environment. Map skills and fieldwork are developed in the locality and beyond to give them a greater understanding and awareness of their surrounding area.

History

Our History curriculum gives pupils opportunities to learn about life in all its diversity, and to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare, and to see how that has evolved over time.

Whitehouse children will learn about other cultures and safe practises from British history and history from around the world. The knowledge they acquire should equip the children to ask perceptive questions, help them to think critically, weigh evidence and develop perspective and judgement about how people have lived and the choices they have made. History helps children to understand the complexity of peoples' lives, so we hope that Whitehouse children will make links about their own lives to the lives of others that they will explore.

Music

Safeguarding is of vital importance and we seek to promote and teach it in all areas of the curriculum.

In music, this takes the following forms:

- Ensuring that all peripatetic music teachers and external visitors are appropriately checked, e.g. DBS.
- Ensuring that all equipment such as instruments are maintained properly and hygienically, and are regularly checked.
- Using response to music to help recognise, label and articulate feelings.
- Through performance and feedback, raising self-esteem and confidence.
- Using the act of creating music as a way of allowing children to express their feelings and emotions in a non-verbal manner.
- Using the collaborative nature of music to promote positive peer interactions.
- Ensuring that music used in school, e.g. assemblies/dances etc. is age-appropriate.
- Engaging appropriately should children raise adult themes from music that they have listened to outside of school.

Physical Education

There are lots of opportunities to approach the teaching of safeguarding within PE at Whitehouse. We place high value on the importance of teaching children these strategies to keep themselves physically and emotionally safe and to take safe risks.

- Children's learning starts in EYFS, where children are taught how to move objects safely and with control. Children are also encouraged to use the correct terminology for body parts to be able to tell an adult of an injury.
- PE encourages children to promote their mental wellbeing, children are taught about the links between physical and mental health through our daily mile.
- At the start of a PE lesson, children are taught how to warm up and, towards the end of the lesson, to cool down to prevent injury, empowering children to gain an understanding of their bodies and to test their limits.
- When introducing new skills, teaching the importance of using the right technique encourages the child to practise safely, for example during gymnastics in Year 2, children are taught how to carry out forward rolls by tucking in their head in to prevent injury.

In KS1 and 2, techniques for the safe moving and carrying of equipment is shown and taught.

- Throughout KS2, children are shown how and when to use equipment safely.
 - Children are taught safe rescue techniques in their swimming lessons. When changing for swimming, children are taught about the importance of privacy.
- Through PSHE children are taught about 'safe and unsafe choices' and this is also encouraged and considered in PE lessons when playing a range of sports. Children also learn how they can safely use different parts of their bodies in a range of games and sports. By inter-linking different areas of the curriculum, we ensure that our children are ambitious sportspeople, who can responsibly make decisions and choices, to keep themselves and others safe in PE lessons.

RE

Nurturing, respecting and caring for children are part of the teachings and values of all major faiths. Children have the right to feel safe all of the time. In RE, our children are taught to be respectful, tolerant, curious, empathetic yet challenging.

- In Early Years we encourage all children to celebrate different beliefs practically in an environment where they feel safe and excited to explore. We look at 'Which times are special and why?' and celebrate through, music, cooking and dance.

- In KS1 we welcome respectful conversation regarding all backgrounds, faiths, cultures and religious beliefs. We are very fortunate that all our classrooms are enriched by a variety of these. We are sensitive when addressing questions such ‘How and why are religious celebrations important to people?’ and ‘What does it mean to belong?’. We ensure we take all children’s backgrounds into consideration when discussing such questions.
- In KS2 we encourage children to be challenging yet empathetic as they tackle tough deeper, more complex questions and make comparisons across religions such as ‘What influences the ways people behave?’ and ‘How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?’.
We encourage children to seek out an adult they feel safe talking to if they want to raise anything discussed in the lesson in private.
- We highlight our values including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.
- Staff are fully trained in safeguarding and PREVENT and take responsibility to protect children from harm. This includes radicalisation and/or being exposed to extreme views.

Art and Design

Teaching safeguarding is a core aspect of Art and Design where the focus is on pupils developing their artistic skills and techniques, enjoyment of art, and knowledge of safety whilst doing so. This gives pupils a sense of ownership of their learning and work.

During Art and Design lessons, we teach and model how to use equipment and resources safely and with respect. It is key that pupils understand how to use equipment, resources and our facilities respectfully, so that the wider school community can also use them.

Children’s learning starts in EYFS, where children are taught how to recognise their own and others’ art, handle equipment safely and share resources with their peers.

In KS1 and KS2, teaching staff model the safe use of equipment and resources, so as pupils learn new technical skills, their safety in which they use them also increases. We also recognise the role Art and Design plays in pupils’ mental health. Artistic expression is used throughout the school as a method to help pupils relax, express their feelings and anxieties and as a venue for them to talk to their peers and staff openly. To support this, pupils are taught from EYFS to Year 6 that Art and Design lessons are a place for acceptance, whether that be of each others’, or artists’ work, as well as pieces of art from other cultures. Children are taught about ‘safe and unsafe choices’ and this is also encouraged and considered in our Art and Design lessons.

Complementing this, our school’s attributes are also modelled and taught throughout our Art and Design lessons. By linking Art and Design to all other areas of the curriculum, we ensure that pupils are confident, proud and ambitious artists and designers, who make responsible choices, keep themselves and their peers safe and show respect to all other artists, whether they are their peers, historical figures, or people from other cultures.

Design Technology

At Whitehouse Primary, our Design Technology curriculum is a practical and hands which allows children to take safe risks. Allowing our children to use their creativity and imagination, we place high value on the importance of teaching children strategies to keep themselves physically and emotionally safe and to take safe risks. Whitehouse children design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values.

We do this by:

- Teaching our EYFS children through to year 6 about the importance of washing hands thoroughly before any food, nutrition or cooking learning
- Teaching our children about the hazards of different tools from rounded ended knives in cooking to using hacksaws, low melt glue guns, sharp knives, snip and utility scissors
- Not only teaching the children about the hazards but how to use the tools correctly to take safe risks during design technology learning

- When the children develop their skills and understanding linked to food, the children focus on eating the right amounts of different types of food, the importance of good hygiene and experiencing a variety of foods.

In KS2 learning about different electrical systems and why electrical systems are needed, including using the equipment safely.

- In Year 1 children are taught how low melt glue guns can be used to join materials together
- In Year 2 children are taught how to use needles safely when sewing, how to prepare fruit and vegetables safely with graters, peelers and knives as well as how to join use a low melt glue gun more independently
- In Year 3 children are taught how to join materials and how to safely prepare and cook bread-based products
- In Year 4 children develop their use of the hacksaws and low melt glue guns to cut and join materials with greater precision as well as learning how to use needles safely with a variety of stitches
- In Year 5 children display their confidence with how to use the hacksaws and low melt glue guns to cut and join materials with care and precision as well as showing their respect for cultural cuisine alongside safely planning, preparing and cooking two courses of a meal.
- In Year 6 children consolidate their knowledge of safely using needles and pins when working with textiles and learn how to safely integrate and connect electrical components and systems in to a product safely.
- Children are taught to work independently and collaboratively on design ideas learning to work as a team, sharing and discussing ideas and turn taking. During all our design technology work we teach our children about the safe use of equipment, using protective clothing such as goggles or aprons where appropriate. Safe handling of objects and materials when designing and making.