

# SAFEGUARDING ACROSS THE CURRICULUM



2024-2025



Safeguarding is Everybody's Responsibility  
[safeguarding@birleysecondaryacademy.co.uk](mailto:safeguarding@birleysecondaryacademy.co.uk)



# The Safeguarding Team

safeguarding@birleysecondaryacademy.co.uk

This email address is checked on at least a weekly basis during school holidays



## Allegations



**Mrs V Hall**  
Headteacher

## Operational Safeguarding Team



**Mr K Mather**  
Senior Designated  
Safeguarding Lead



**Mrs T Shelley**  
Designated  
Safeguarding Lead



**Miss J Abbott**  
Designated  
Safeguarding Officer

## Designated Teacher



**Mrs S Husband**  
Deputy Headteacher

## Online Safety Lead



**Mr E Child**  
Deputy Headteacher

## Trips & Visits



**Mrs S Sleaford**  
Deputy Headteacher

## Attendance



**Mrs S Calvert**  
Senior Attendance Lead

### Key Phone Numbers

Sheffield Safeguarding Hub

0114 273 4855

Childline

0800 1111

Reporting FGM

101

DfE Counter-Extremism

020 7340 7264

NSPCC Whistleblowing

0800 028 0285

All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues (including supply staff, contractors, and volunteers) should be reported without delay to the Headteacher (Using confide)

Where there are concerns allegations about the Headteacher this should be referred to the Trust DSL Team (Using paper forms) – contact via phone and/or email.

In a situation where there is a conflict of interest in reporting the matter to the Headteacher this should be reported directly to the Trust DSL Team who will risk assess if a referral needs to be made to the LADO.

Paper forms to report your concerns can be found in the staffroom.



# Key Information



The Birley Academy operates a whole academy approach and ethos to safeguarding and protecting children. Where safeguarding is concerned, we maintain an attitude of “it could happen here”.

We recognise that everyone in the academy has a role to play to keep children safe; this includes ensuring children feel heard and understood, identifying concerns, sharing information, and taking prompt action.

Safeguarding and child protection is incorporated in all relevant aspects of processes and policy development. All systems, processes and policies operate with the best interests of a child at their centre. We ensure that all children are safeguarded while on or off academy premises and are proactive about anticipating and managing risks that children face in the wider community and online.

To support this the academy assesses the risks and issues in the wider community when considering the well-being and safety of its learners. Due to the context of our academy, our children may be at greater risk of:

- 1. Mental Health & Wellbeing** – A number of young people continue to face challenges with their wellbeing, this in turn impact their behaviour and school attendance. School staff continue to work closely with external agencies to offer support and complete referrals as appropriate.
- 2. Domestic Abuse** – We remain concerned about the increase in DV incidents in the homes of our children. We have approached Sheffield SG partnership to explore how further information can be shared with schools to enable us to offer great support to pupils.
- 3. Community Issues & Relationships** – Too many of our pupils find it difficult to manage their relationships with others in the community, as do a number of our parents. We continue to explore ways to support them in managing this better.



# Key Information



## **The Legal Context**

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

## **Opportunities to Teach Safeguarding**

Keeping Children Safe in Education (KCSIE) September 2023 outlines that: “Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education.”

## **RSHE**

The aim of RSHE is to support students in embracing the challenges of creating a happy and successful adult life. To support this student’s need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students should also be able to 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. The subjects covered in the RSHE curriculum can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.



# Safeguarding Curriculum



Our safeguarding curriculum is designed to educate our pupils about how to stay safe and protect themselves from various risks and dangers. The content of our safeguarding curriculum varies depending on the age group, cultural context, and specific needs of the cohort, but generally, it covers the following key areas:

## •Personal Safety:

- Personal boundaries and the importance of respecting the boundaries of others.
- Strategies for recognising and responding to unsafe situations.
- Education on the concept of consent and how to communicate and establish boundaries.

## •Online Safety:

- Addressing the risks associated with internet use, including cyberbullying, online predators, and inappropriate content.
- Teaching safe online behaviours, such as the importance of not sharing personal information and being cautious with online interactions.

## •Bullying Prevention:

- Defining various forms of bullying, including physical, verbal, and cyberbullying.
- Promoting a culture of kindness, empathy, and inclusion.
- Providing strategies for dealing with bullying, both as a victim and as a bystander.

## •Abuse Prevention:

- Educating individuals about different forms of abuse, including physical, emotional, and sexual abuse.
- Teaching pupils how to recognise signs of abuse in themselves and others.
- Emphasising the importance of reporting abuse and seeking help.

## •Self-Esteem and Resilience:

- Fostering a positive self-image and self-esteem.
- Providing tools for coping with challenges and developing resilience.
- Encouraging open communication about feelings and emotions.

## •Awareness of Trusted Adults:

- Helping pupils identify and recognise trusted adults they can turn to for support and guidance both in and out of school
- Emphasising the importance of reporting concerns to these trusted adults.

## •Emergency Procedures:

- Providing information on emergency procedures and how to respond to different types of emergencies, including accidents and unsafe situations.

## •Cultural Sensitivity and Diversity:

- Promoting an understanding and appreciation of different cultures, backgrounds, and perspectives.
- Teaching respect for diversity and the importance of treating everyone with dignity and kindness.

## •Legal Rights and Responsibilities:

- Educating pupils about their legal rights and responsibilities, including the right to be safe and the obligation to report concerns of abuse or harm.

## •Parent and Caregiver Involvement:

- Involving parents and caregivers in the safeguarding process by providing resources, information, and opportunities for discussions about safety at home.



# Safeguarding Curriculum



As stated, we adapt the content and delivery of our safeguarding curriculum to the specific needs and developmental stages of our pupils. Regular updates and ongoing communication with parents, carers, and the community also enhance the effectiveness of our safeguarding program over time.

Area	Year 7	Year 8	Year 9	Year 10	Year 11
Types of Abuse – including the rights of the child	<b>English</b> – Oliver Twist <b>PSHE</b> – Friendships and family	<b>Drama</b> – Soaps <b>English</b> – Animal Farm	<b>English</b> – Jane Eyre <b>RS</b> – Global issues and human rights <b>RS</b> - Poverty	<b>English</b> – Power & Conflict poetry <b>PSHE</b> – Abuse <b>PSHE</b> – Sexual abuse	<b>English</b> – Power & Conflict poetry <b>PSHE</b> – Complex relationships
Personal safety	<b>DT/Science</b> - Risk assessment <b>PSHE</b> – Healthy lifestyle <b>Science</b> - Health <b>PE</b> – Safe use of equipment <b>Food</b> - safety and hygiene	<b>DT/Science</b> - Risk assessment <b>PSHE</b> – Personal safety <b>PSHE</b> – Mental Health <b>PE</b> – Safe use of equipment <b>Food</b> - safety and hygiene	<b>DT/Science</b> - Risk assessment <b>PSHE</b> – Influences on health <b>PE</b> – Safe use of equipment <b>Food</b> - safety and hygiene	<b>DT/Science</b> - Risk assessment <b>PSHE</b> – Healthy choices <b>Science</b> – Defence & immunity <b>Sports Studies</b> – Risk Assessments <b>Food</b> - safety and hygiene	<b>DT/Science</b> - Risk assessment <b>PSHE</b> – Managing anxiety & stress <b>Sports Studies</b> – Risk Assessments <b>Food</b> - safety and hygiene
On-line Safety	<b>Computing</b> – Online safety – passwords <b>PSHE</b> – Friendships and family <b>PSHE</b> - Bullying <b>PSHE</b> – Digital footprint	<b>PSHE</b> – Online safety <b>PSHE</b> – Media influence	<b>PSHE</b> – Fake news	<b>PSHE</b> – Personal data	<b>PSHE</b> – Complex relationships
CSE/Risk of exploitation		<b>PSHE</b> – Media influence	<b>PSHE</b> – Sexual relationships & consent	<b>PSHE</b> – Sexual abuse	<b>PSHE</b> – Complex relationships
Domestic Abuse – Healthy Relationship	<b>PSHE</b> – Friendships and family	<b>English</b> – Small Island <b>PSHE</b> - Relationships	<b>PSHE</b> – Sexual relationships & consent <b>PSHE</b> - Conflict	<b>English</b> – An Inspector Calls <b>English</b> – Power & Conflict poetry <b>PSHE</b> – Sexual abuse <b>PSHE</b> – Abuse <b>RS</b> - Relationships	<b>PSHE</b> – Complex relationships
Female Genital Mutilation	<b>PSHE</b> – Healthy lifestyle	<b>Science</b> - Reproduction		<b>PSHE</b> – Sexual abuse	



# Safeguarding Curriculum



Area	Year 7	Year 8	Year 9	Year 10	Year 11
Substance Misuse	<b>Science</b> - Health	<b>English</b> – Sherlock Holmes <b>PSHE</b> – Personal safety <b>Science</b> – Breathing & circulation (smoking)	<b>PSHE</b> – Influences on health <b>Science</b> - Non-communicable diseases.	<b>English</b> – Jekyll & Hyde <b>History</b> – Medicine inc. Simpson <b>Health &amp; Social Care</b> - effects of smoking, alcohol and illegal substances	<b>PSHE</b> – Health issues <b>Sports Studies</b> – Performance Enhancing Drugs <b>Health &amp; Social Care</b> - effects of smoking, alcohol and illegal substances
Knife Crime	<b>Food</b> - Knife (tool vs weapon)	<b>PSHE</b> – Media influence	<b>PSHE</b> - Conflict <b>PSHE</b> – Fake news		
Radicalisation and extremism	<b>History</b> – Religious extremism <b>PSHE</b> - Identity	<b>PSHE</b> – Media influence	<b>History</b> – The Holocaust, WW1 dictatorship, Civil rights <b>PSHE</b> – Fake news <b>RS</b> – Peace & conflict	<b>History</b> – The Holocaust <b>PSHE</b> – Celebrating other cultures and religions <b>RS</b> – Human rights	<b>PSHE</b> - Radicalisation
Bullying (inc. child-on-child abuse)	<b>English</b> – Oliver Twist <b>PSHE</b> – Bullying <b>PSHE</b> – Equality, Diversity ad Inclusion <b>PSHE</b> – Digital footprint	<b>English</b> – Animal Farm <b>PSHE</b> – Online safety	<b>English</b> – Jane Eyre <b>PSHE</b> - Conflict	<b>PSHE</b> – Celebrating other cultures and religions	<b>PSHE</b> - Discrimination



# Safeguarding Curriculum



Area	Year 7	Year 8	Year 9	Year 10	Year 11
Self-esteem and resilience	<p><b>Drama</b> – Basic and advance skills</p> <p><b>PE</b> – Exercise, sports leadership</p> <p><b>PSHE</b> - Identity</p> <p><b>Food/DT</b> - independent manufacture of products</p> <p><b>Art</b> - building basic skills</p>	<p><b>PE</b> – Fitness, sports leadership</p> <p><b>PSHE</b> – Mental health</p> <p><b>Food/DT</b> - independent manufacture of products</p> <p><b>Art</b> - developing and refining</p>	<p><b>Drama</b> – Performance showcase</p> <p><b>English</b> – Small Island</p> <p><b>PE</b> – sports leadership</p> <p><b>PSHE</b> – Emotional wellbeing</p> <p><b>Food/DT</b> - independent manufacture of products</p> <p><b>Art</b> - choice and refinement</p>	<p><b>Drama</b> – Performance</p> <p><b>PE</b> – Core PE</p> <p><b>PSHE</b> – Self-awareness, world of work</p> <p><b>Art</b> - decision making and independence</p>	<p><b>Drama</b> – Performance</p> <p><b>English</b> – Merchant of Venice/Macbeth</p> <p><b>PE</b> – Core PE</p> <p><b>PSHE</b> – Preparing for adulthood</p> <p><b>Art</b> - decision making and independence</p>
Emergency procedures	<p><b>Food/DT/Science</b> - Risk assessment</p> <p><b>Art</b> - Risk assessments</p>	<p><b>Food/DT/Science</b> - Risk assessment</p> <p><b>Geography</b> – Rivers and flooding</p> <p><b>PSHE</b> – Personal safety</p> <p><b>Art</b> - Risk assessments</p>	<p><b>Food/DT/Science</b> - Risk assessment</p> <p><b>Geography</b> – Earthquakes &amp; volcanoes</p> <p><b>Art</b> - Risk assessments</p>	<p><b>Food/DT/Science</b> - Risk assessment</p> <p><b>Sports Studies</b> – Risk Assessments</p> <p><b>Art</b> - Risk assessments</p>	<p><b>Food/DT/Science</b> - Risk assessment</p> <p><b>PSHE</b> – Health issues inc. First aid</p> <p><b>Sports Studies</b> – Risk Assessments</p> <p><b>Art</b> - Risk assessments</p>
British Values	<p><b>History</b> - Democracy</p> <p><b>PSHE</b> – Equality, Diversity ad Inclusion</p> <p><b>RS</b> – World religions</p> <p><b>Art</b> - British, local and world-wide artists</p>	<p><b>English</b> – Animal Farm</p> <p><b>Geography</b> – Population inc. Migration</p> <p><b>History</b> – Democracy, Empire, Revolution</p> <p><b>RS</b> – World religions, human rights</p> <p><b>Art</b> - Day of the Dead and attitudes towards celebrating life</p>	<p><b>Drama</b> – Rules, Crime &amp; punishment, Blood Brothers</p> <p><b>English</b> – Small Island</p> <p><b>History</b> – The Holocaust, WW1 dictatorship, Suffragettes</p> <p><b>PSHE</b> – Conflict</p> <p><b>RS</b> – Global issues and human rights, peace &amp; conflict, poverty, crime &amp; punishment</p> <p><b>Art</b> - British, local and world-wide artists</p>	<p><b>English</b> – An Inspector Calls</p> <p><b>English</b> – Power &amp; Conflict poetry</p> <p><b>PSHE</b> – Celebrating other cultures and religions</p> <p><b>Food</b> - British and international cuisines</p> <p><b>Art</b> - British, local and world-wide artists</p>	<p><b>English</b> – Merchant of Venice</p> <p><b>History</b> – American West</p> <p><b>PSHE</b> – Discrimination</p> <p><b>Art</b> - British, local and world-wide artists</p>





# Safeguarding Curriculum



Area	Year 7	Year 8	Year 9	Year 10	Year 11
Forced Marriage	<b>English</b> - A Midsummer Night's Dream				
Sexual Violence & Harassment		<b>English</b> - The Tempest		<b>English</b> - An inspector Calls	
Modern Slavery		<b>English</b> - Animal Farm			
Serious Violence	<b>English</b> - Oliver Twist			<b>English</b> - Jekyll and Hyde	<b>English</b> - Macbeth





# The Birley Academy

## A L.E.A.D. Academy

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