



## **Safeguarding at Twiss Green Community Primary School**

Safeguarding is at the heart of everything we do here at Twiss Green. 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)
- First Aid training workshops for all KS2 children
- NSPCC assemblies – PANTS and Speak Out Stay Safe
- Online safety quizzes and workshops from our PCSO
- Our visits and experiences incorporate being safe in the outdoors, what to do if)
- 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 Class Council sessions are a time for sharing ideas, addressing concerns, reflecting on our attributes and promoting our school values of respect, resilience and relationships. Assembly time and PSHE lessons are used to promote personal safeguarding matters and explore themes. For example, we talk about 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.

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 and themes are explicitly highlighted through a range of texts in our 'No Outsiders' curriculum.

### Whole School Events

Whole School Events		
Children In Need	Children's Mental Health week	Anti-Bullying Week
International Day of Women and Girls in Science –	Walk to School Week	Safer Internet Day
Walk to School Week	Sports Days	Picture News Assemblies
Bonfire Night Safety		Rock Kidz workshop
Soccer Aid (UNICEF)		

<p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>-Taught throughout computing curriculum (see Purple Mash progression document for coverage)</li> <li></li> <li>-Safer Internet Day</li> <li>- <b>PSHE – Healthy Me Y6</b> includes use of social networking, sexting</li> <li>-PSCO E-safety visits for UKS2</li> </ul>	<p><b>Children Missing in Education</b></p> <ul style="list-style-type: none"> <li>-<b>PSHE – Celebrating Difference</b> EYFS – experiences of home</li> <li>-<b>PSHE – Celebrating Differences Y3</b> All families are different and falling out</li> <li>- School values and ethos built into culture</li> <li>-Celebration assemblies</li> <li>-Citizenship – British Values</li> <li>-Attendance policy-graduated support for families to support with wider contextual barriers.</li> </ul>	<p><b>County lines</b></p> <ul style="list-style-type: none"> <li>-<b>PSHE Healthy Me: Safe to Speak Unit – Y6</b></li> <li>-<b>PSHE Healthy Me - Y6</b> (the children learn about exploitation as well as gang culture and the associated risks therein).</li> </ul>	<p><b>Mental Health</b></p> <ul style="list-style-type: none"> <li>-Nurturing School Ethos</li> <li>-Nurture groups</li> <li>-Art Play sessions</li> <li>-Awareness days/ weeks</li> <li>‘Children’s Mental Health Week’</li> <li>- <b>PSHE – Mindfulness</b> during ‘<b>Calm Me</b>’ time in every lesson</li> <li>- My Happy Mind introduced in KS2</li> <li>- Yoga sessions for Y6</li> </ul>	<p><b>Radicalisation and Extremism</b></p> <ul style="list-style-type: none"> <li>-Prevent Agenda</li> <li>-Safer Internet Day</li> <li>- <b>PSHE – Healthy Me/ Relationships</b> includes peer pressure and gangs</li> <li>- Lancashire Search for Meaning RE syllabus</li> <li>- Visits/ visitors from other faiths</li> </ul>
<p><b>Road Safety &amp; Rail Safety</b></p> <ul style="list-style-type: none"> <li>-TG Junior Safety Officers – bulletins and assemblies</li> </ul>		<p><b>Child on child abuse</b></p> <ul style="list-style-type: none"> <li>-<b>PSHE Celebrating Difference</b> – EYFS to Y6</li> <li>-<b>PSHE Relationships</b> – EYFS to Y6</li> </ul>	<p><b>Children with family members in prison</b></p> <ul style="list-style-type: none"> <li>- <b>PSHE Relationships – EYFS-Y4:</b> Families and the different roles people can have in a family. Different expectations and roles within the family home.</li> </ul>	
<p><b>Fabricated or induced illness</b></p> <ul style="list-style-type: none"> <li>-<b>PSHE – Healthy Me EYFS – Y6</b></li> <li>Children learn taking responsibility for all aspects of physical/ emotional health</li> </ul>	<p><b>Hate &amp; Homophobic or transphobic abuse.</b></p> <ul style="list-style-type: none"> <li>-<b>PSHE – Celebrating Differences</b></li> <li>-<b>No Outsiders curriculum</b> EYFS- Y6</li> <li>- <b>Rights Respecting Schools</b></li> </ul>	<p><b>Private Fostering</b></p> <ul style="list-style-type: none"> <li>- <b>PSHE Relationships – EYFS-Y4:</b> Families and the different roles people can have in a family. Different expectations and roles within the family home.</li> </ul>		
<p><b>Fire and Water Safety</b></p> <ul style="list-style-type: none"> <li>-Cheshire Fire visits and workshops</li> <li>-Swimming lessons in KS2</li> <li>- Y5/6 Residential visits – raft building and kayaking</li> <li>-Regular Fire Drills in school</li> <li>-Trips to the Formby beach (Y4)</li> </ul>	<p><b>Drugs and Alcohol misuse</b></p> <ul style="list-style-type: none"> <li>-<b>PSHE – Healthy Me (Y2-Y6)</b></li> <li>Medicines, drugs, smoking, vaping, alcohol, and the effects of these</li> </ul>	<p><b>Twiss Green Community Primary School</b></p>  <p><b>Safeguarding in Our Curriculum</b></p>	<p><b>Female Genital Mutilation (FGM)</b></p> <ul style="list-style-type: none"> <li>- <b>PSHE Changing Me EYFS – Y6 Using</b> correct terminology for body parts and modelling how to talk in a factual way.</li> <li>-<b>PSHE Relationships EYFS – Y2</b> Physical contact and safe/ worry secrets</li> <li>-<b>PSHE – Celebrating Difference EYFS</b> lesson Standing up for Yourself Lesson (‘Please don’t do that, I don’t like it.’)</li> </ul>	
<p><b>Sexual Harassment</b></p> <ul style="list-style-type: none"> <li>-<b>PSHE Relationships – EYFS to Y2:</b> Types of physical contact they like, which they don’t like, and they can talk about this in a safe way and know it is OK to say they don’t want to be touched in that way e.g., punched or hugged if that is how they feel</li> <li>- <b>PSHE – Changing Me EYFS – Y6</b> Using correct terminology for body parts and modelling how to talk in a factual way.</li> <li>-<b>PSHE Celebrating Difference – EYFS</b> – standing up for yourself lesson (Children are given the opportunity to practise the phrase, ‘Please don’t do that, I don’t like it’)</li> </ul>		<p><b>Modern Slavery &amp; Children at risk from, or involved with serious violent crime including Child Criminal Exploitation</b></p> <ul style="list-style-type: none"> <li>-<b>PSHE Being Me in My World</b> (rights &amp; responsibilities thread) EYFS to Y6</li> <li>-<b>PSHE - Dreams and Goals</b> – Y5/6 Careers &amp; Motivation</li> <li>-<b>PSHE -Healthy Me Y4</b> Peer Pressure &amp; Y6 Gang Culture</li> <li>-<b>PSHE Changing Me</b> Y6 Mutual respect/ being pressured</li> </ul>	<p><b>Bullying including cyber bullying</b></p> <ul style="list-style-type: none"> <li>-Anti-Bullying week</li> <li>-Rock Kidz workshops</li> <li>- School Council/ Rights Respecting Schools</li> <li>-Safer Internet Day</li> <li>- Restorative conversations – behaviour policy</li> <li>-PSCO E-safety visits</li> <li>-E-safety built into curriculum</li> <li>-Safer Internet Day</li> <li>-<b>PSHE Celebrating Difference EYFS-Y6</b></li> </ul>	<p><b>Domestic Violence, Coercive Control, Forced Marriage &amp; Gender-based (VAWG)</b></p> <ul style="list-style-type: none"> <li>-<b>PSHE Celebrating Difference</b> – Y2 – family conflict lesson</li> <li>-<b>PSHE Healthy Me</b> – Y4 – healthy friendships</li> <li>-<b>PSHE Healthy Me -Y4</b> – Celebrating My Inner Strength and Assertiveness lesson</li> <li><b>PSHE Celebrating Difference</b> – EYFS – Standing up for yourself I</li> <li><b>PSHE Y3 – Healthy Me</b> – being safe and safe/unsafe I</li> <li><b>PSHE Year 6 – Relationships</b> – Power and control lesson</li> </ul>



The grid below outlines a selection of lessons from each year group (F1 to Year 11/age 3 to 16) where safeguarding and/or consent are covered – implicitly or explicitly.

Year Group	Puzzle (unit)	Piece (lesson)	Content	Link to safeguarding
F1/2	Celebrating Difference	6 – Standing up for yourself	Children learn how to improve things if they don't like what someone says or does to them.	Children are given the opportunity to practise the phrase, 'Please don't do that, I don't like it'; they are also reminded that if someone says that to them, they have to stop whatever they are doing to cause another child to say the phrase.
F1/2	Healthy Me	6 – Stranger Danger	Using stories like 'Never Talk to Strangers', children discuss with suggestions about what they could do to keep themselves safe.	Children are encouraged to think about what they could do if they don't feel safe, and who they can go to if they feel unsafe. The message, 'Say NO and DON'T GO!' is reinforced throughout the lesson, particularly when discussing grown-ups who approach children inappropriately and ask for their help.
F1/2	Relationships	4 & 5 – Falling out and bullying	Children explore how they feel if someone says something unkind to them.	These lessons encourage children to take responsibility for their words and actions and to help them know who to go to if they need help. Calm Me time is used to help children manage their feelings.
F1/2	Changing Me	2 – Respecting my body	Reinforcing the concept that our bodies are our own, are precious and need looking after.	This lesson helps to reinforce how children can take responsibility for their bodies (to a point) and how to look after themselves.
1	Celebrating Difference	3 – What is bullying?	Children learn how to improve things if they don't like what someone says or does to them.	This lesson, and indeed the whole Puzzle, reinforces the messages about tolerance, difference and similarity, and how to be a better friend, and how to deal with bullying if it arises.
1	Celebrating Difference	4 – What do I do about bullying?		
1	Relationships	4 – People who help us	Using the scenario cards (or make up your own), children act out scenarios showing when they can ask for help and from whom they can receive help.	If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say.
1	Changing Me	4 – Boys' and Girls' Bodies	Children identify the parts of the body that make boys different to girls and can use the correct, scientific names for them	By using correct terminology for part of the body, children can learn to respect their own and others' bodies and understand which parts are private (meaning 'special and important', not 'guilty' or 'not very nice').
2	Being Me in My World	2 – Rights and Responsibilities	Children learn about their rights, how to uphold them for themselves and others, and how rights come with responsibilities.	This lesson helps children understand that all children have the right to be safe, healthy, happy and to learn.



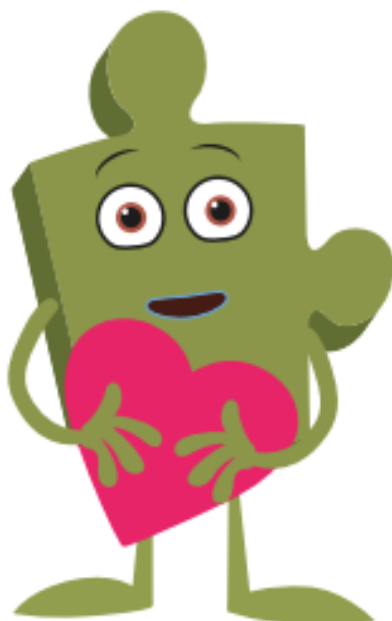
2	Celebrating Difference	3 – Why does bullying happen?	Identifying that bullying is sometimes about difference allows children to understand more and to decide not to bully.	This lesson, and indeed the whole Puzzle, reinforces the messages about tolerance, difference and similarity, and how to deal with bullying if it arises (where to go for help, what to say and do in a bullying situation).
2	Celebrating Difference	4 – Standing up for myself and others	Children are empowered to know what is right and wrong and to look after themselves.	
2	Relationship	2 – Keeping safe – exploring physical contact	The lesson focuses on how there are many different forms of physical contact within a family – and some of this is acceptable and some is not.	Children can think about which types of physical contact they like, which they don't like, and they can talk about this in a safe way and know it is OK to say they don't want to be touched in that way e.g. punched or hugged if that is how they feel. Some of the lesson is taught through stories. Teachers are encouraged to be vigilant throughout this lesson. This lesson, along with others in previous year groups, highlights why teaching about consent is important from such a young age.
2	Relationship	4 – Secrets	Children learn that sometimes secrets are good and sometimes they are not good – and how they feel if they are asked to keep a secret they don't want to keep, and who to talk to about it.	Through understanding about good secrets and 'worry' secrets, children can practise giving advice to Jigsaw Jo to help with any 'worry' secrets. Teachers can emphasise that 'worry' secrets need to be told to an adult and not kept inside.
3	Celebrating Difference	2 – Family conflict	This lesson explores how sometimes conflict occurs in families and how children can calm themselves down and use solution-based techniques to help themselves.	Children think about a possible source of family conflict and of ways to help solve it. Teachers need to be aware of all children's domestic situations (particularly any that may be violent) before teaching this lesson; notes in the lesson plan are provided to help.
3	Celebrating Difference	3 & 4 – Witness and feelings & Witness and solutions	Children learn that the role of witnesses in bullying situations, and that sometimes a witness can hinder rather than help.	Homophobic bullying is covered in these lessons, as well as what children can do if they see bullying taking place. The Jigsaw 'Solve It Together' technique is especially helpful for children to have a strategy to help themselves and others.
3	Healthy Me	4 – Being safe & 5 Safe or unsafe	Children identify things, people and places that they need to keep safe from, and can share some strategies for keeping themselves safe, including who to go to for help.	Using the 'We are keeping safe from...' cards, children can come up with strategies for Jigsaw Jino to keep safe in different situations, including online. Children can also complete the 'Keeping Safe' templates to form their contributing chapter for the school's Healthy, Happy Me Recipe Book (assessment task). They can learn how to take responsibility for keeping themselves and others safe, and why this is important (and that adults do not always have to be present).





3	Relationships	3 – Keeping myself safe online	Children discuss things that they might need to keep safe from when online.	Children rank the top tips for keeping safe online and discuss their ranking decisions, while learning about the importance of trust.
4	Celebrating Difference	3 – Understanding bullying	Reinforcing the messages from previous year groups, this lesson focuses on more surreptitious bullying and how to better understand bullying behaviour.	For older children, it is timely to look at the intricacies of bullying and how sometimes it can be difficult to spot. Teachers are encouraged to know what the school's anti-bullying policy states and to ensure that this lesson adheres to the guidance.
4	Healthy Me	5 – Healthy Friendships	This Piece looks at how children can learn to recognise when people are putting them under pressure and how to resist this when they want.	Through the context of healthy friendships, children can explore their possible feelings of anxiety and fear and how this might be associated with peer pressure; it could also be applied to the pressure they might feel from other people.
4	Healthy Me	6 – Celebrating My Inner Strength and Assertiveness	Helping children learn that they can have a clear picture of what they believe is right and wrong, and to know how to be assertive when they need to be.	Children can learn to draw on their own sense of right and wrong to help make decisions that suit them. Using some simple assertiveness techniques can help children feel more empowered in their lives and can help to keep them from harm.
5	Celebrating Difference	2 – Racism	Children learn about what racism is and how their own attitudes can affect how they treat others.	The concepts of racism and discrimination are introduced to children and they are invited to share their thoughts. Particular emphasis is given to the words that people use, often without understanding them, and how they can be racist.
5	Celebrating Difference	3 & 4 – Rumours and name-calling & Types of bullying	Children learn about how rumours are spread and how name-calling can both be bullying behaviours. They also learn the difference between direct and indirect bullying.	Both lessons help children to learn ways that they can be empowered to help themselves, and to report anything that feels wrong to them.
5	Relationships	2-6 – Online safety lessons x5	Lessons on staying safe when using technology. Children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others.	Rights and responsibilities are being online, staying safe, and relationships with technology all refer implicitly to safeguarding within these lessons.
6	Celebrating Difference	3 – Power struggles	Children explore power in different contexts – how sometimes it is needed, and how sometimes it is unwarranted and can feel unsafe.	This lesson focuses on power scenarios, how to identify them and how to deal with them practically in real life.

6	Celebrating Difference	4 – Why bully?	Children learn about some of the reasons why people bully, using various example scenarios.	Children are encouraged to practise and use a variety of strategies in managing their feelings in bullying scenarios – and how they can help solve problems if they are part of a bullying situation.
6	Relationships	4 – Power and Control	Returning to more assertiveness training, where children learn to recognise when people are trying to gain control or power, and how they can stand up for themselves (and their friends) in situations when others try to gain control or power.	Power and Control headlines and scenario cards are used to facilitate discussion among the children so they can decide on whether someone is being ‘controlling’ – and then to practise some helpful assertiveness techniques, which demonstrate how to deal with some of these situations.
6	Relationships	5 – Being Online: real or fake? Safe or unsafe?	Linked to previous lessons, children learn how to judge whether something online is safe and helpful	Online scenario cards are used to give examples of what might happen if someone tried to use technology to gain power over another.
6	Relationships	6 – Using technology responsibly	Children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their own safety and well-being.	This lesson focuses on the SMARTT rules and how to stay safe and happy online – and what to do if you don’t feel safe.



## 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 good dental hygiene, 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 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. Twiss Green pupils 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 our 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.
- 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.

## PE

There are lots of opportunities to approach the teaching of safeguarding within PE at Twiss Green. 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. In KS1 and 2, techniques for the safe moving and carrying of equipment are 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.

## Religious Education

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, and dance.
- In KS1 we welcome respectful conversation regarding all backgrounds, faiths, cultures and religious beliefs. 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 deeper, more complex questions and make comparisons across religions such as 'Who should we follow?' and 'Where do we find guidance about how to live our lives?'

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 & 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 other's, 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 values 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 Twiss Green, our Design Technology curriculum is practical and hands-on 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. Our 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 edged 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.
- 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.