

## Safeguarding Cross-Curricular Audit



### Year 7

English	Science	Computing	Humanities	Performing Arts
<p>Study of set text Skellig deals with sensitive issues about infant mortality and death.</p> <p>Empathetic writing encouraging students to deal with the topic sensitively and with thoughtfulness.</p> <p>Skellig deals with angels and the magical; students of religious convictions who are unable to read such material have been provided with an alternative text in the past after discussion with parents.</p>	<p>Structure and function of body systems. Learn about the effects of exercise on the functioning of the respiratory and circulatory system.</p> <p>Sound: Learn about sound and the effect different sounds have on our hearing.</p> <p>Reproduction: Learn about changes that takes place during puberty; what is menstruation; and how humans reproduce.</p>	<p>E-Safety &amp; Cyber-bullying</p> <p>Identify information and Advice (Reporting abuse using CEOP)</p> <p>Feel positive about themselves - opportunities to show what they can do</p> <p>Differentiated lessons in order for all students to feel positive about themselves)</p> <p>Encourage active participation in all lessons.</p>	<p>Bullying including different types, where it can happen and what to do if it happens or it is seen. Talking through the academy policy and looking on the academy website showing students how to report bullying.</p> <p>Internet safety and cyber bullying including how to stay safe on social media sites and how to keep privacy settings high.</p> <p>Emotional wellbeing including signs and symptoms of depression and anxiety. How to deal with grief. How to deal with anger. What to do if you are worried.</p> <p>Sexual relationships including different types of relationships, puberty, human anatomy, healthy relationships and age of consent.</p>	<p>Physical warm ups for Dance promoting health and well-being.</p> <p>Students are encouraged to bring water into lessons to promote adequate hydration</p> <p>Students regularly engage in group designed to promote team-work, listening skills and tolerance.</p> <p>Any physical contact between students and staff needs to be expressly confirmed verbally in front of whole class (e.g. staff member demonstrating lift, or re-positioning student to achieve correct alignment)</p> <p>issues addressed through correct assignment of working groups (created from prior knowledge and class profiles) as well as staff presence in changing rooms where possible (no male staff allowed on female changing rooms).</p>
Catering	PE	MFL	Creative Studies	
<p>Students take responsibility for their own learning and input during practical lessons. Sometimes offering peer mentoring and support to help others complete tasks. Students feel positive about themselves and their abilities in cooking. Students develop relationships with others by teamwork. Strict health, safety and hygiene boundaries are set along with consideration of personal hygiene.</p>	<p>Use of Captains/leaders to take responsibility for warm-ups and teams/ formations/performance in team games.</p> <p>Encourage safe and honest participation to avoid injury to one's self and others</p> <p>Encourage students to recognise and report dangerous play to staff.</p>	<p>Describing yourselves. Students encouraged to think about positive aspects and qualities of themselves</p> <p>Where you live – encouraging the sense of citizenship and an understanding of other cultures.</p>	<p><b>DT - Keeping safe with tools</b></p> <p>Students take responsibility for their own learning and input during practical lessons. Sometimes offering peer mentoring and support to help others complete tasks. Students feel positive about themselves and their abilities in practical tasks. Students develop relationships with others through teamwork. Internet research topics are closely monitored by staff and outcome.</p>	
			<p><b>Art, Photography &amp; Textiles -</b></p> <p>Portraiture – self-image, mood &amp; mental health. Safe and appropriate housing around the world. Health and safety rules around usage of tools. Sensitive discussions often ensue when considering artists and artwork researched during topics.</p>	

## Safeguarding Cross-Curricular Audit

### Year 8

English	Science	Computing	Humanities	Performing Arts
<p>Study of set text Stone Cold deals with homelessness and domestic violence and psychological abuse. Topics dealt with sensitively with opportunities for empathetic writing and class discussion to encourage students to deal with the issues sensitively and with consideration for others who may have been affected by such issues.</p> <p>Study of speeches and debates involves topics such as animal testing, capital punishment and gangs. Students are provided with resources that are suitable for their age and which are discussed in class in a sensitive manner; students are encouraged to share their opinions in considerate and thoughtful ways, taking into account alternative views.</p>	<p>Separation/Metals and acids/Techniques: Learn about how to work safely with heating equipment and different chemicals.</p> <p>Electricity and magnetism: Learn how to work with low voltage electrical equipment safely.</p> <p>Health and lifestyle: Learn the importance of a healthy diet; appropriate use of drugs; the effects smoking has on our bodies.</p>	<p>Feel positive about themselves – opportunities to show what they can do. Differentiated lessons in order for all students to feel positive about themselves.</p> <p>Encourage active participation in all lessons.</p>	<p>Healthy lifestyles including law on drugs, use of tobacco, how to eat healthily and exercise. Also the important of sleep and keeping your brain healthy.</p> <p>Personal finance including how to stay out of debt, how to set up a bank account, what a mortgage is etc.</p> <p>Sexual relationships including healthy relationships, puberty, age of consent and how to stay safe.</p> <p>One child policy including options for those not wanting to keep their child.</p> <p>Students encouraged to take responsibility for their own learning.</p>	<p>Physical warm ups for Dance promoting health and well-being.</p> <p>Students are encouraged to bring water into lessons to promote adequate hydration</p> <p>Students regularly engage in group designed to promote team-work, listening skills and tolerance.</p> <p>Any physical contact between students and staff needs to be expressly confirmed verbally in front of whole class (e.g. staff member demonstrating lift, or re-positioning student to achieve correct alignment)</p> <p>issues addressed through correct assignment of working groups (created from prior knowledge and class profiles) as well as staff presence in changing rooms where possible (no male staff allowed on female changing rooms).</p>
Catering	PE	MFL	Creative Studies	
<p>Students take responsibility for their own learning and input during practical lessons. Sometimes offering peer mentoring and support to help others complete tasks. Students feel positive about themselves and their abilities in cooking. Students develop relationships with others by teamwork. Strict health, safety and hygiene boundaries are set along with consideration of personal hygiene. Students discuss moral and ethical impact of Food Miles and different farming practices.</p>	<p>Use of Captains/leaders to take responsibility for warm-ups and teams/ formations/performance in team games</p> <p>Encourage safe and honest participation to avoid injury to one's self and others</p> <p>Encourage students to recognise and report dangerous play to staff.</p>	<p>Holidays – how to stay safe abroad. What is involved in travelling</p> <p>Healthy living – Looking at drug abuse and how to avoid it</p>	<p><b>DT - Keeping safe with tools.</b></p> <p>Students take responsibility for their own learning and input during practical lessons. Sometimes offering peer mentoring and support to help others complete tasks. Students feel positive about themselves and their abilities in practical tasks. Students develop relationships with others through teamwork. Internet research topics are closely monitored by staff and outcome.</p>	
			<p><b>Art, Photography &amp; Textiles -</b></p> <p>Respectful guidelines around image taking (photography). Health and safety rules around usage of tools. Sensitive discussions often ensue when considering artists and artwork researched during topics.</p>	

## Safeguarding Cross-Curricular Audit



### Year 9

English	Science	I.T. & Computer Science	Humanities	Performing Arts
<p>Transactional writing covers topical issues pertinent to teenagers such as healthy eating, bullying and internet addiction. Resources of factual information provided along with opinion pieces. Students encouraged to discuss the topics with sensitivity and sympathy and explore their own opinions in relation to the facts available.</p>	<p><b>Keeping healthy:</b> Evaluate information about the effect of food on health.</p> <ul style="list-style-type: none"> <li>Evaluate information about the effect of lifestyle on development of disease.</li> <li>Analyse and evaluate claims made by slimming</li> <li>Programmes and slimming products.</li> </ul> <p><b>Nerves and hormones:</b></p> <ul style="list-style-type: none"> <li>Evaluate the benefits of, and the problems that may arise from, the use of hormones to control fertility, including In Vitro Fertilisation (IVF).</li> </ul> <p><b>The use and abuse of drugs: Disease.</b></p> <ul style="list-style-type: none"> <li>Evaluate different types of drugs and why some people use illegal drugs for recreation.</li> <li>Evaluate claims made about the effect of prescribed and non-prescribed drugs on health.</li> <li>Consider the possible progression from recreational drugs to hard drugs.</li> <li>Evaluate the use of drugs to enhance performance in sport and to consider the ethical implications of their use.</li> <li>Evaluate the effect of statins in cardiovascular.</li> </ul>	<p>Coursework catch-up sessions when required to boost self-esteem (I.T only).</p> <p>Feel positive about themselves – opportunities to show what they can do.</p> <p>Differentiated lessons in order for all students to feel positive about themselves Opportunities for peer support and feedback on practical work.</p> <p>Encourage active participation in all lessons.</p>	<p>Drugs education including identification, effects, the law, who to talk to etc. Ethics including key ethical discussions around abortion, suicide and euthanasia. Particular focus on the law and different opinions. Being British including the justice system, rule of law etc. SRE including healthy relationships, puberty, unwanted pregnancy options, how to stay safe. Crime and punishment including the justice system, legal responsibility and treatment of prisoners.</p>	<p>Physical warm ups for Dance promoting health and well-being.</p> <p>Students are encouraged to bring water into lessons to promote adequate hydration</p> <p>Students regularly engage in group designed to promote team-work, listening skills and tolerance.</p> <p>Any physical contact between students and staff needs to be expressly confirmed verbally in front of whole class (e.g. staff member demonstrating lift, or re-positioning student to achieve correct alignment)</p> <p>issues addressed through correct assignment of working groups (created from prior knowledge and class profiles) as well as staff presence in changing rooms where possible (no male staff allowed on female changing rooms)</p> <p>Texts used which contain either swearing or controversial subject matter are discussed at length with students to provide context and ensure students are comfortable.</p>
Catering	PE	MFL	Creative Studies	Health, Care and Early Years
<p>Students take responsibility for their own learning and input during practical lessons. Sometimes offering peer mentoring and support to help others complete tasks. Students feel positive about themselves and their abilities in cooking. Students develop relationships with others by teamwork. Strict health, safety and hygiene boundaries are set along with consideration of personal hygiene. Ethical discussion regarding religious diets and ethical discussions surrounding food farming methods.</p>	<p>Use of Captains/leaders to take responsibility for warm-ups and teams/ formations/performance in team games</p> <p>Encourage safe and honest participation to avoid injury to one's self and others</p> <p>Encourage students to recognise and report dangerous play to staff.</p>	<p>School – School being a safe environment Relationships and family – Looking at safe environment at home. Domestic abuse.</p>	<p>Art, Textiles &amp; Photography – consent &amp; image presentation, importance of keeping images in context, safe &amp; appropriate images. Sensitive discussions around artists and artwork when questions arise.</p>	<p>Types of abuse</p> <p>Protecting children from harm.</p>

# Safeguarding Cross-Curricular Audit



## Year 10

English	Science	I.T. & Computer Science	Humanities	Performing Arts
<p>Poetry Anthology deals with family deaths, racial prejudice, the effects of war and poverty/prostitution among other topics such as suicide bombing (Japanese kamikaze pilots). These topics are taught in the context of the poems: when they were produced, by whom and for what purpose. Students are provided with the factual information needed to contextualise the poems, followed by discussions about the issues and opinions around the facts.</p>	<p>Genetic disorders: Cystic fibrosis (a disorder of cell membranes) must be inherited from both parents. The parents may be carriers of the disorder without actually having the disorder themselves. It is caused by a recessive allele of a gene and can therefore be passed on by parents, neither of whom has the disorder. Embryos can be screened for the alleles that cause these and other genetic disorders.</p> <p>Forces and braking/Using mains electricity safely and the power of electrical appliances: The greater the speed of a vehicle the greater the braking force needed to stop it in a certain distance. The stopping distance of a vehicle is the sum of the distance the vehicle travels during the driver's reaction time (thinking distance) and the distance it travels under the braking force (braking distance). A driver's reaction time can be affected by tiredness, drugs and alcohol. Understand the principles of safe practice and recognise dangerous practice in the use of mains electricity. Compare the uses of fuses and circuit breakers Evaluate and explain the need to use different cables for different appliances.</p> <p>What happens when radioactive substances decay, and the uses and dangers of their emissions: Evaluate the effect of occupation and/or location on the level of background radiation and radiation dose. Evaluate the possible hazards associated with the use of different types of nuclear radiation. Evaluate measures that can be taken to reduce exposure to nuclear radiations.</p>	<p>Feel positive about themselves – opportunities to show what they can do.</p> <p>Differentiated lessons in order for all students to feel positive about them.</p> <p>Encourage active participation in all lessons.</p> <p>Catch up sessions when required, to boost self –esteem (I.T only).</p>	<p>Sexual exploitation including sexting and staying safe online. County Lines and bullying. SRE including staying safe, STIs, options for unwanted pregnancy, parenthood. Crime and punishment including the justice system, legal responsibility and treatment of prisoners.</p>	<p>Physical warm ups for Dance promoting health and well-being.</p> <p>Students are encouraged to bring water into lessons to promote adequate hydration</p> <p>Students regularly engage in group designed to promote team-work, listening skills and tolerance.</p> <p>Any physical contact between students and staff needs to be expressly confirmed verbally in front of whole class (e.g. staff member demonstrating lift, or re-positioning student to achieve correct alignment)</p> <p>issues addressed through correct assignment of working groups (created from prior knowledge and class profiles) as well as staff presence in changing rooms where possible (no male staff allowed on female changing rooms)</p> <p>Texts used which contain either swearing or controversial subject matter are discussed at length with students to provide context and ensure students are comfortable.</p>
Catering	PE	MFL	Creative Studies	Health, Care and Early Years
<p>Students take responsibility for their own learning and input during practical lessons. Students feel positive about themselves and their abilities in cooking. Students develop relationships with others by teamwork. Strict health, safety &amp; hygiene boundaries are set along with consideration of personal hygiene.</p>	<p>Use of Captains/leaders to take responsibility for warm-ups and teams/ formations/performance in team games Encourage safe and honest participation to avoid injury to one's self and others Encourage students to recognise and report dangerous play to staff.</p>	<p>Healthy living – In more depth looking at issues surrounding smoking and drugs. Looking at who to contact if there are drugs problems at home etc.</p>	<p><b>Art, Textiles &amp; Photography</b> – consent &amp; image presentation, importance of keeping images in context,</p>	<p>Clients at risk. Responsibilities to safeguard in different types of settings Legislation Practical procedures.</p>

# Safeguarding Cross-Curricular Audit



## Year 11

English	Science	I.T. & Computer Science	Humanities	Performing Arts
<p>Students provided with opportunities to work independently and with confidence on a wide range of skills needed for the exams. They are encouraged to share work and work collaboratively to build self-esteem and create positive and supportive learning environments. When topics emerge from topical non-fiction texts used in preparation for Paper 2 the materials are discussed with sensitivity and thoughtfulness in whole-class settings.</p>	<p><b>Keeping healthy:</b> Evaluate information about the effect of food on health.</p> <ul style="list-style-type: none"> <li>Evaluate information about the effect of lifestyle on development of disease.</li> <li>Analyse and evaluate claims made by slimming</li> <li>Programmes and slimming products.</li> </ul> <p><b>Nerves and hormones:</b></p> <ul style="list-style-type: none"> <li>Evaluate the benefits of, and the problems that may arise from, the use of hormones to control fertility, including In Vitro Fertilisation (IVF).</li> </ul> <p><b>The use and abuse of drugs: Disease.</b></p> <ul style="list-style-type: none"> <li>Evaluate different types of drugs and why some people use illegal drugs for recreation.</li> <li>Evaluate claims made about the effect of prescribed and non-prescribed drugs on health.</li> <li>Consider the possible progression from recreational drugs to hard drugs.</li> <li>Evaluate the use of drugs to enhance performance in sport and to consider the ethical implications of their use.</li> </ul> <p>Evaluate the effect of statins in cardiovascular.</p>	<p>Feel positive about themselves – opportunities to show what they can do.</p> <p>Differentiated lessons in order for all students to feel positive about themselves.</p> <p>Encourage active participation in all lessons. Consider moral dilemmas they might come across. Theory looking at moral issues, for example computers and the environment &amp; I.T. legislation.</p>	<p>Sexual exploitation including sexting and staying safe online. County Lines and bullying. SRE including staying safe, STIs, options for unwanted pregnancy, parenthood. Emotional well-being linked to exam stress.</p> <p>Crime and punishment including the justice system, legal responsibility and treatment of prisoners.</p> <p>Global issues – looking at homelessness and how to avoid it.</p> <p>Staying safe while travelling.</p>	<p>Physical warm ups for Dance promoting health and well-being.</p> <p>Students are encouraged to bring water into lessons to promote adequate hydration</p> <p>Students regularly engage in group designed to promote team-work, listening skills and tolerance.</p> <p>Any physical contact between students and staff needs to be expressly confirmed verbally in front of whole class (e.g. staff member demonstrating lift, or re-positioning student to achieve correct alignment)</p> <p>issues addressed through correct assignment of working groups (created from prior knowledge and class profiles) as well as staff presence in changing rooms where possible (no male staff allowed on female changing rooms)</p> <p>Texts used which contain either swearing or controversial subject matter are discussed at length with students to provide context and ensure students are comfortable.</p>
Catering	PE	MFL	Creative Studies	Health, Care and Early Years
<p>Students take responsibility for their own learning and input during practical lessons. Sometimes offering peer mentoring and support to help others complete tasks. Students feel positive about themselves and their abilities in cooking. Students develop relationships with others by teamwork. Strict health, safety and hygiene boundaries are set along with consideration of personal hygiene.</p>	<p>Use of Captains/leaders to take responsibility for warm-ups and teams/formations/performance in team games</p> <p>Encourage safe and honest participation to avoid injury to one's self and others</p> <p>Encourage students to recognise and report dangerous play to staff.</p>	<p>Media – Study the risks of the internet, looking cyberbullying and paedophilia.</p>	<p><b>Art</b> – as for years 9 &amp; 10 with addition of life drawing which includes appropriate conduct, expectation, reporting procedures &amp; body image. Health and safety rules for safe use of tools.</p>	<p>Clients at risk. Responsibilities to safeguard in different types of settings Legislation Practical procedures.</p>

## Safeguarding Cross-Curricular Audit



### Year 12

English	Childcare and Education	I.T. & Computer Science	Health, Care and Early Years	Performing Arts
<p>Literature students study a range of adult themes such as death, sex and prejudice. Texts are chosen by the exam board and are dealt with in small class discussions with an awareness of possible cultural sensitivities. Students are encouraged to express personal opinions in sensitive and thoughtful ways. Topics are taught in context around the texts: when they were produced, by whom and to what end. The Handmaids Tale deals with rape, pornography and torture. A Streetcar Named Desire deals with rape and domestic violence.</p>	<p>Types of abuse – signs What is safeguarding/role of the early years practitioner in safeguarding children/safeguarding legislation, policies and procedures. Role of EYP when abuse is suspected. Disclosure – role of EYP DBS checks Serious case reviews – reasons/outcomes of previous SCRs Practical procedures commonly used in childcare settings to protect children. Lines of reporting Importance of confidentiality versus passing on information on a 'need to know' basis.</p>	<p>Feel positive about themselves – opportunities to show what they can do. Differentiated lessons in order for all students to feel positive about themselves.</p> <p>Catch up sessions when required, to boost self-esteem.</p> <p>Consider moral dilemmas they might come across. Theory looking at moral issues, for example computers and the environment and I.T. legislation.</p> <p>Theory about legal, moral, cultural and ethical issues (Computer Science only.)</p>	<p>Clients at risk – elderly, mental health patients, people with learning difficulties, children Legislation, policies and procedures Role of practitioner.</p>	<p>Physical warm ups for Dance promoting health and well-being.</p> <p>Students are encouraged to bring water into lessons to promote adequate hydration</p> <p>Students regularly engage in group designed to promote team-work, listening skills and tolerance.</p> <p>Any physical contact between students and staff needs to be expressly confirmed verbally in front of whole class (e.g. staff member demonstrating lift, or re-positioning student to achieve correct alignment)</p> <p>Issues addressed through correct assignment of working groups (created from prior knowledge and class profiles) as well as staff presence in changing rooms where possible (no male staff allowed on female changing rooms)</p> <p>Texts used which contain either swearing or controversial subject matter are discussed at length with students to provide context and ensure students are comfortable</p> <p>Students may complete a unit in Stage Combat which requires the use of crash mats and careful, supervised rehearsal.</p>
			<p><b>Creative Studies</b></p>	

## Safeguarding Cross-Curricular Audit



### Year 13

English	Childcare and Education	I.T. & Computer Science	Health, Care and Early Years	Performing Arts
<p>Students are taught the same texts as in Year 12 with the same approach.</p> <p>Opportunities to work in small groups on extra help offered in school (Period 6/7) to help boost self-esteem and confidence for the exams.</p>	<p>What is safeguarding/role of the early years practitioner in safeguarding children/safeguarding legislation, policies and procedures.</p> <p>Role of EYP when abuse is suspected.</p> <p>Disclosure – role of EYP</p> <p>DBS checks</p> <p>Serious case reviews – reasons/outcomes of previous SCRs</p> <p>Practical procedures commonly used in childcare</p> <p>Settings to protect children.</p> <p>Lines of reporting</p> <p>Importance of confidentiality versus passing on information on a 'need to know' basis.</p>	<p>Feel positive about themselves – opportunities to show what they can do. Differentiated lessons in order for all students to feel positive about them.</p> <p>Catch up sessions when required, to boost self-esteem.</p> <p>Consider moral dilemmas they might come across. Theory looking at moral issues, for example computers and the environment and I.T. legislation</p> <p>Catch –up sessions to boost self-esteem &amp; theory about legal, moral, cultural and ethical issues (Computer Science only).</p>	<p>Clients at risk – elderly, mental health patients, people with learning difficulties, children</p> <p>Legislation, policies and procedures</p> <p>Role of practitioner</p>	<p>Physical warm ups for Dance promoting health and well-being.</p> <p>Students are encouraged to bring water into lessons to promote adequate hydration</p> <p>Students regularly engage in group designed to promote team-work, listening skills and tolerance.</p> <p>Any physical contact between students and staff needs to be expressly confirmed verbally in front of whole class (e.g. staff member demonstrating lift, or re-positioning student to achieve correct alignment)</p> <p>Issues addressed through correct assignment of working groups (created from prior knowledge and class profiles) as well as staff presence in changing rooms where possible (no male staff allowed on female changing rooms)</p> <p>Texts used which contain either swearing or controversial subject matter are discussed at length with students to provide context and ensure students are comfortable.</p> <p>Students may complete a unit in Stage Combat which requires the use of crash mats and careful, supervised Rehearsal.</p>
			Creative Studies	