

St Mary's Fields Academy safeguarding curriculum



Safe, motivated and friendly are the core values that shape our school. We teach our children how to keep themselves safe and what to do if they feel unsafe. The safeguarding curriculum is mainly delivered through our Jigsaw scheme of learning, our Everyone's Welcome scheme of learning but is further supported by other lessons and external organisations. Our PSHE curriculum covers safeguarding themes through each of the strands within the Jigsaw scheme of work. We also teach some aspects of PSHE through the 'Everyone's Welcome' recommended texts. Everyone's Welcome explores all aspects of difference and diversity in line with the Equality Act (2010) and British Values. At St Mary's, we celebrate – we do not tolerate. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age-appropriate level, or within a small group or 1:1 level where a more urgent need arises. We are committed to supporting and educating children across a range of safeguarding matters, as well as supporting issues specifically related to the local context. For example, we know that alcohol, smoking and drug use is higher in our area than the rest of the city. We know that poor mental wellbeing and reduced resilience levels are higher in our area than the rest of the city. Our Year 6 pupils take part in a knife crime 'trial', which is run by a Magistrate from Leicester Magistrates court and teaches pupils the dangers of knives. Our KS1 and KS2 pupils take part in the NSPCC 'speak out, stay safe' programme where they are taught to recognise abuse and learn how to report something if they are worried.

We know that there is a strong correlation between the feeling of belonging and attainment. At St Mary's, we want every single person to feel that they belong here. To belong means to feel accepted, respected, included and supported. We have recently introduced 'belonging bags', where each class has a special bag that pupils can take home and spend some time thinking about themselves, their family, their culture and heritage. Pupils are then encouraged to bring the bag back in to school and share something about themselves with their peers. This contributes to psychological safety, allows pupils to make connections with others and contributes towards a sense of belonging.

Skills and attributes developed through our safeguarding curriculum:

- Pupils feel safe to be who they are due to an ambitious PSHE curriculum and Everyone's Welcome lessons.
- Knowledge of sexism, misogyny, homophobia, gender stereotypes.
- The importance of respecting protected characteristics.
- Resilience, character muscles and traits and positive personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- Positive emotional and mental wellbeing.
- An open and safe learning environment in which pupils express their views, seek help, and help others.
- Children are encouraged to give their views and learn that they are listened to. This is done through talking partners, through circle times, PSHE units of work, assemblies and through whole school, whole class, group or individual discussion. Staff have an open-door policy where children are encouraged to talk.
- We are proud of our diverse and multi-cultural community, where we are accepting and tolerant.
- 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, races, genders, ages, disabilities, and sexual orientations, through their words, actions and in their influence.
- Friendships foster inclusivity and equality, and they ensure that our colour, gender and sexuality is celebrated.
- Our differences only lead us to want to learn more about each other's lifestyles, cultures, beliefs and families.

- We teach Relationships and Sex education across the school and support parents in understanding the importance of children learning about healthy relationships.
- We teach online safety in each year group but also respond to any issues that arise through further lessons, assemblies or by using external agencies.
- Our English curriculum uses texts that promote equality, acceptance and tackle specific moral, social and ethical issues. For example, Year 4 use the text 'Julian is a Mermaid' in one of their writing units. It is a story about revealing ourselves, and the beauty of being seen for who we are by someone who loves us.
- Our assemblies across the year are carefully mapped out to ensure that we are proactively teaching the children about key safeguarding topics but we also use assemblies to respond to any issues that may arise either in school or in the local community.
- We seek further enrichment opportunities that support our safeguarding curriculum, for example - trip to the Warning Zone for year 6 or forest school sessions.
- 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.

Practical safeguarding opportunities are planned into the curriculum:

- Road and rail safety, including out of school visits, bike-ability and work with police officers in the community
- Road safety assemblies
- Poolside and water safety through swimming lessons in KS2
- Forest school sessions
- Invacuation and evacuation practices every half-term
- Fire awareness, including visits from the local fire service
- Visits to school from medical staff
- Our visits and experiences incorporate "Stranger Danger" and being safe in the outdoors
- What to do if you are separated from your group
- Safe use of technology including password security and privacy settings
- Day to Day teaching of British Values
- Hats and sunscreen are worn for sun protection, drinking water throughout the day on hot days
- A wide range of visits and visitors. These include talks from professionals such as dental hygienists, nurses, police, road safety officers, firefighters which extend the children's knowledge of staying safe and healthy

Mental Health and Wellbeing

- The aim of teaching pupils about physical health and mental wellbeing is to give them the information they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is healthy and what is not healthy in themselves and others and when issues arise, how to seek support as early as possible from appropriate sources.
- Physical health and wellbeing are interlinked and it is important that pupils understand that good physical health contributes to good mental wellbeing and vice versa.
- Positive mental health and well-being is promoted at every opportunity. External support is brought in to school when required.
- We create a culture of error where pupils aren't afraid of making mistakes and getting things wrong.
- Pupils have the confidence to speak up when they know that something is wrong – 'the behaviour you walk by is the behaviour you accept'.
- We have 7 trained mental health first aiders in school, trained with MHFA England. Pupils know who they are and how to talk to them if they need to.

- We have an ELSA trained teaching assistant who has protected weekly time to work one to one with pupils
- CEIPS calm clinic offered to year 5 and 6 pupils re anxiety and worries
- Family support worker employed 2.5 days per week to support our most vulnerable families
- Referrals to the school nursing team
- One-page profiles updated annually ensuring that vulnerable children are supported and listened to
- School Council being proactive in listening to other children's views and acting upon their concerns and ideas
- We work collaboratively with the NHS Education Mental Health Practitioners to support pupils' mental health and have a EMHP on site every week supporting pupils and staff.
- Laura Haycock, DSL, has undertaken DfE mental health leader qualification

Keeping physically healthy

- The high priority given to PE in the school means that a minimum of two hours of the weekly curriculum is set aside for PE.
- Children are encouraged to join the wide variety of sports clubs available
- Work with local health services re immunisations and health emergencies
- Science lessons
- Workshops from the school nursing team
- Fruit and water being made available for all KS1 children on a daily basis.
- All children have access to drinking water at all times and are encouraged to be hydrated throughout the school day. KS2 are encouraged to bring in their own fruit or healthy alternative as a snack
- We are a Healthy School and encourage healthy and balanced packed lunches and snacks
- Children are encouraged to join the wide variety of sports clubs available
- Children being encouraged to be independent, healthy and safe by walking to school
- Daily mile

Protected Characteristics

- There are nine protected characteristics under the Equality Act (2010): age, disability, sex, pregnancy and maternity, marriage and civil partnerships, sexual orientation, religion or belief, race and gender reassignment.
- At St Mary's Fields Academy, we ensure that our children are given opportunities to develop age-appropriate knowledge and understanding through a well-planned and delivered curriculum, through RSHE dedicated lessons, through assemblies and the ethos of our school.
- For example, in the Jigsaw 'celebrating difference' modules we explore challenging assumptions, accepting self and others, bullying, racism, respecting cultures, conflict and empathy. We believe that children should be able to recognise themselves and their circumstances so that their lived experience is valued and validated.

Global Citizenship, Diversity and Cultural Representation

- By learning about different cultures, traditions, and perspectives, children can appreciate the richness of the world around them and recognise the value of inclusivity. Understanding global issues, such as poverty, climate change, and social justice, helps children develop a sense of responsibility to contribute positively to society and work towards solutions that benefit everyone.
- Promoting cultural representation ensures that all children feel seen, respected, and valued, regardless of their background. Early education on these topics encourages children to embrace diversity, challenge stereotypes, and build meaningful connections with people from all walks of life, preparing them to be compassionate, open-minded, and active global citizens.
- We currently have a working group linked to 'belonging', and as part of this, we have designed 'culture bags' that will be sent home weekly. The culture bags will encourage children to share their own cultural experiences with their classes. Links have been made with existing Jigsaw topics to make explicit the teaching of cultural diversity and ensuring that pupils feel valued and recognised in schools. Reading areas have been updated with diverse texts and we have explored unconscious bias as a school. Pupils have participated in pupil voice interviews and informal class discussions about if they feel valued and represented in school.

Healthy relationships

- We teach our children about healthy relationships to help them understand the importance of respect, communication, and empathy in their interactions with others.
- By learning what makes a relationship healthy—such as mutual respect, trust, and kindness—children are better equipped to form positive friendships and avoid toxic or harmful situations.
- Early education about boundaries, consent, and emotional support helps children recognize when a relationship is unhealthy or abusive, empowering them to speak up and seek help if needed.
- Additionally, teaching children about healthy relationships encourages them to treat others with dignity and care, laying the foundation for strong, supportive connections throughout their lives. By addressing these topics early on, we help children grow into compassionate, responsible individuals who value the well-being of themselves and others.
- WE teach this through PSHE lessons to every year group, the school nursing team, Science curriculum in Y5 and Y6 and through Speak out, stay safe NSPCC assemblies.

Online safety

- We empower children to navigate the internet responsibly and safely. We teach them about privacy, such as keeping personal information secure and being cautious about what they share online. Additionally, teaching children how to recognise and report harmful behaviours or suspicious interactions helps them feel confident in protecting themselves and seeking help when necessary.
- This is taught through our online safety curriculum, delivered through the PSHE and computing curriculum, our E Safety Policy, assemblies, visits from outside agencies and speak out, stay safe NSPCC assemblies.

Bullying including cyber bullying

- Anti-bullying policy and procedures

- Reflective and restorative behaviour policy including constant reminders re expected behaviours in public, in classrooms, around school and outside
- Our reflective and restorative behaviour policy and our school expectations encourage each child to respect each other
- Our behaviour for learning system encourages children to be resilient in their leaning, to question and challenge things they are presented with
- Relationships unit in PSHE

Keeping safe in the world and stranger danger

- By educating our children about the potential risks of interacting with strangers, we help them understand how to protect themselves in situations where they might feel unsafe.
- It's important to teach them not to talk to or accept anything from strangers, as well as the importance of staying close to trusted adults in public places. Children should also be taught what to do if a stranger approaches them, such as seeking help from a known adult or finding a safe space. By reinforcing these messages in an age-appropriate way, we empower children to make smart decisions, recognise dangerous situations, and seek help when needed, giving them the tools to stay safe and secure in the world around them.
- We teach this through PSHE lessons, assemblies and PSCO visits.
- We have half termly Invacuation and evacuation ensuring children and adults are clear about what to do in an emergency.
- Clear safety procedures built into the end of each day.

Fire and water safety

- Teaching children about fire safety is vital for ensuring they know how to respond in an emergency and stay safe in potentially dangerous situations. By learning basic fire safety rules, such as stop, drop, and roll, how to identify fire hazards, and the importance of smoke alarms, children are better prepared to react quickly and calmly if a fire occurs.
- We help our pupils develop the skills needed to stay safe in and around water. We teach them to recognise potential dangers, such as strong currents, deep water, or unsafe environments, can prevent them from putting themselves in harm's way.
- We teach this through swimming lessons in KS2, local walks to the River Soar, visits from the fire service, healthy me units in PSHE, forest school sessions and the rivers unit in geography

Road safety

- We educate our children on how to safely cross the street, understand traffic signals, and be aware of their surroundings, we equip them with the knowledge to avoid dangerous situations. Early lessons in road safety also encourage children to adopt good habits, such as looking both ways before crossing and using pedestrian crossings. As they grow older, these skills can help them stay safe as they begin to travel independently. We do this through local visits, road safety workshops, PSCO/police visits, our PSHE curriculum, Trips, Assemblies and Bikeability.

Domestic abuse

- Teaching children about domestic abuse is vital for their safety and emotional well-being. By helping children understand what abuse looks like—whether physical, emotional, or verbal—we can empower them to recognise unhealthy relationships and seek help if needed.

- It also provides a foundation for building empathy and respect in their own relationships. Early education about domestic abuse fosters a sense of safety, letting children know that it's okay to speak up if they or someone they know is experiencing harm.
- Teaching these concepts also encourages the development of healthy conflict-resolution skills and respect for personal boundaries. By addressing domestic abuse in a supportive and age-appropriate way, we can prevent future cycles of violence and promote a generation that values kindness, understanding, and safe environments.
- Children are taught about healthy relationships through PSHE lessons
- The school receives Operation Encompass emails when there has been an incident outside of school which involves any agency and pupils were present. Operation Encompass is a process that informs schools of reported domestic abuse incidents, where a child has been in the same household or is affected by the incident, during the next school day. The school's Designated Safeguarding Leads are contacted after the referral to discuss the incident.

Emotional and physical abuse

- Teaching children about emotional and physical abuse is crucial for their protection and mental health. By educating children about the signs of abuse, whether it involves physical harm or hurtful words and actions, we give them the tools to recognise when something is wrong and empower them to speak out.
- Understanding what constitutes abusive behaviour helps children set healthy boundaries and fosters self-respect. It also ensures that children know there is support available, whether through trusted adults or resources, so they can seek help when needed.
- By addressing both emotional and physical abuse in a safe, age-appropriate way, we teach children to value kindness, respect, and compassion, helping to break the cycle of abuse and promote a culture of safety and care. We teach this through our safeguarding policies & procedures, NSPCC work, Relationships PSHE units, Speak out, stay safe NSPCC assemblies and outside agencies if appropriate.

Drugs, alcohol and tobacco

- Teaching children about drugs and alcohol is essential for promoting their well-being and helping them make informed decisions as they grow older. By providing accurate information at an age-appropriate level, we can help children understand the risks and consequences associated with substance use.
- Educating them early on about the physical, emotional, and social impacts of drugs and alcohol empowers them to make healthier choices and resist peer pressure. It also opens the door for honest conversations about the influence of media, friends, and family, ensuring they have the tools to recognize harmful situations.
- Ultimately, teaching children about drugs and alcohol lays the foundation for responsible decision-making and helps prevent substance abuse in the future. We do this through our PSHE curriculum unit, healthy me, through science lessons and outside agencies if necessary.

Radicalisation and extremism

- Through PSHE lessons and assemblies, we support pupils to recognise how attitudes and opinions can be influenced by exposure to prejudiced or extremist views as well as how to challenge and resist these narratives
- Through open discussions, interactive lessons, and promoting empathy, we can create an environment where children are encouraged to question negative stereotypes and build bridges of understanding.
- By addressing radicalisation proactively, we help students navigate the complexities of the world while reinforcing the values of peace, inclusivity, and respect for diversity.

FGM

- We educate children on their rights, through PSHE/RSE and this is our way of ensuring that children know when they may be being mistreated and also the steps, they can take to get help. We also teach PANTS lessons.

- As we know that girls are most risk between the ages of 5 – 12 years old, and as a primary school we play an important part in safeguarding girls from FGM.
- FGM is a safeguarding issue and is treated like any child protection concern. It is a mandatory part of safeguarding training and is undertaken yearly by all staff, so that staff are vigilant and know what to do if they have a concern.

Jigsaw/Everyone's Welcome overview 24 – 25

EW – Everyone's Welcome

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaw unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Nur & Rec	<ul style="list-style-type: none"> Self-identify Understanding feelings Being in a classroom Being gentle Rights and responsibilities NSPCC pants lessons <p>EW- Blue Chameleon</p>	<ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself <p>EW- red Rockets & rainbow Jelly</p> <p>Anti-bullying week</p>	<ul style="list-style-type: none"> Challenges Perseverance Goal setting Overcoming obstacles Seeking help Jobs and careers Achieving goals <p>EW-You choose</p>	<ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety <p>EW- The family book</p>	<ul style="list-style-type: none"> Family life Friendships and breaking friendships Falling out Dealing with bullying Being a good friend <p>EW- Mommy Mama and me</p>	<ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations <p>EW -Hello Hello</p>
Y1	<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences NSPCC pants lessons <p>EW- Elmer</p>	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the difference in everyone 	<ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges 	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/Safe with household items Road safety Linking health and happiness 	<ul style="list-style-type: none"> Belonging in 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 	<ul style="list-style-type: none"> Life cycles- animals and human Changes in me Changes since being a baby Differences between male and female bodies (correct terminology) Linking growing and learning Coping with change Transition

		<p>EW-Going to the Volcano</p> <p>EW- Hair it's a family affair</p>	<ul style="list-style-type: none"> Identifying and overcoming obstacles Feelings of success <p>EW- My world your world</p>	<p>EW-Errol's Garden</p>	<ul style="list-style-type: none"> Celebrating special relationships <p>EW- Want to play trucks?</p>	<p>EW- My Grandpa is Amazing</p>
Y2	<ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequence Safe and fair learning environment Valuing contributions Choices Recognising feelings NSPCC pants lessons <p>EW-How to be a lion.</p>	<ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends <p>EW-What the Jackdaw saw</p>	<ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operations Contribution to and sharing success <p>EW- The great big book of families</p> <p>EW-Amazing</p>	<ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition/healthier snack and sharing food <p>EW-All are welcome</p>	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships <p>EW-Can I join your club?</p>	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies Assertiveness Preparing for transition <p>EW- Blown away</p>
Y3	<ul style="list-style-type: none"> Setting personal goals Self-identify and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting 	<ul style="list-style-type: none"> Exercise 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 other Healthy and safe choices 	<ul style="list-style-type: none"> Family roles and responsibilities Friendship and negation 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 	<ul style="list-style-type: none"> How babies grow Understanding a baby outside body changes and inside body changes Challenging stereotypes Preparing for transition <p>EW-The truth about old people</p>

	EW-The Huey's in the new jumper	EW- This is our house.	EW- We are all wonders	EW - Two Monsters	<ul style="list-style-type: none"> Expressing appreciation for family and friends EW- This is our house	
Y4	<ul style="list-style-type: none"> Being part of a class team Being a good citizen Rights responsibilities and democracy Rewards and consequences Group decision making Having a voice What motivates behaviour Protected characteristics EW-Aalfred and Aalbert	<ul style="list-style-type: none"> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem solving Identifying how special and unique everyone is First impressions EW-Along came a different EW- Red the Crayon's Story.	<ul style="list-style-type: none"> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience's Positive attitudes EW- Dogs don't do ballet.	<ul style="list-style-type: none"> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength EW-When sadness comes to call	<ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animal EW- King and King EW-Julian is a mermaid EW-Along came a different.	<ul style="list-style-type: none"> Being unique Having a baby Girls and puberty Confidence in chance Accepting change Preparing for transition Environmental change
Y5	<ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice 	<ul style="list-style-type: none"> Cultural differences and how they can cause conflict Racism Rumour and name calling Types of bullying Material wealth and happiness 	<ul style="list-style-type: none"> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation 	<ul style="list-style-type: none"> Smoking including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices 	<ul style="list-style-type: none"> Self-recognition and self-worth Building self esteem Safer online communities Rights and responsibilities Online gaming and gambling Reducing screen time 	<ul style="list-style-type: none"> Self and body image Influence of online and media on body image Puberty for girls and boys Conception (Including IVF) Growing Responsibility Coping with change Preparing for transition

	<ul style="list-style-type: none"> Participating <p>EW- Mixed</p>	<ul style="list-style-type: none"> Enjoying and respecting other cultures <p>EW-Kenny lives with Erica and Martina</p> <p>EW-And Tango makes three</p>	EW-Rose Blanche	<ul style="list-style-type: none"> Motivation and behaviour <p>EW-How to heal a broken wing</p>	<ul style="list-style-type: none"> Dangers of online grooming SMART Internet Safety rules <p>EW-The Girls</p>	
Y6	<ul style="list-style-type: none"> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-Social behaviour Role-Modelling <p>EW-King of the sky</p> <p>Protected characteristics</p>	<ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/Exclusion Differences as conflict Difference as celebration Empathy <p>EW-The only way is Badger</p>	<ul style="list-style-type: none"> Personal learning goals in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievement Compliments <p>EW-Leaf</p>	<ul style="list-style-type: none"> Taking personal responsibility How substance affect the body Exploitation including county lines and gang culture Emotional and mental health Managing stress <p>EW-Introducing Teddy</p>	<ul style="list-style-type: none"> 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 <p>EW-The Island</p>	<ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical consent Boyfriends/girlfriends./ partners Sexting Transition <p>EW- A day in the life of Marlon Bundo</p>
British values	<p>What are rules?</p> <p>Why do we follow rules?</p> <p>What would happen if there were no rules?</p>	<p>How do we make sure our school is safe?</p> <p>What does it mean to be 'free'?</p> <p>What rules do we have in life? Where do we find different rules? (Police / Army etc)</p>	<p>What are the unwritten rules in British society?</p> <p>What is democracy?</p> <p>What is the role of our school council? Who decides who is on the school council?</p>	<p>What is an election?</p> <p>How are elections democratic?</p> <p>What is the difference between civil and criminal law?</p>	<p>Are laws always, right?</p> <p>Are they a good thing?</p> <p>What laws do you know?</p> <p>What is the difference between law of the land and religious law? What is democracy?</p> <p>(Strengths, advantages</p>	<p>What is a dictator?</p> <p>Identifying and combatting discrimination – how does the law protect people's freedom to have a different faith and belief?</p> <p>What are equal rights? Do they truly exist?</p>

					and disadvantages of democracy)	
Whole school events	Anti-bullying week Harvest Collection for the community	Children’s mental health week Children in Need Odd Socks Day	NSPCC assemblies – KS1 and KS2 Safer Internet Day is on Tuesday 11 th February 2025	Comic Relief Magistrates knife trial - whole day event	Earth day World Day of Cultural Diversity – 21 st May Anti-social behaviour booklets delivered by Leics Police	SRE Lessons across school Enrichment end of year trips Anti-social behaviour booklets delivered by Leics Police