



Safeguarding Curriculum



Intent

At our school, safeguarding is everyone's responsibility.

Through a progressive safeguarding curriculum, we aim to ensure that all pupils:

- Know how to stay safe online and offline.
- Identify trusted adults and know how to seek help.
- Develop emotional wellbeing and self-regulation.
- Build positive, respectful and healthy relationships.
- Recognise risk and make responsible, safe choices.
- Keep their bodies safe and know how to respond to danger.
- Use digital technology safely, respectfully and responsibly.
- Develop understanding of British Values.

Implementation

Our curriculum is organised into safeguarding themes to help the children remember key aspect of keeping safe. Children revisit these ideas from Reception to Year 6, building knowledge and confidence as they progress through the school.



TRUSTED ADULTS

Having trusted adults to talk to and seek support when needed.



MAKING SAFE CHOICES

Understanding risks and making responsible decisions.



WELLBEING

Looking after our mental health, happiness and emotional wellbeing.



PHYSICAL SAFETY

Keeping our bodies safe and knowing how to stay out of danger.



RELATIONSHIPS

Building positive, respectful and healthy relationships with others.



ONLINE SAFETY

Staying safe and responsible when using the internet and digital devices.

The curriculum is delivered through:

- PSHE and RSE lessons
- Computing and Online Safety
- Assemblies
- Visitors and workshops
- Daily interactions and pastoral support

Overview of Coverage

Theme	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Trusted Adults & Help-Seeking 	Identify supportive adults and use adult help when feelings are difficult.	Seek help from trusted adults for hazards, worries, unsuitable online content and emergencies.	Identify trusted adults/people and seek help when worried, unsafe or concerned online.	Know how and where to access support, including for bullying, online concerns and medical emergencies.	Seek help in uncomfortable situations and emergencies; reinforce help-seeking within relationships.	Seek support for emotions, unsafe home situations and changes during puberty.	Recognise when to seek help from trusted adults/support services, including for online and personal-safety concerns.
Wellbeing 	Recognise and regulate feelings; develop coping strategies and understand exercise and self-care.	Name emotions, notice body clues and use simple calming strategies and healthy routines.	Understand how sleep, movement, food, drink and relationships support wellbeing.	Understand the mind-body connection, sleep, bullying impacts and coping/support strategies.	Link physical and mental wellbeing; develop growth mindset and recognise feelings around choices and change.	Manage emotions and self-regulation; understand puberty, identity and emotional wellbeing.	Build confidence and resilience; understand how choices and online experiences can affect thoughts, feelings and behaviour.
Relationships 	Develop sharing, turn-taking, friendship, kindness, teamwork and positive family/friend relationships.	Understand support, respect and strategies for managing disagreements; behave respectfully online.	Build kind, caring relationships; understand bullying, privacy, personal space and boundaries.	Develop boundaries, supportive friendships, repair disagreements and communicate respectfully online.	Build trust, resolve friendship challenges, respond to bullying and challenge harmful stereotypes.	Understand healthy friendships, family support, values, respect and personal boundaries.	Set boundaries, challenge bullying/discrimination, understand consent and responsibilities in relationships.
Making Safe Choices 	Follow rules, use coping strategies and make safe choices for wellbeing and pedestrian safety.	Use rules, recognise hazards, respond safely online and know how to get help.	Protect private information, recognise unsafe situations, say no and seek help.	Make responsible choices online and offline; use hygiene, sun safety, medicines and first-aid knowledge safely.	Evaluate online information, make responsible financial choices and respond to warning signs and hazards.	Recognise persuasion/scams, make healthy choices and manage boundaries and pressure safely.	Make safer choices about online risks, peer pressure, consent, drugs, transport and long-term health.
Physical Safety 	Understand self-care, exercise and pedestrian safety.	Recognise everyday hazards, road risks, dangerous items, illness/injury and emergency help.	Care for the body, understand privacy/body boundaries and recognise unsafe situations and touch.	Prevent illness/injury through hygiene and sun safety; practise first aid and know when to call 999.	Understand puberty changes, road/water safety, medicines, harmful substances and emergency responses.	Understand physical health, puberty, hygiene, periods and personal boundaries.	Manage home, outdoor, public transport and water risks; understand body safety, consent and drug misuse.
Online Safety 	Understand we need to ask adults when we use technology.	Learn safe/respectful online behaviour, unsuitable content and safe responses; reinforce safe device use in computing.	Protect private information, judge safe/unsafe online situations and know where to get help; computing reinforces privacy and respectful use.	Communicate safely and respectfully, respond to online bullying and use technology responsibly in computing.	Evaluate reliability, sources and misleading information; computing reinforces judgement and acceptable online behaviour.	Recognise advertising, influencers, persuasion and scams; computing reinforces critical search and safe/responsible use.	Understand online communication, harmful behaviour and emotional impact; computing reinforces safe/responsible use and effective search.

Assembly Focus

Autumn	Spring	Summer
Whole-school introduction Keeping Safe in School & Trusted Adults Anti-Bullying Week (Speaking Out and Upstanders) 16 th to 20 th November Road and Firework Safety British Values reinforced: Democracy through school council elections Rule of law through school safety expectations and firework/safety rules Individual liberty through safe choices, speaking out and safe personal choices. Mutual respect through respectful behaviour, anti-bullying and inclusion	Children's Mental Health Week 1 st -7 th February Safer Internet Day 9 th February Diversity and Inclusion Consent and Boundaries British Values reinforced: Individual liberty through body autonomy and speaking out Mutual respect/tolerance through inclusion, healthy relationships and consent Rule of law through safe and responsible online behaviour	Personal Safety Water and Sun Safety Peer Pressure & Making Safe Choices First Aid & Getting Emergency Help Transition Independence & Resilience British Values reinforced: Individual liberty through informed safe and responsible choices Rule of law through community safety and emergency guidance Mutual respect through peer relationships, responsible independence, protecting self and others

Key Thread Running Through All Year Groups

- Trusted adults and help-seeking
- Emotional wellbeing and self-regulation
- Healthy, respectful relationships
- Making safe choices and recognising risk
- Physical/personal safety
- Online safety and responsible technology use

Curriculum Sources and Progression

The safeguarding curriculum is mapped directly from the PSHE/RSE curriculum (Kapow) that provides the main term-by-term safeguarding sequence. Computing strengthens online safety through privacy, help-seeking, safe and respectful technology use, acceptable/unacceptable behaviour, critical search, evaluation of online information and responsible communication. British Values are included where they are explicitly mapped in the PSHE curriculum.

Across the primary phase, pupils move from recognising feelings, trusted adults, friendship and simple hazards towards increasingly independent risk assessment, critical online judgement, boundaries, consent, peer pressure, substances, emergency responses and long-term health choices.

Impact

The impact of our safeguarding curriculum is evidenced through a school culture in which children feel safe, supported and empowered to speak out. Pupils develop the knowledge, skills and confidence to recognise risks, make informed decisions and seek help when needed. Through a carefully sequenced and progressive curriculum, children revisit key safeguarding themes throughout their primary education, enabling them to build deeper understanding and resilience as they grow.

As a result of this curriculum, pupils will:

- Feel safe, respected and valued within school and the wider community.
- Recognise trusted adults and know how, when and where to seek support.
- Develop the confidence to report concerns about themselves or others.
- Demonstrate an age-appropriate understanding of personal safety, both online and offline.
- Understand the characteristics of healthy, positive and respectful relationships.
- Recognise unsafe, inappropriate or harmful behaviours and know how to respond.
- Develop strong emotional literacy, self-regulation and resilience skills that support positive mental health and wellbeing.
- Make informed choices that reduce risk and promote their own safety.
- Show respect for diversity, challenge discrimination and contribute positively to an inclusive school community.
- Understand their rights, responsibilities and role as active citizens within modern Britain.
- Be well prepared for the next stage of their education and increasingly independent life beyond primary school.

The curriculum ensures that safeguarding is not viewed as a standalone subject but is embedded throughout school life. Children are provided with regular opportunities to discuss concerns, explore real-life scenarios, develop critical thinking skills and practise strategies for keeping themselves safe.

By the end of Year 6, pupils will leave our school as confident, resilient and responsible young people who understand how to protect themselves and others, manage risks, build healthy relationships and access support when needed. They will be equipped with the knowledge and skills necessary to navigate an increasingly complex and digital world safely and successfully.

Evidence of Impact

The effectiveness of the safeguarding curriculum will be demonstrated through:

- Pupil voice evidencing that children know how to stay safe and where to seek help.
- Pupils confidently identifying trusted adults and safeguarding procedures within school.
- High levels of engagement in safeguarding, PSHE and online safety learning.
- Positive attitudes towards diversity, inclusion and respectful relationships.

- Reduced incidents of bullying and unsafe behaviours over time.
- Appropriate reporting of safeguarding concerns demonstrating pupils' confidence in speaking out.
- Increased understanding of online safety, digital citizenship and safe technology use.
- Strong pupil wellbeing, resilience and emotional literacy.
- Successful transition outcomes as pupils move between key stages and on to secondary school.
- Monitoring, learning walks, pupil conferencing and safeguarding reviews demonstrating that safeguarding is embedded and part of school culture.

Ultimately, our safeguarding curriculum aims to ensure that every child knows: "I am safe, I am valued, I have a voice, and I know where to go for help."