

Introduction

The safeguarding curriculum in primary schools is essential for ensuring the safety and well-being of all students. This outline provides a structured approach to integrating safeguarding principles across various subject areas, assembly times, staff meetings and our wider curriculum. It aims to foster a culture of awareness and responsibility amongst all stakeholders at the school.

The integration of safeguarding into the primary school curriculum fosters a safe and supportive learning environment. By embedding safeguarding principles across various subject areas, utilising assembly time effectively, and prioritising safeguarding discussions in staff meetings, our school ensures that all members of the school community are equipped to contribute to the safety and well-being of students.

Subject Areas Covering Safeguarding

RSHE Curriculum	Jigsaw RSHE curriculum is a fundamental subject area for delivering safeguarding education. It encompasses topics such as: By the end of Primary school pupils will know: Families and people who care for me - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed Caring friendships - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right - how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed Respectful relationships - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help - what a stereotype is, and how stereotypes can be unfair, negative or destructive - the importance of permission-seeking and giving in relationships with friends, peers and adults Online relationships - that people sometimes behave differently online, including by pretending to be someone they are not - that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met - how information and data is shared and used online Being safe - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know - how to recognise and report feelings of being unsafe or feeling bad about any adult - how to ask for advice or help for themselves or others, and to keep trying until they are heard, - how to report concerns or abuse, and the vocabulary and confidence needed to do so - where to get advice, for example family, school or other sources Mental wellbeing - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
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	- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing - where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) - it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough Internet safety and harms - about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing - how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private - why social media, some computer games and online gaming, for example, are age restricted - that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health - how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted - where and how to report concerns and get support with issues online Physical health and fitness - the risks associated with an inactive lifestyle (including obesity) - how and when to seek support including which adults to speak to in school if they are worried about their health Healthy eating - the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) Drugs, alcohol and tobacco - the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking Health and prevention - how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer - the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn - about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist - about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing Basic first aid - how to make a clear and efficient call to emergency services if necessary - concepts of basic first-aid, for example dealing with common injuries, including head injuries Changing adolescent body - key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes - about menstrual wellbeing including the key facts about the menstrual cycle
Science	Science lessons incorporate safeguarding by exploring: - Body Awareness: Understanding personal boundaries and the importance of consent in physical interactions. - Drugs: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. - Health Education: Discussing the importance of a healthy diet and dental health.
EYFS	Children at this stage learn about safety through daily routines, positive relationships, and clear boundaries. To support this, we put in place the following:

	• Teach children how to identify "safe adults" in the school (like their teacher, teaching assistant, or the Designated Safeguarding Lead) who they can talk to if they feel scared, sad, or unsafe. • We understand children learn from what they see. We maintain calm, respectful, and predictable interactions to show children what a safe environment looks like. • We use emotional literacy strategies and interventions to help children recognize what "feeling safe" or "feeling worried" feels like. • We work with parents, external agencies and use early identification assessments to ensure that children with Special Educational Needs and Disabilities (SEND) or those who are non-verbal, have the tools to express discomfort or distress. • We introduce simple phrases like "Your body belongs to you" or "You can say no" to teach early physical boundaries. • Child-friendly resources like the NSPCC PANTS Rule are used to teach children that the parts of their body covered by underwear are private. • We use circle time, role-play, and stories to explore scenarios like "What should you do if you get lost?" or "What do you do if someone makes you feel sad?"
Computing Curriculum	A large focus of our Computing Curriculum is to protect young children from online harm and teach them lifelong digital literacy skills. • 2BeSafe – We use 2Simple's Purple Mash to deliver our computing curriculum at William Penn. As part of this platform, alongside teaching units, there is 2BeSafe which is an award-winning online safety scheme of work we deliver from Reception through to Year 6. It is delivered weekly in class assemblies in short, 15-to-20-minute, discussion-led lessons that are mapped directly to the DfE's Education for a Connected World framework. • Internet Safety Day – in February this whole school initiative promotes safeguarding online
Assembly Time	Assemblies are a vital platform for reinforcing safeguarding messages. Regularly scheduled assemblies focus on themes such as: • The school's core values and messages. These run throughout our assemblies and are underpinned by our "Kind hands and kind words" mantra. • Linked closely to this is our promotion of British Values. We promote tolerance, respect, and an understanding of diversity across different races, religions, and family structures • Anti-Bullying: Promoting a culture of kindness and respect, highlighting the importance of reporting bullying incidents. Anti-bullying week is celebrated in November. • Safeguarding: What is does this mean? Why is it important? How do we keep ourselves safe in school? Termly assemblies are held with this specific focus, but reinforcement of this happens throughout the year. • Every 2 years we have workshops with the NSPCC. • Annual visits from our Community Police Officer • Rights respecting schools award - Rights and Responsibilities: Teaching students about their rights to safety and protection, as well as their responsibilities towards others. These are run by the School Council. • Digital Leaders are appointed and will lead an assembly promoting staying safe online. • Age appropriate weekly 2BeSafe assemblies held in classes.
Staff Meetings, Training and CPD	Staff meetings dedicate time to safeguarding discussions, ensuring that all staff members are informed and equipped to handle safeguarding issues. Opportunities are created throughout the year to re-visit core Safeguarding Key elements include: • Training and Development: Regular updates on safeguarding policies, procedures, and best practices, including weekly training sessions during staff meetings on recognising signs of abuse and neglect. • Case Reviews: Discussing any safeguarding incidents that have occurred, analysing responses, and identifying areas for improvement.

	• Collaboration with External Agencies: Engaging with local safeguarding boards and child protection services to stay informed about current issues and resources available for staff and students. We have half termly meetings with our Dedicated Teams Link Worker. • Senior Leaders attend locality DSL meetings and training and feedback best practice and new information to staff.
Governance	The governing board holds ultimate strategic accountability for ensuring that children are protected from harm, feel secure, and thrive in a safe environment. • All governors undertake safeguarding training. • Whilst we have a Governor with a dedicated safeguarding role, whose visits are focussed on this area, all Governors visits will look at safeguarding within the school and look to capture pupil voice on the subject. • Safeguarding is core to every FGB, for example each meeting will include a safeguarding scenario or question for discussion.
Wider curriculum	As a school we look at our unique identity and create opportunities for safeguarding messaging and education in our wider curriculum: • Safeguarding is a feature of the newsletter with information about organisations and events being shared with parents online. • Education around road safety and staying safe whilst travelling on public transport. • Our Forest School sessions are used as opportunities for the children to assess and manage risk. • We incorporate practical risk-management lessons such as road and beach safety, Bikeability, water safety/swimming, and fire awareness, often supported by visits from local emergency services.