



## Safeguarding across the curriculum St. Mary's Catholic Primary School



This document outlines how different aspects of safeguarding are covered in the school's curriculum.

	Content														
	Bullying	Medicine safety Appropriate physical contact	Drugs	Road safety	Smoking	Alcohol	Keeping safe (people, places and things)	Online safety	Emergency aid	Road safety	Keeping safe outdoors	Infection prevention	Radicalisation	Gangs and county lines	Domestic violence
<b>Nursery</b>	Children are taught appropriate content through daily sessions rather than discrete sessions.														
<b>Reception</b>	✓	✓	✓		✓		✓	✓		✓	✓	✓			
<b>Year 1</b>	✓	✓	✓		✓		✓	✓		✓	✓	✓			
<b>Year 2</b>	✓	✓	✓		✓		✓	✓		✓	✓	✓			
<b>Year 3</b>	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓			
<b>Year 4</b>	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
<b>Year 5</b>	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
<b>Year 6</b>	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

The curriculum also promotes British Values, valuing and celebrating difference and developing an understanding of life in 21<sup>st</sup> century Britain. This is part of the school's culture of preventing bullying and keeping safe.

Teachers are also expected to identify opportunities to embed the teaching of safeguarding in other areas of the curriculum where relevant and also take advantage of unexpected learning opportunities related to safeguarding.



# Safeguarding

Nursery

## Road Safety

The children use our playground and equipment to understand that it is not safe to cross in front of moving vehicles or toys.

## Awareness of other cultures

In Nursery we celebrate other cultures including Chinese New Year. They learn about different festivals, celebrations, languages, beliefs and countries around the world.

## Rights and Responsibilities

The children are taught to be polite and that other people should be polite to us.

## Keeping Safe

They learn how to respond to a fire drill and we know who helps us in a fire. The children know the police are here to help them and how they can help. They have visits from services and understand that ambulances help us also.



## Relationships

In Nursery, the children are taught and encouraged to make friendships. They are taught what is right and what is wrong. The children know the important people in their lives and how they are kept safe.

## Health and well being

The children learn what makes them healthy, e.g. food, exercise, hygiene and making healthy choices. They are taught to express their needs, e.g. hunger, thirst. We will teach this throughout our first year at school, including cooking activities, snack time and circle times.

## Staying safe - environment

In Nursery the children are taught how to take risks but how to use equipment safely. They know how to ask for help when needed and how to recognize the dangers around them and when others may need help. The children are taught that heating systems get hot. Play equipment is high and that they could fall and be hurt. They are beginning to recognize signs and symbols of danger, e.g. fire extinguisher.



# Safeguarding

Reception

## Road Safety

Stop look and listen - Wait for the green man/traffic lights - Walk with an adult/holding hands - Recognise simple road safety signs We will teach these through walking around the local area, trips, role playing indoor and outdoor and directly through our road safety week.

## Awareness of other cultures

In Reception we learn about different festivals, celebrations, languages, beliefs and countries around the world. We will teach this by following our school values, inviting families in to talk about their culture, learning about other countries.

## Rights and Responsibilities

Know how to speak and listen to each other - Know you have the right to be listened to - Look after the environment, resources and each other We will teach this through class rules, circle times, team work activities, listening to visitors.

## Staying safe- people

Know who are the safe adults in their lives - Know that you need to stay with/listen to a safe adult - Understand why adults wear ID badges - Identify safe people in the community - Understand how to use technology safely We will teach this through class rules, circle times, team work activities, listening to visitors and address issues as they arise



## Keeping Safe- fire

We learn how to respond to a fire drill – we know who helps us in a fire – We learn what to do in a real fire – We know how to stay safe around bonfires/fireworks and how others can help us.

## Relationships

Not going into the toilets together - Appropriate displays of affection - Understanding what parts of our body are private - Learn language to be able to express themselves about their bodies and feelings We will teach this through circle times, lessons on how to use the toilet, changing for P.E, every day discussions as the need arises.

## Health and well being

We learn what makes us healthy, e.g. food, exercise, hygiene and making healthy choices. - Participate in PE sessions weekly, as well as celebrating national Bike It week, - Have the confidence to express needs, e.g. hunger, thirst We will teach this throughout our first year at school, including cooking activities, snack table and circle times.

## Staying safe - environment

Using equipment responsibly – ‘Having a go’ within safe boundaries - Staying safe in the local area - Safety in different weathers - Using equipment – handling/carrying •We will teach this through every day use of outdoor environment, P.E lessons, trips, circle times, class rules, information books and stories.

## Road Safety

Learning basic road safety rules including staying with our adults; holding hands; stop, look and listen; finding safer places to cross; zebra crossings, red/green man etc. Being bright, being seen. Teaching opportunities include road safety week, school trips, circle time



# Safeguarding

Year 1

## Awareness of other cultures

In Year 1 we learn how to show respect for others, find out about different beliefs and religions in our community and around the world, both in lessons and assembly, learn about and celebrating festivals of different faiths, especially those observed by children in our year group.

## British Values

Weekly assemblies about the British (democracy, the rule of law, individual liberty, tolerance of different faiths and beliefs and mutual respect) and school (respectful, responsible, reflective, risk taker and resilient) values. • Learning how to show respect for others. • Taking opportunities to have our say in class. • Learning about our rights and responsibilities.



## Anti-Bullying

Learning about what makes a good friend. Understanding how to say 'no' and 'stop'. Knowing who to talk to and how to ask for help. Watching out for others.

## Health and well being

Understanding what I need to be healthy and fit. How to maintain good personal hygiene (e.g. washing my hands). Making choices and understanding that choices have consequences. Names for parts of my body, differences between boys and girls and personal privacy.

## Online Safety

Learning or SMART rules. Logging on to the computer and keeping my information secure. Understanding why we use safe searches. What to do if I am worried or unhappy about what I see online.

## Keeping Safe

Year 1 learning about their role in keeping themselves safe. The difference between secrets and surprises. Staying safe in the world outside home and school. Identifying 'safer' adults and 'strangers'. Bonfire night and the Firework Code.

## Relationships

Year 1 learn about good and not-so-good feelings and developing the vocabulary to describe my feelings. • Awareness of others' feelings and how my actions can affect others. • My special people and the people who look after me.



# Safeguarding

Year 2

## Road Safety

We will teach the following by walking around the local area and attending external trips... • Stop look and listen • Wait for the green man/traffic lights • Walk in pairs holding hands • Recognise simple road safety signs • Look for safe places to cross the road

## Awareness of other cultures

Children will be learning all about different beliefs, religions, festivals and countries around the world through a range of lessons within the curriculum and through their morning assemblies.

## British Values

We continue to focus on some of the most important aspects of British culture and values such as democracy and freedoms of speech and religion. We examine countries or periods of history in which these values have been eroded. This is evidenced throughout our curriculum and we also have specific assemblies dedicated to the British Values.



## Anti-Bullying

Year 2 will explore and discuss the effects of bullying on everyone involved. They will discuss strategies and clear steps to take if they find themselves or someone else is being bullied.

## Health and well being

Through our topic work, children will identify what a healthy meal choice is compared to an unhealthy choice. They will begin to explore the main food groups and why it is important to have a balance of each. Children will also explore and identify all of the things needed in order for a human to survive e.g. water, sleep, exercise & cleanliness. Children will learn to reflect on and celebrate their achievements, identify their strengths, areas for improvement and set high aspirations and goals.

## Online Safety

Through various subjects and topics, children will have the opportunity to discuss how to use technology safely. This will involve: keeping personal information private, identifying where to go for help when they have concerns and safe use of search engines

## Keeping Safe

In Year 2, when children are taken on trips we will talk about strategies to ensure they stay safe at all times, and what to do if separated from a group. We will also remind the children of Stranger Danger and what to do if a stranger approaches them.

## Relationships

During our PSHE lessons and circle time sessions, the children will gain strategies for how to share/talk about their feelings. They will also explore how to identify when they feel cared for and when they love or care for someone else.





# Safeguarding

Year 3

## **Road Safety**

Children will be learning about road safety issues focusing on our local area. The road safety team come into school to help us.

## **Awareness of other cultures**

We will be learning about different beliefs, religions, festivals and countries around the world. This is taught through RE and PSHE.

## **Keeping Safe**

In Year 3, when children are taken on trips we will talk about strategies to ensure we stay safe at all times, and what to do if separated from a group. This includes beach safety.

## **British Values**

We continue to focus on some of the most important aspects of British culture and values such as democracy and freedoms of speech and religion. We examine countries or periods of history in which these values have been eroded

## **Anti-Bullying**

Year 3 will discuss the effects of bullying and what steps to take if you find yourself or someone else is being bullied.



## **Health and well being**

We will be learning about what makes us healthy, including what makes up a balanced diet and why exercise is needed. We will also be understanding other people's health needs, e.g. allergies, medicines etc. We will teach this through the topic "Why Humans are animals too", P.E and circle time.

## **Online Safety**

Through various subjects and topics, children will have the opportunity to discuss the advantages and disadvantages of the internet, including social media and the responsibility we have to represent ourselves truthfully and carefully online.

## **RSE**

We will be discussing building relationships, expressing emotions and developing self esteem and confidence. We will teach this through circle time, PSHE, every day interaction, praise and celebrating achievements.

## **Being a responsible citizen**

The understanding of citizenship is developing in year 3. The children take part in eco events and are part of the school eco team.



# Safeguarding

Year 4

## Road Safety

Children re-examine road safety issues focussing on keeping safe on the road.

## Awareness of other cultures

We will be learning about different beliefs, religions, festivals and countries around the world. This is taught through RE and PSHE.

## Keeping Safe

In Year 4, children will be taken on several trips. We will talk about strategies to ensure we stay safe at all times, and what to do if separated from a group. We will also discuss respecting and protecting the environment.

## British Values

We continue to focus on some of the most important aspects of British culture and values such as democracy and freedoms of speech and religion.

## Anti-Bullying

Year 4 will continue the theme established in earlier years, discussing the effects of bullying and what steps to take if you find yourself or someone else is being bullied.

## Health and well being

Through our topic work, children will learn to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet. They will also learn that bacteria and viruses can affect health and that following simple routines can reduce their spread. Children will learn to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.

## Online Safety

Through various subjects and topics, children will learn how to keep safe when using the internet including playing online games.

## Sex and Relationship Studies (SRS)

In year 4, children learn about how to maintain and develop a variety of healthy relationships as well as manage positive and negative emotions. They will also learn how to respond to risky or negative relationships and how to ask for help



## Being a responsible citizen

Year 4 will learn about rights and responsibilities as members of families, other groups and ultimately as citizens. They will learn about their responsibilities to protect their environment and the wider community.

### **Road Safety**

Children will be undertaking Bikability training where they will be explicitly taught the importance of road safety when cycling. They will also be reminded of this key safety learning each time we are on visits where road safety will be required.



# Safeguarding

Year 5

### **Keeping Safe**

Children will be undertaking trips throughout the year and we will be explicitly asking the children what they will need to do to stay safe. We will discuss strategies to stay safe when out in the community beyond the school grounds.



### **Anti-Bullying**

Year 5 will be exposed to a continuing dialogue about bullying; how to recognise it; how to prevent it; what to do if it happens to them or their friends.



### **Health and well being**

Children will learn to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. They are encouraged to maintain a healthy lifestyle through a balanced diet and regular exercise.

Taking the lead in our Harvest Festival allows them to understand how lucky we are to have plentiful food and water and how important it is to make the right choices.

### **Online Safety**

Through various subjects and topics, children will learn how to keep safe when using the internet including playing online games.

### **British Values**

We focus on some of the most important aspects of British culture and values such as democracy and freedoms of speech and religion. Encouraging a nature of tolerance and understanding is an important part of the children's learning. We link this to our own school values.

### **Being a responsible citizen**

Citizenship is another important area for Year 5 to understand. They will learn about their responsibilities to protect their environment; the wider community and what it is to be a responsible citizen.

### **Sex and Relationship Studies (SRS)**

In Year 5 we will discuss with the children the changes that happen to their bodies in puberty. They will be explaining why these changes happen and encouraging the understanding that it is completely normal and something all children experience.





# Safeguarding

Year 6

## Road Safety

The year 6 pupils learn how to use public transport in preparation to their move to secondary school. This is supported by NEXUS travel.

## Keeping Safe

Children will be undertaking trips throughout the year and we will be explicitly asking the children what they will need to do to stay safe. We will discuss strategies to stay safe when out in the community beyond the school grounds, this includes the dangers in the local Dene and beaches.

## British Values

We continue to focus on some of the most important aspects of British culture and values such as democracy and freedoms of speech and religion. Encouraging a nature of tolerance and understanding is an important part of the children's learning. We link this to our own school values.



## Anti-Bullying

Year 6 are exposed to a deeper dialogue about bullying; how to recognise it; how to prevent it; what to do if it happens to them or their friends. Discussions occur around the different forms that it can take.

## Health and well being

In year 6, the children gain a deeper understanding of how to look after their own health and wellbeing. The children support the wellbeing offer in school and promote the pupil self referral system.

Mental Health First Aiders across school work closely with the pupils so that they gain knowledge around difficulties that they encounter or have to support others in.



## Online Safety

Through various subjects and topics, children are reminded how to keep safe when using the internet including playing online games. Our safeguarding advisors deliver Sexual exploitation talks to the pupils.

## Being a responsible citizen

The year 6 pupils are given greater responsibilities this year; they have reception buddies and take part in initiatives to protect their environment; the wider community and what it is to be a responsible citizen.

## RSE

In Year 6 we will continue to discuss with the children the changes that happen to their bodies in puberty. This is supported by the School Nursing service. The children also develop their knowledge and understanding of relationships between adults.



All schools have responsibility relating to the safety of children in their care. Paragraph 41 of statutory guidance on **Keeping Children Safe in Education**, the Department for Education states: *'Schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE...'*

### **The UN Convention on the Rights of the Child**

Article 19.1: *'Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has care of a child.'*



Value	How We Promote It.
<b>Staying Safe In The Community</b>  We aim to ensure that all children are able to look after themselves in the community and act in a responsible way. We promote respect for people and property fostering strong relationships with friends and an awareness of the dangers they may face whilst in the community.	
<b>Links to:</b>  Respect Trust Rights PSHE British Values  <b>UN CRC Article 31:</b> Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.	<ul style="list-style-type: none"><li>• Road Safety</li><li>• E Safety – Google visit, Computing and Assemblies</li><li>• People who help us topic in PHSE</li><li>• Stranger Danger – PHSE and Assemblies</li><li>• Positive Behaviour Approach – accepting responsibility and confidence to discuss key issues</li><li>• Rules and responsibilities – PHSE, RE, Parliament visit</li><li>• Wider agency support – school counsellor</li><li>• School council</li><li>• Sports and Playground Ambassadors</li><li>• Dinner Buddies</li></ul>



## British Values

In 2011, the government defined British Values as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. We regularly promote these values through our own school values of respect, resilience and equality, the school curriculum and the wide range of enrichment activities.

### Links to:

Democracy  
Rule of Law  
Mutual Respect  
Individual Liberty  
Tolerance of different faiths/beliefs

**UN CRC Article 13.1** The child shall have the right to freedom of expression; this right shall include the freedom to seek, receive, and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing, or in print, in the form of art, or through any other media of the child's choice. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary.

See British Values document



### Child Sexual Exploitation

Although not appropriate for explicit teaching, this does link to other topics such as Stranger Danger and the NSPCC Pants Campaign. We ensure our children also have a strong sense of rights and responsibilities and understand citizenship issues such as right and wrong. All school staff are highly aware of identifying signs of CSE and report this to DSLs using CPOMS

#### Links to:

Respect  
Responsibility  
Trust  
Rights

UN CRC Article 19.1: Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s), or any other person who has care of a child

- Relationship education – SRE
- E-Safety
- NSPCC
- Anti-bullying week
- Stranger danger
- Rules and responsibilities
- Positive behaviour strategy
- Wider agency support
- NSPCC Pants
- PREVENT training for staff, Prevent lessons and assemblies
- Wellbeing





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## Bullying including Cyberbullying

### Links to:

Respect  
Friendship  
Co-operation  
Belonging  
Trust  
Honesty  
Humility  
Tolerance  
Equal rights

**UN CRC Article 29.1:** The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national, and religious groups and persons of indigenous origins.

- School Values
- Anti-bullying assemblies
- Anti-bullying week
- PSHE
- Friendship groups
- Positive Behaviour Strategy
- Worry Monsters
- E-Safety
- Behaviour expectations
- Charity work – including The Refugee Forum
- Anti-racism – PSHE and assemblies
- PREVENT training
- Tolerance
- Wellbeing
- Commando Joes



## Domestic Violence

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes emotional, physical sexual, financial or psychological abuse.

Domestic abuse can seriously harm children and young people. Witnessing domestic abuse is really distressing and scary for a child, and causes serious harm. Children living in a home where domestic abuse is happening are at risk of other types of abuse too. Children can experience domestic abuse or violence in lots of different ways. Although a difficult topic to share with children we do provide children with a clear understanding of what is right and wrong.

### Links to:

Respect  
Trust  
Tolerance

**UN CRC Article 19.1:** Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parents(s) legal guardian(s) or any other person who has care of a child

- Stronger Families Partnership
- School Counsellor
- Prevent Training
- Relationship education
- E-Safety
- Rules and responsibilities – PSHE
- Wider agency support
- School values – children are confident to speak to trusted adults
- Wellbeing



### Drugs:

Children are taught that drugs have different purposes; some are used to help people such as medicines whereas others such as alcohol are socially acceptable but you have to be a certain age to use. Children are made aware of the negative issues of such recreational drugs and this links to ensuring children have a healthy lifestyle. Children are also taught about being safe around such household drugs and should never take them unless given to them by trusted adults. Illegal drug use is taught in upper KS2 and is taught alongside issues around peer pressure and the negative effects of using such substances.

### Links to:

Peer pressure  
Healthy lifestyles  
Trust  
Rule of law

**UN CRC Article 19.1:** Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s) legal guardian(s) or any other person who has care of a child.

- Healthy Schools
- PSHE topics
- Healthy lifestyles topic in science
- Healthy Eating
- DARE
- Peer pressure – across the curriculum and assemblies
- Wellbeing



## Female Genital Mutilation

Similar to CSE, FGM isn't explicitly taught; topics relate to understanding children's rights and responsibilities and NSPCC pants campaign, makes it clear what is right and wrong for personal space and privacy. Staff are trained to be aware of and to report the key signs of a child whom may be at risk of FGM, and to report to DSLs using My Concern.

Key indicators are children talking about or staff becoming aware of:

- A long holiday abroad or going 'home' to visit family
- Relative or cutter visiting from abroad
- A special occasion or ceremony to 'become a woman' or get ready for marriage
- A female relative being cut – a sister, cousin, or an older female relative such as a mother or an aunt.

### Links to:

Respect  
Responsibility  
Trust  
Rights

**UN CRC Article 24.3:** States parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

- Relationship education
- E-Safety
- Stranger danger
- Right and wrong assemblies
- Rules and responsibilities – PSHE
- Wider agency support
- NSPCC pants



## Mental Health

Mental health is taken very seriously at St. Mary's Catholic Primary School and we believe that the emotional wellbeing of children is as important as the physical. Common mental health problems that occur in children are: depression, self-harm, generalised anxiety disorder, post-traumatic stress disorder, ADHD and eating disorders. Through our curriculum we foster resilience and relationship skills empowering children to manage stressful situations. We also ensure all children are aware of and understand the support systems that are in place to support them, their families and their friends if needed. We also have a network of peers and staff who work with targeted children who require additional support to deal with traumatic events that may have occurred.

### Links to:

Respect  
Trust  
Tolerance

**UN CRC Article 19.1:** Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse while in the care of parent(s) legal guardian(s) or any other person who has care of a child

- Reflection time
- School Councillor
- Mental Health First Aider
- Breakfast club
- Additional outdoor physical activities at breaks
- PSHE – getting on and falling out
- Pastoral support
- Family support
- Wider agency support
- School ethos – children are confident to talk to known adults.
- Commando Joes





## Preventing Radicalisation

From June 2015, Prevent Duty for schools was introduced with links to the 2011 definition for British Values. In school we provide children with many opportunities to discuss discrimination topics such as racism and we foster and promote tolerance of other faiths. We also address real world events to address prejudice of any sort, promoting the value of human life without persecution. Radicalisation can be difficult to spot but adults are trained to report concerns to DSLs as soon as they are made aware of any of the possible indicators.

### Links to:

Respect  
Trust  
Tolerance  
British Values

UN CRC Article 13.2: The exercise of this right (13.1) may be subject to concern restrictions, but these shall only be such as are provided by law and are necessary:

- (a) For respect of the rights or reputations of others; or
- (b) For the protection of national security or of public order or of public health or morals.

- Prevent training
- E-Safety
- Rules and responsibilities – PSHE and assemblies
- Circle time and class debates
- Newsround
- Anti-bullying week
- Charity work including The Refugee Forum
- Anti-racism debates and lessons
- Black history month
- British values assemblies