

SAFEGUARDING THROUGH THE CURRICULUM



Safeguarding is the highest priority within Catton Grove Primary School. Our safeguarding procedures and training are of the highest standard to ensure that staff remain vigilant. We recognise the need to raise pupils' awareness of safeguarding through different aspects of learning i.e. the curriculum, assemblies and newsletters.

The school admits a varying ability of pupils and so the approach to deliver safeguarding will vary significantly. For instance, learning the rules, acceptable behaviour, learning through use of visuals and discussions to encourage learning through safe routines.

The Legal Context for Safeguarding Education:

These duties are set out in the **2002 Education Act** (the **2010 Academies Act** also refers to the broad and balanced curriculum). Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding (**Children Act 2004**) and community cohesion (**Education Act 2006**). The Equality Act 2010 also places duties on schools to help to reduce prejudice-based bullying and in doing so to keep protected characteristic groups safe. PSHE education plays an important part in fulfilling all of the responsibilities (see further detail on PSHE education and safeguarding, below).

All schools have responsibilities 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 ..."

PSHE Education in the National Curriculum:

While PSHE education is a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

'All schools should make provision for PSHE, drawing on good practice.'

Along with the National Curriculum framework, the DFE also published guidance on PSHE education, which states that the subject is 'an important and necessary part of all pupils' education' and that:

'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

RSE Education in the National Curriculum:

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

Safeguarding Topic	Subject	Year group it is covered in	Content that is covered	Resources
Child Missing from education / Child missing from home or care				
Child Sexual Exploitation				
Child Exploitation: County Lines				
Bullying: including cyberbullying	RSHE	Reception	Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.	Building Relationships: My Family and Friends
		Year 1	Identifying what makes them and others special, pupils learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships.	Connecting with Others: How can I help myself and others feel happy and safe?
		Year 2	Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe.	Connecting with Others: How can I build safe, kind and caring relationships with each other? Autumn 2
		Year 3	Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online. Pupils identify unsafe online situations, consider how to respond to online bullying and apply their understanding to communicate safely and respectfully online.	The Online World: How should we communicate online? Spring 1
		Year 4	Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for	Connecting with Others: How can we

			building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.	respect each other? Autumn 2
		Year 6	Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services.	Connecting with Others: What does it mean to stand up for myself and others? Autumn 2
Domestic Abuse				
Discrimination (inc racism/ sexism/ homophobic abuse)	RSHE	Year 2	Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe.	Connecting with Others: How can I build safe, kind and caring relationships with each other? Autumn 2
		Year 4	Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.	Connecting with Others: How can we respect each other? Autumn 2
		Year 6	Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services.	Connecting with Others: What does it mean to stand up for myself and others? Autumn 2
			Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services.	Citizenship: How can we protect everyone's rights? Spring 2
Drugs	RSHE	Year 4	To explain when drugs and medicines can be helpful or harmful.	Staying Safe: What signs help me recognise what is safe or unsafe? Lesson 5

				Summer 2
		Year 6	To recognise the risks of drug misuse and how to make safe choices.	Staying Safe: How can I stay safe as I grow up? Lesson 6 Summer 1
Fabricated or induced illness				
Faith abuse				
Female Genital mutilation (FGM)				
Forced Marriage				
Gender based violence				
Mental Health	RSHE	Reception	Identifying why exercise is important for physical and mental health. Recognising and describing different feelings, and learning strategies to regulate and feel calm.	Managing Self: My Wellbeing Self-Regulation: My Feelings
		Year 1	Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions.	My Healthy Self: How can we look after our emotions? Autumn 1
		Year 3	Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed.	My Healthy Self: How can I take care of my mind and body? Autumn 1
		Year 4	Understanding how healthy choices, including exercise, nutrition and hydration, support physical and mental wellbeing. Pupils identify strategies for developing a growth mindset and consider how kindness and helping others can positively affect their own wellbeing and that of others.	My Healthy Self: How can I make healthy choices? Autumn 1
		Year 5	Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed.	My Healthy Self: How can I support my mind and body as I grow? Autumn 1
		Year 6	Learning about the importance of daily dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing. Pupils think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and	My Healthy Self: How do my choices today shape my future health?

			future success. They also explore how a growth mindset can build confidence and resilience when facing challenges.	Autumn 1
Preventing Radicalisation				
Sexting				
Trafficking				
Safety	RSHE	Year 1	Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed.	Staying Safe: How can I stay safe? Summer 2
		Year 2	Understanding that unsafe situations at home and in public, including common hazards and behaviours that can make someone feel unsafe. Pupils identify when words, actions or touch are not okay, practise saying no and learn how and when to seek help from a trusted adult.	Staying Safe: How can I make safe choices in different places? Summer 2
		Year 4	Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.	Staying Safe: What signs help me recognise what is safe or unsafe? Summer 2
		Year 6	Developing understanding of hazards, risks and safer choices by exploring how to stay safe at home, outdoors, on public transport and around water. Pupils also consider how peer pressure, consent, boundaries and drug misuse can affect decisions and learn strategies to protect themselves and others.	Staying Safe: How can I stay safe as I grow up? Summer 1