



Safeguarding Curriculum

At St Philomena's, safeguarding is a whole-school priority and reflects our Catholic commitment to protecting and nurturing every child. We are committed to ensuring that every child develops the knowledge, skills and confidence to keep themselves and others safe, both within school and beyond the school gates.

This document provides an overview of how safeguarding education is developed from Reception to Year 6. Safeguarding is not taught as a standalone subject; rather, key knowledge, skills and attitudes are developed through curriculum areas including Relationships and Health Education, Computing, Physical Education and Science, alongside assemblies, pastoral provision, pupil voice, visitors, workshops and wider school experiences. These safeguarding golden threads are revisited and developed, helping children understand risks, make informed choices, recognise when they need support and know who they can speak to. Detailed progression and lesson content are contained within the relevant curriculum plans and maps.

Relationships, Respect and Personal Safety

Through Relationship and Health Education, children learn how to develop safe, healthy and respectful relationships. Our safeguarding curriculum is planned progressively from Reception to Year 6, ensuring that children revisit key themes, build upon prior learning and develop age appropriate knowledge and skills as they move through the school. Further details of the progression of Relationships Education can be found in our RHE Curriculum Map.

Children are taught about:

- Respecting themselves and others.
- Keeping themselves and others safe.
- Positive friendships and relationships.
- Personal boundaries and privacy.
- Recognising appropriate and inappropriate behaviour.
- Understanding feelings, emotions and how to communicate them.
- Resolving disagreements safely.
- Bullying, including online bullying, and how to seek help.
- Abuse and the importance of reporting concerns.

Children also learn that positive behaviour, respect and following agreed rules help to keep themselves and others safe. They understand expectations for behaviour in classrooms, around school, during visits and in the wider community.

Children are encouraged to understand that they have trusted adults who will listen to them and support them.

Health, Wellbeing and Personal Development

Children learn how to look after their physical and emotional health and make positive choices.

This includes:

- Understanding and managing emotions.
- Recognising worries and knowing how to seek support.
- Developing healthy routines around sleep, exercise, hygiene and nutrition.
- Understanding how choices and behaviours affect health.
- Age-appropriate learning about medicines, smoking, vaping, alcohol and drugs.
- Understanding changes as they grow.
- Learning how to keep their bodies safe and recognising when something does not feel right.

Children learn that support is available when they need it and that this may include support from school staff or external professionals who help children with their emotional wellbeing and health.

Online Safety and Digital Citizenship

Children are taught how to use technology safely, responsibly and respectfully.

This includes:

- Understanding online risks and how to respond to them.
- Limiting screen time.
- Keeping personal information private.
- Using passwords and technology securely.
- Recognising unsafe or inappropriate content.
- Understanding online communication and digital footprints.
- Knowing how to report concerns online.
- Understanding how online influences can affect choices and behaviour.

Online safety is taught through Computing, Relationships and Health Education and wider curriculum opportunities.

Community, Travel and Environmental Safety

Children are taught how to stay safe in the wider community and recognise potential risks.

This includes:

- Road and Rail safety including safe behaviour around trains, stations and railway areas.
- Safe use of buses and public transport.
- Bike safety and Bikeability.
- Stranger awareness and knowing how to seek help.
- Dog safety and safe behaviour around animals.
- Electrical safety.
- Fire safety and emergency procedures such as fire and lockdown drills.

- Water safety, including swimming and safety around open water.
- Sun safety and protecting themselves outdoors.
- Staying safe during educational visits and residential experiences.

Children are taught how to manage risks responsibly and understand the importance of following safety advice.

Children are supported to understand safety expectations and risks linked to activities, visits and the school environment. Where appropriate, safety guidance and risk assessments are shared with pupils in an age-appropriate way so that they understand how to make safe choices.

Staying Safe in the Wider World

Children learn about risks they may encounter as they grow and how to make safe decisions.

This includes:

- Understanding the role of emergency services, including police, fire and medical professionals.
- Visits and workshops from professionals who support children's safety.
- Understanding peer pressure and how to make positive choices.
- Recognising situations where someone may try to influence, pressure or exploit them.
- Age-appropriate awareness of exploitation, including criminal exploitation.
- Developing awareness of radicalisation and extremism and knowing how to seek support.

Children benefit from visits and workshops from professionals, including health workers, emergency services and safety specialists, who help them develop their understanding of how to stay safe and healthy.

Children are supported to understand safeguarding risks, including online risks, exploitation and radicalisation, in an age-appropriate way.

Children learn that visitors and adults working in school follow safeguarding procedures. They understand that they should speak to a familiar trusted adult if they are unsure about someone or something that happens in school.

Physical Safety and Healthy Lifestyles

Children learn how to participate safely and look after their bodies.

This includes:

- Safe participation in PE and sporting activities.
- Safe use of equipment across the curriculum.
- Cooking safely and understanding food hygiene.
- Healthy eating and making positive choices.
- Hydration and the importance of drinking water.
- Swimming and water confidence.

- Outdoor learning and Forest School safety.
- Understanding how to manage risks when taking part in activities.

Emergency Awareness and First Aid

Children are taught how to respond appropriately in emergencies.

This includes:

- Taking part in regular fire drills.
- Understanding evacuation procedures.
- Knowing how to seek help if someone is injured or unwell.
- Understanding the role of emergency services.
- Developing age appropriate first aid awareness.

Children learn about the role of health professionals and how healthcare services support their wellbeing, including responding to health needs and emergencies.

Attendance, Belonging and Support

Children learn that regular attendance, positive relationships and feeling connected to school are important for their safety and wellbeing.

Children are encouraged to:

- Attend school regularly and understand why this matters.
- Talk to adults if they have worries affecting their learning or wellbeing.
- Recognise that support is available when they need it.

Children know they can speak to trusted adults, including:

- Class teachers.
- The Headteacher.
- The Designated Safeguarding Lead and safeguarding team.
- Support staff.
- The chaplaincy team.
- Pupil leaders such as Head Boy, Head Girl and prefects.

Safeguarding is strengthened through regular opportunities for children to share their views, raise concerns and contribute to making St Philomena's a safe and supportive environment.

Pupil Voice and Safeguarding Culture

Children are encouraged to share their views and contribute to making St Philomena's a safe place.

This includes:

- Class discussions and circle time.
- School Council.
- Pupil questionnaires.

- Worry box.
- Listening Ear.

Children are regularly reminded that they will be listened to and that seeking help is the right thing to do.

Safeguarding is monitored through pupil voice activities, learning walks and feedback from children to ensure that pupils feel safe, listened to and supported. Concerns raised by children are acted upon and used to improve the safety and wellbeing of the school community.

Through our safeguarding curriculum, children develop the knowledge, confidence and skills needed to keep themselves safe, support others and make positive choices.

Assessment and Monitoring

Teachers assess pupils' understanding through discussion, questioning, written work, scenario-based activities and age-appropriate reflection. Staff use pupils' responses to identify misconceptions, gaps in knowledge and areas requiring further teaching.

The effectiveness of the safeguarding curriculum is monitored through curriculum reviews, learning walks, book scrutiny, pupil voice and discussions with staff and pupils. Leaders use this information to review curriculum content and ensure that safeguarding education remains relevant, age-appropriate and responsive to pupils' needs.