

## Safeguarding Across the Curriculum 2025-2026

<b>Cycle 1</b>						
<b>25/26</b>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Whole School Safeguarding Focus</b>	<p>Staying Safe in school- stranger danger, not opening external doors, telling an adult if you see something strange, staff/visitor lanyards</p> <p>Fire exit procedures including assembly points and drill</p> <p>Whole Staff safeguarding training</p> <p>Safeguarding policies reviewed in accordance to newly published KCSIE</p> <p>Fairtrade- visitors Eg, Clippers Tea, Winchester Night Shelter</p> <p>Black History Month- Understanding prejudice and teaching diversity</p> <p>Peer Mentors nominated</p> <p>First Aid Training for staff- Full paediatric course for key EY staff- New EYFS guidance</p>	<p>Bonfire Night- Keeping safe around fireworks</p> <p>Halloween- Keeping Safe</p> <p>Anti-bullying week based on given theme for the year</p> <p>Children in Need</p> <p>Remembrance Day- Bravery and sacrifice</p> <p>Safeguarding Newsletter- includes topical safeguarding updates for parents and school community</p> <p>Yr 5/6- Bikeability</p> <p>Human Rights Day- Links to Articles we teach our chn.</p>	<p>Safer Internet Day based on given theme for the year. Eg, 'protecting yourself from scams'</p> <p>Primary Careers Fair- including railway safety</p> <p>World Religion Day- developing tolerance of other faiths. Potential Visitors into school.</p> <p>Science week- working safely</p>	<p>Safeguarding Newsletter- includes topical safeguarding updates for parents and school community</p> <p>Science week- staying safe in science</p> <p>JRSO Training- Road Safety Road Safety: Be bright be Seen. Assembly by Junior Road Safety Officers</p>	<p>Sun Safe- Using sun screen and sun hats for protection</p> <p>World Earth Day</p> <p>Walk to school week- road safety</p> <p>World Refugee Day</p> <p>Sports Day- families on site, safety in sport</p>	<p>Global Awareness Week</p> <p>Safeguarding Newsletter- includes topical safeguarding updates for parents and school community</p> <p>NSPCC- Speak Out, Stay Safe Programme NSPCC PANTS Rule</p> <p>Summer Fair/ Colour Run PTA event.</p>

## Safeguarding Across the Curriculum 2025-2026

<b>PSHE/ RSHE Curriculum</b>  <i>See PSHE planning</i>  <b>PSED (EYFS)</b>	Sparrows: How do I feel about new beginnings?	Sparrows: How do I make friends and look after them?	Sparrows: What things do my family like to do?	Sparrows: How can I keep myself healthy?	Sparrows: How do people help us?	Sparrows: What goals would I like to set myself?
	<b>Health and Wellbeing</b> Feelings; mood; times of change	<b>Relationships</b> Friendship; feeling included and including others; showing respect	<b>Relationships</b> Celebrating same and different; key life events;	<b>Health and Wellbeing</b> Looking after ourselves; eating and sleeping well; healthy habits; hygiene routines	<b>Living in the wider world</b> Roles in community; keeping safe; asking for help	<b>Health and Wellbeing</b> Identifying targets/ goals; feeling proud of achievements.
	Doves: Who is special to us?	Doves: What is the same and different about us?	Doves: What can we do to stay healthy?	Doves: What can we do with money?	Doves: Who helps to keep us safe?	Doves: What jobs do people do?
	<b>Relationships</b> Ourselves and others; people who care for us; groups we belong to; families	<b>Relationships</b> Ourselves and others; similarities and differences; individuality; our bodies	<b>Health and Wellbeing</b> Being healthy; hygiene; medicines; people who help us with health	<b>Living in the wider world</b> Money; making choices; needs and wants	<b>Health and Wellbeing</b> Keeping safe; people who help us	<b>Living in the wider world</b> Earning money; different jobs; strengths and interests; using technology in everyday life
Robins: How do we treat each other with respect?	Robins: What keeps us safe?	Robins: What are families like?	Robins: What is diversity?	Robins: Why should we eat well and look after our teeth?	Robins: Why should we keep active and sleep well?	
<b>Relationships</b> Respect for self and others; courteous behaviour; safety; human rights	<b>Health and wellbeing</b> Keeping safe; at home and at school; our bodies; hygiene; medicines and household products	<b>Relationships</b> Families; family life; caring for each other	<b>Living in the wider world</b> Discrimination; respect; prejudice; healthy friendships	<b>Health and wellbeing</b> Being healthy; eating well and dental care	<b>Health and Wellbeing</b> Being healthy; keeping active and taking rest	
Kingfishers: What makes up our identity?	Kingfishers: What decisions can people make with money?	Kingfishers: How can we help in an accident or emergency?	Kingfishers: How can friends communicate safely?	Kingfishers: How can we keep healthy as we grow?		
<b>Health and wellbeing</b> Identity; personal				<b>Health and wellbeing</b>		

## Safeguarding Across the Curriculum 2025-2026

	attributes and qualities; similarities and differences; individuality; stereotypes	<b>Living in the wider world</b> Money; making decisions; spending and saving	<b>Health and wellbeing</b> Basic first aid, accidents, dealing with emergencies; Human rights	<b>Relationships</b> Friendships; relationships; becoming independent; online safety	Looking after ourselves; growing up (puberty); becoming independent; taking more responsibility  SRE: Reproductive organs and process- conception	
<b>No Outsiders</b>  <i>See PSHE planning/ Purchased texts to support</i>	Doves- Proud to be me  Robins- To understand how difference can affect someone To help someone accept difference To show acceptance  Kingfishers- to promote diversity To stand up to discrimination To justify my actions To consider responses to racist behaviour To consider responses to immigration To overcome fears about difference To consider causes of racism To show acceptance	Sparrows- It's okay to like different things To say hello To make a new friend  Doves- I like the way I am I share the world with lots of people To communicate in different ways To know I belong Do boys and girls like the same things? To understand that our bodies work in different ways	Sparrows- To choose what I like All families are different To celebrate my family  Kingfishers-To recognise my freedom To express artistic freedom To consider consequences To recognise when someone needs help To consider language and freedom of speech To consider democracy	Robins- To understand what discrimination is To be welcoming To find a solution to a problem To use strategies to help someone who feels different To recognise a stereotype To consider living in Britain today	Kingfishers- To explore friendship	Doves- To work together To recognise that people are different ages
<b>Mental Health and Wellbeing</b>	World Mental Health Day Assembly  Zones of Regulation  Pastoral Support: TALA		Children's Mental Health week  Keeping your mind healthy- SATS preparation, keeping		Peer Mentor Training	



## Safeguarding Across the Curriculum 2025-2026

Supported by 'Foundations for Wellbeing' (see below) and Leader in Me	Peer Mentors elected  Worry Boxes/ individual worry books introduced in class  Parent support session ran by Ed Psych on various topics		calm and confident through pressure  Peer Mentor Training			
<b>Children's Mental Health Week 9<sup>th</sup>-15<sup>th</sup> February</b>	<b>Foundations for wellbeing lessons (From PSHE Association)</b>  Sparrows- EYFSL1 Finding out about feelings EYFSL2 Finding focus EYFSL3 Feel good thoughts and feelings EYFSL4 From Worrysaurus to Bettersaurus EYFSL5 Feeling tense, feeling calm  Doves- Y2L1 Noticing and Naming feelings Y2L1 Different distractions Y2L3 Changing thoughts and feelings Y2L4 Managing unhelpful thoughts Y2L5 Reactions and responses  Robins- Y4L1 Describing emotions Y4L2 Managing internal and external distractions Y4L3 Exploring different thinking habits Y4L4 Different ways to manage worries Y4L5 Strategies for calm  Kingfishers- Y6L1 Regulating emotions					

## Safeguarding Across the Curriculum 2025-2026

	Y6L2 Managing distraction Y6L3 Developing Positive thinking habits Y6L4 Managing Rumination and worry Y6L5 Managing stress					
<b>Computing Curriculum</b>	ALL- Online Safety- Be 'SMART online'- Childnet. Safe use of the internet  Safe use of technology: Password protection How to report unsafe content and messages  Digital Leaders elected  Sparrows: Creating Media Doves: Technology around us Robins: The Internet Kingfishers: Systems and searching	Sparrows: Online Safety 'SMARTIE the Penguin' Doves: Grouping Data Robins: Data Logging Kingfishers: Flat-file databases	Safer Internet Day- Activities based on the theme of the year  Sparrows: Programming Doves: Programming Routes Robins: Audio Production Kingfishers: Selection in Quizzes	Sparrows: Programming Doves: Programming Animations Robins: Photo Editing Kingfishers: Selection (physical computing)	Sparrows: Word processing Doves: Creating Media- Digital Painting Robins: Repetition in shapes Kingfishers: vector graphics	Sparrows: Word processing Doves: Digital Writing Robins: Repetition in games Kingfishers: Video Production
<b>British Values</b>  <i>See PSHE planning</i>	<b>BV: mutual respect</b> – identify that friends are all different and that we need to respect each other to be good friends  <b>BV: Mutual Respect/ Respect for others of different faiths and beliefs</b> – understand that everyone is different and	<b>BV: Mutual respect</b> – understand that words and actions can hurt others and how to respond in these situations  <b>BV: mutual respect</b> – understand that building good	<b>BV: Individual liberty</b> Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely.	<b>BV: Rule of law</b> Identify rules and restrictions keep them safe in school and out of school  <b>BV: Mutual Respect/ Respect for others of different faiths and beliefs</b> – understand	<b>BV: Individual liberty</b> – understand that people makes choices about what to eat/drink and physical activity and what effect these have on our health and mental wellbeing.  <b>BV: Individual Liberty</b>	<b>BV: Rule of law + Individual Liberty</b> – understand that everybody has a responsibility to follow the rules Identify how to care for our planet and that the choices we make can affect our environment.



## Safeguarding Across the Curriculum 2025-2026

	to be respectful to people who may live differently to them	friendships is based upon mutual respect  <b>BV: individual liberty</b> – understand that we have the freedom to choose what to do with money when we are older		that everyone is different and to be respectful to people who may live differently to them  <b>BV: Rule of Law</b>  To know that rules and restrictions apply online and how to keep safe online.	– Identify how to care for our planet and that the choices we make can affect our environment.	<b>BV: Rule of Law</b> To know that rules, restrictions and laws exist to help keep people safe and how to respond to a situation that is against the law
<b>Leader in ME</b>	Mission Statements created at the beginning of the year- linked to school values of love, hope and justice  'First 8 days'  Health and Safety Leaders nominated	Reflection of leadership roles  Using strategies to support eg, circle of control, emotional piggy bank, plus/delta charts to review				
	Habit 1- Be proactive (For example in risky situations, solving problems, finding effective resolutions) Habit 2- Begin with the End in mind (For example, creating plans to resolve a situation, thinking about the bigger picture) Habit 3- Putting first things first (For example, Prioritising in order to keep safe) Habit 4- Think Win-win (For example, resolving conflict in a way that benefits all) Habit 5- Seeking first to understand- (For example, collecting all the information before making informed decisions) Habit 6- Synergize (For example, working together to keep safe or solve a problem) Habit 7- Sharpening the saw (For example, looking after yourself physically, mentally) Habit 8- Use your voice and inspire others to use theirs (For example, speaking up when the need arises)					
<b>PE Curriculum</b>	EYFS Manage their own basic hygiene and personal needs, including dressing-	Safe Use of Gym & Sports Equipment: Knowing how to set up and use more complex equipment safely			Sun Safety in Outdoor PE: Wearing hats, using sunscreen, and staying hydrated.	



## Safeguarding Across the Curriculum 2025-2026

	<p>Knowing that dressing involves taking off 1 item of clothing at a time and replacing it with another</p> <p>Personal Space &amp; Awareness: awareness of others while moving.</p> <p>Listening to Instructions:</p> <p>All year groups -safe equipment use: Learning how to hold, carry, and use small equipment safely.</p> <p>Safe Warm-Ups &amp; Cool-Downs: Learning why these are important to avoid injury</p> <p>Personal Hygiene in PE: Importance of wearing appropriate clothing for PE sessions</p>	<p>Yr 5/6- poolside and water safety through swimming lessons</p> <p>All Year groups - Competition &amp; Fair Play: Encouraging respectful competition</p> <p>Year 3-6 Representing the school appropriately in inter school events</p> <p>Understanding Physical &amp; Mental Well-Being: Recognising that exercise can help with physical and mental health</p> <p>Being a Responsible Sports Leader: Encouraging fair play, teamwork, and support for others</p>				
<b>EYFS</b>	<p>Safe and healthy friendships</p> <p>Working and play cooperatively and take turns with others.</p>	<p>Bonfire night- fire safety</p> <p>Sharing &amp; Turn-Taking – Practice social skills through play. Online</p>	<p>Feelings &amp; Emotions – Linked to Leader in me-recognising and managing emotions</p>	<p>Keeping safe- Road, water, fire safety and stranger awareness</p>	<p>How to stay healthy Well-Being &amp; Self-Care</p> <p>Healthy Eating &amp; Hygiene</p>	<p>How we can help look after the world</p>



## Safeguarding Across the Curriculum 2025-2026

	<p>Forming positive attachments to adults and friendships with peers.</p> <p>Kind &amp; Unkind Behaviour –what being kind looks like.</p> <p>Basic Risk Awareness: Linked to Leader In me role- health and safety officers - children involved in assessing the play area for risks- eg making sure the gates are closed</p>	<p>safety - Screen Time Awareness –balancing screen time with playtime.</p> <p>Stranger Danger Online –not all people online are safe, and they should never share personal details</p> <p>Asking for Help Online –telling an adult if they see something online that makes them uncomfortable.</p>	<p>Show sensitivity to their own and to others' needs</p>	<p>Rules - knowing right from wrong and why we have rules.</p>	<p>Sleep &amp; Rest – why it is important for feeling safe and well.</p>	
--	--	---	---	--	--	--



# Safeguarding Across the Curriculum 2025-2026

## Appendix One- Safeguarding Themes in our school

### Road/ Rail safety

Road and rail safety assemblies and workshops inc. careers day  
Residential trips/school visits

### Online Safety

Computing & PSHE curriculums  
Assemblies & newsletters  
Awareness Days eg, Safer Internet Day  
Parent workshops/ safeguarding newsletter  
Use of reputable resources eg, SMARTIE penguin

### Mental Health & Wellbeing

Designated Mental Health Lead in school  
PSHE curriculum- research backed lessons and resources  
Awareness days/weeks eg, children’s mental health week  
Clear policy in place  
Specific group and 1:1 activities responding to needs of cohorts  
Positive/Worry boxes/books  
Parent Workshops delivered by Education Psychologist

### Bereavement

Use of TALA and supporting resources in school  
Signposting to supporting charities  
Adult check ins

### Forced Marriage

Healthy relationship education- taught as part of PSHE/SRE

### Domestic Violence/ Abuse

Goals and aspirations  
Healthy relationships education (physically and emotionally)- part of PSHE curriculum

### Radicalisation and Extremism

Prevent agenda  
PSHE Curriculum- Healthy relationships & Celebrating difference.  
No Outsiders curriculum  
British Values- democracy, rule of law, individual liberty, mutual respect and tolerance  
Teaching core school values/ rewards

### Sex and Relationships

PSHE/SRE Curriculum  
SRE talks with Y5/6  
NSPCC ‘Speak Out. Stay Safe’ assemblies/workshops  
Y5/6 Parents meeting

### Fire/Water Safety

PSHE curriculum  
Assemblies/ workshops  
Stubbington Residential  
Fire drills

## Safeguarding themes in our curriculum



### Drugs and Alcohol

PSHE/Science/P.E curriculum  
Specific group and 1:1 activities responding to needs of cohorts  
First aid policy

### Children Missing in Education

PSHE curriculum  
Celebration of achievements  
British Values  
School values and ethos  
Robust attendance policies and protocols

### Female Genital Mutilation

NSPCC – ‘PANTS’, ‘Speak out, stay safe’ assemblies and workshops for Y5/ Y6 Children are taught what part of their bodies are private and about privacy and permission  
Children signposted where to go for help  
PSHE Y5/6- Summer Term

### Sexual Harassment/ Sexual Violence (child on child abuse)

NSPCC workshops, PANTS, ‘Speak out, stay safe’  
PSHE curriculum- consent, healthy relationships

### Feeding/ Eating disorders

School nurse support  
Signposting parents to additional guidance/ support

### Bullying- including cyber-bullying

Anti bullying week led by Peer Mentors  
Play Leaders active play at lunch  
Safer internet Day / E-Safety built into computing curriculum  
Use of No Outsiders programme  
Restorative Behaviour approaches  
Wall of Kindness to reinforce positive friendship behaviours

### Young carers

PSHE curriculum/ positive representation- to educate and challenge stereotypes  
Additional support for homework/ attendance as required

### Stranger Danger

School visits- pre visit discussions & risk assessments  
Assemblies and PSHE - Circle time  
Specific group and 1:1 activities responding to needs of cohorts

### Child Sexual Exploitation

NSPCC workshops, PANTS, ‘Speak out, stay safe’  
Specific group and 1:1 activities responding to needs of cohorts  
SRE/healthy relationships talks  
PSHE curriculum- consent, healthy relationships

### Keeping Physically Healthy

PSHE/ P.E/ DT/ Science curriculum  
P.E lessons, playtimes and extra-curricular clubs  
External coaches/ visitors to school  
School nursing team visits  
First aid training courses

### Discriminatory Behaviour

PSHE curriculum– celebrating differences & relationships. No Outsiders. Diverse texts  
RE curriculum supported by visitors  
Assemblies and visitors to school  
Specific group and 1:1 activities responding to needs