

St Monica Primary - Safeguarding Curriculum 2026-2027

Safeguarding is at the heart of everything we do at St Monica Primary School. In line with statutory guidance from *Keeping Children Safe in Education (KCSIE) 2026*, we adopt a whole-school, child-centred approach to safeguarding, ensuring that the best interests of the child are always paramount. Great importance is placed on identifying wider opportunities for children to learn about safeguarding through our wide, broad and balanced curriculum. Children are given regular opportunities to learn how to stay safe, recognise risks, build positive relationships, develop resilience, and understand how to access support. Safeguarding is promoted through lessons, assemblies, pastoral care, online safety education, and the wider ethos of the school.

We recognise that pupils with Special Educational Needs and Disabilities (SEND) may require Relationships, Sex and Health Education (RSHE) to be adapted to meet their individual needs, level of understanding, communication style and developmental stage. All pupils are entitled to access an inclusive curriculum that supports their personal development, safety, wellbeing and preparation for adulthood. Teaching will be adapted appropriately to ensure learning is accessible, meaningful and relevant for every learner. We will develop opportunities throughout the curriculum for children to critically evaluate their thinking and make informed decisions.

The whole-school safeguarding curriculum from Reception YR to Year 6, with SCARF used as the main PSHE/RSE resource and Purple Mash used for the computing/online-safety. This is structured with progressive teaching & learning by year group - The DfE's 2025 guidance states that primary Relationships Education should build children's ability to keep themselves and others safe, recognise and report risks and abuse, understand boundaries and privacy, and recognise emotional, physical and sexual abuse. It also stresses that children should understand that being a victim of abuse is never their fault. Purple Mash's 2BeSafe provision runs from Reception to Year 6 and covers areas including cyberbullying, privacy and security, online relationships, misinformation, screen time and digital wellbeing.

We actively encourage pupils to think critically about safeguarding issues, including their own physical and mental wellbeing. In line with KCSIE, we ensure pupils are taught about safeguarding risks, including but not limited to online safety, bullying (including cyberbullying), child-on-child abuse, exploitation and extremism. We value pupils' voices and provide regular opportunities for them to share their views, ask questions, and express concerns. Through our aspirational curriculum, pupils explore Trust values, rights, responsibilities and equality, developing moral understanding that promotes safeguarding, supports British Values and helps prevent radicalisation and extremism.

We recognise that safeguarding issues can occur both inside and outside of school, and we are responsive to contextual safeguarding concerns within the local community.

We recognise that children may display sexualised behaviour that is developmentally typical or, at times, inappropriate or harmful. In line with KCSIE guidance on child-on-child abuse, staff are trained to identify and respond appropriately, taking a child-centred approach that promotes positive behaviour and prevents harm. Through our PSHE and Relationships Education curriculum, we promote understanding of bodily autonomy, boundaries, consent and healthy relationships, helping to prevent harmful behaviours. Pupils learn about safe and unsafe touch, respect and how to seek help. We use resources such as the NSPCC Talk PANTS programme and the Brook Sexual Behaviours Traffic Light Tool to support early identification, prevention and the of safe, respectful interactions.

All pupils are supported to understand that they can speak to a trusted adult and that their concerns will be taken seriously. Clear reporting systems are in place and staff understand their responsibility to act immediately on any concern, in line with safeguarding procedures. Staff receive regular safeguarding training, including updates on child-on-child abuse, online risks, and emerging safeguarding issues, ensuring our practice remains vigilant and effective.

At the start of each academic year, time is dedicated to reinforcing school values, expectations and safeguarding systems, ensuring that pupils understand how to stay safe and staff remain clear about their roles and responsibilities. This consistent approach helps to maintain a strong safeguarding culture and ensures effective outcomes for all pupils.

How we promote safeguarding in school through the curriculum

Year group	Core Safeguarding Themes	PSHE & RSE - SCARF	Computing - Purple Mash	Safeguarding Critical Thinking Progression	Expected outcome
YR	I am safe - trusted adults, recognising safe/unsafe situations, feelings, personal space, body boundaries, asking for help, basic online safety	SCARF: All About Me; feelings; people who help us; keeping our bodies safe; saying no; trusted adults. Children learn that their body belongs to them and that they can tell a trusted adult if something worries them.	Purple Mash / 2BeSafe: What is a computer/tablet? Safe use of devices; asking an adult before using technology; recognising that some things online are not suitable for children.	Recognise and name feelings, understand when something feels safe or unsafe, identify trusted adults, and ask for help when worried. Begin to understand that adults can help keep them safe and that they should speak up if something makes them uncomfortable.	Working Towards: identify one trusted adult and basic safe/unsafe choices with adult support. Expected: explain who can help and demonstrate saying or moving away. Greater depth: independently identify a range of trusted adults and explain what to do if their first adult is unavailable.
Y1	Keeping myself safe -safe adults, secrets/surprises, personal information, private parts, appropriate/inappropriate touch, seeking help	SCARF: relationships, friendships, keeping safe, body parts, privacy and personal boundaries. Introduce the difference between a secret that makes you worried and a safe surprise.	Purple Mash 2BeSafe: personal information; safe usernames; asking permission; safe/unsafe online content; reporting something worrying to an adult.	Recognise situations that do not feel right, understand personal boundaries, distinguish between surprises and secrets, and ask simple questions about safety. Begin to make choices between safe and unsafe behaviours and know who to turn to for help.	Working Towards: identify safe adults and give examples of personal information. Expected: explain why some information should remain private - identify when to seek help. Greater depth: apply rules to unfamiliar scenarios and explain why a situation may be unsafe.
Y2	Recognising risk - bullying, unkind behaviour, physical safety, online communication, trusted adults, reporting concerns	SCARF: friendships; bullying; feelings; managing conflict; body privacy; recognising behaviour that makes	Purple Mash 2BeSafe: online kindness; cyberbullying; avatars/usernames; personal information; safe searching;	Consider the consequences of actions, recognise simple forms of peer	Working Towards recognise bullying/unkind behaviour with prompts.

		someone uncomfortable; getting help.	reporting/blocking; digital footprints introduced.	influence, understand that not everything seen or heard is real or true, and explain why some choices are safer than others. Develop confidence in sharing concerns with trusted adults.	Expected: distinguish joking, unkindness & bullying—explain reporting Greater depth: consider the impact on different people and suggest several safe responses.
Y3	Protecting myself and others - peer pressure, bullying, abuse awareness, boundaries, online relationships, privacy, trusted networks	SCARF: respectful relationships; friendship problems; peer pressure; consent/boundaries at an age-appropriate level; recognising inappropriate behaviour; who to talk to when worried.	Purple Mash 2BeSafe: passwords; privacy settings; phishing/scams; cyberbullying; online gaming/chat; digital footprint; reporting and blocking.	Evaluate whether information and people are trustworthy, recognise positive and unhealthy friendship behaviours, identify unfair persuasion, and explain reasons for decisions. Understand that different situations may present different levels of risk and know when support is needed.	Working Towards: follow established safety rules. Expected: explain why privacy, passwords and boundaries matter and identify appropriate reporting routes. Greater depth: independently analyse scenarios, identify several risks and justify the safest response.
Y4	Understanding harm - abuse and neglect in age-appropriate terms, grooming, coercion, bullying, discrimination, online risks, consent and boundaries, misogyny, sexism, stereotyping and discriminatory behaviour	SCARF: respectful relationships; recognising unhealthy behaviours; managing conflict; personal boundaries; recognising when behaviour is not acceptable; seeking help. Explicitly reinforce that abuse is never the child's fault.	Purple Mash 2BeSafe: grooming; online strangers; inappropriate content; persuasive design; online gaming; privacy; strong passwords; scams; digital reputation.	Question information from different sources, recognise stereotypes and misinformation, understand online risks, and consider the consequences of choices for themselves and others. Begin to	Working Towards: recognise obvious unsafe behaviour and identify a trusted adult. Expected: explain different types of risk and demonstrate how to report concerns. Greater depth: identify subtle warning signs, including manipulation or pressure, and explain why

				challenge assumptions and identify when someone may be trying to influence them negatively.	a person may find it difficult to speak out.
Y5	Personal safety and resilience - exploitation (to look at CCE and CSE, grooming, peer pressure, abuse, discrimination, image sharing, online relationships, misinformation, misogyny, sexism, stereotyping and discriminatory behaviour	SCARF: healthy/unhealthy relationships; peer influence; consent; boundaries; emotional wellbeing; recognising controlling/manipulative behaviour; seeking support. Age-appropriate safeguarding scenarios.	Purple Mash 2BeSafe: image sharing; online identity; misinformation/disinformation; scams; privacy; social media; digital footprints; cyberbullying; reporting mechanisms. Also, AI, deepfakes and critical evaluation of images /documents	Analyse how peers, advertising, social media and online influencers can affect behaviour and decision-making. Recognise grooming behaviours, inappropriate contact and manipulation, assess levels of risk, and seek support from appropriate adults when concerns arise.	Working Towards: identify risks with support and state a basic action. Working Towards: independently evaluate situations and explain how to protect themselves and others. Greater depth: evaluate competing choices, recognise manipulation/pressure and formulate a safe action plan.
Y6	Preparing for secondary school - exploitation (to look at CCE and CSE, grooming, coercion, abuse, consent, healthy relationships, online safety, self-protection, reporting and support networks, misogyny, sexism, stereotyping and discriminatory behaviour	SCARF: relationships and change; respectful/healthy relationships; consent and boundaries; recognising abuse and exploitation; managing pressure; seeking help; preparing for increased independence.	Purple Mash 2BeSafe: social media; online relationships; privacy and security; scams/phishing; misinformation; harmful content; digital footprints; online reputation; reporting and blocking; preparing for secondary-school digital independence. Also, AI, deepfakes and critical evaluation of images /documents	Critically evaluate online and offline information, relationships and situations, recognising pressure, manipulation, exploitation and misinformation. Independently assess risks, make informed decisions to keep themselves and others safe, challenge unsafe behaviours, and	Working Towards: identify risks and appropriate sources of help. Expected: independently apply safeguarding knowledge to realistic scenarios and explain how to report concerns. Greater depth: critically evaluate complex scenarios involving pressure, manipulation, online/offline risk and conflicting loyalties, and develop a clear personal safety strategy.

				confidently access support when needed.	
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Contextual Safeguarding Risks – SMPS

Area of Risk	Mitigation
Online issues	Following E- Safety policy. Specific children discussed key issues, especially Y5 & 6 School Computing Curriculum followed and work with specific families if required
Domestic Violence	Support from Attendance and Family Support Officer / ELSA / Class teacher support specific to case and child
Disadvantaged/low income families	Support from Attendance and Family Support Officer

Collective Worship

	Autumn Term	Spring Term	Summer Term
Assemblies: Values, Inclusion and Respect	Assemblies focus on establishing a positive school culture at the start of the year. Themes include Trust values, respect, kindness, empathy, British values, belonging, classroom expectations and celebrating diversity. Children learn about different cultures, faiths and traditions and are encouraged to recognise similarities and differences within the school community.	Assemblies build on children's understanding of equality, inclusion and fairness. Themes include challenging stereotypes, promoting equity, respecting protected characteristics, understanding disabilities, celebrating difference and recognising unconscious bias. Children are encouraged to develop empathy and appreciation of different perspectives.	Assemblies focus on reflection, responsibility and preparing for transition. Themes include citizenship, community responsibility, global awareness, tolerance, resilience and celebrating the achievements and contributions of all members of the school community. Children reflect on how they can continue to promote inclusion and respect.
Safeguarding Themes in Whole-School Assemblies	At the start of the year, assemblies focus on recognising trusted adults, including DSLs and how to gain help and support, understanding school safeguarding procedures, anti-bullying, attendance expectations, understanding staff and visitor lanyards, speaking out about	Assemblies focus on deeper safeguarding themes including healthy friendships, peer pressure, mental health and wellbeing, online relationships, cyberbullying, consent around personal boundaries, and recognising unsafe situations. Attendance and emotional	Assemblies reinforce personal safety and independence. Themes include transition to new classes, keeping safe during holidays, road and water safety, online safety during increased screen

	worries and feeling safe in school. Online safety themes include appropriate use of technology and reporting concerns.	wellbeing continue to be regularly promoted. Also, specific railway safety.	time, managing changes and seeking support when needed. Children are reminded of reporting systems and where to access help both in and outside school.
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Theme Days – Curriculum

	Autumn Term	Spring Term	Summer Term
Culture – Whole school understanding	Online Safety and Privacy Pupils explore how to stay safe online, create secure passwords, understand privacy settings, protect personal information and know how to report concerns. Links are made to PSHE and RSE through discussions about personal boundaries, consent and trusted adults.	Digital Wellbeing and Healthy Relationships Pupils develop an understanding of screen time, digital balance, positive online interactions and managing peer pressure. Computing skills are linked to PSHE and RSE through learning about respectful communication, healthy relationships and emotional wellbeing online.	Misinformation, Cyberbullying and Digital Citizenship Pupils learn how to identify misinformation, evaluate online content critically and recognise the impact of cyberbullying. Activities promote respectful behaviour, empathy and safeguarding, helping pupils understand their responsibilities as positive digital citizens both online and offline.
	Practical computing activities include internet searches, password security, online reporting tools and privacy management.	Practical computing activities include digital collaboration, communication tools and evaluating the impact of technology on wellbeing.	Practical computing activities include fact-checking websites, analysing online sources and using technology responsibly and safely.

Yearly Training

Staff	• KCSIE – led by Trust DSL with school DSL team leading on contextual safeguarding • KCSIE updates / reminders throughout the year • Weekly briefings • L & T meeting with planned themes - Weekly • LSA training with planned themes – weekly • Spot checks – DSLs, which can lead to targeted training / reminders • CPOMs training – targeted support • Safer Recruitment training led by Trust DSL • Safeguarding audit completed each month, action plan updated and subsequent actions / training with staff planned • CPOMS audit with another trust school – provides opportunity to reflect and action learning • Subject specific training including PSHE/RSE, Computing & Science
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