

Safeguarding in the Curriculum

	Safeguarding/Child Protection
implementation	General Whole School
	➤ Posters of Designated Safeguarding Leads (DSLs) are clearly displayed around school ➤ MyConcern is used to ensure clear communication across the school and records are shared instantly through email to appropriate people ➤ All school staff have completed annual SafeSmart training in Sept 2026 ➤ DSLs completed the Prevent Duty training on Gov.Uk during autumn 2026 ➤ Safeguarding assemblies held to provide children with information on how to keep themselves safe and how to get help and support in school ➤ Childline posters are displayed in all cloakroom areas

Relationship and Sex Education (RSE)				
General Whole School	Foundation	Years 1/2	Years 3/4	Years 5/6
➤ The following publications and resources are used to support our delivery of Relationships and Sex Education: Relationships and Sex Education Statutory Document Kapow Primary Statutory RSE and PSHE Guidance Coverage PSHE Association programmes of study and core themes Kapow Primary Progression of skills and knowledge/Long term plan PSHE/RSE unit knowledge organisers ➤ Positive relationships and behaviours are	PSHE/RSE To understand that families are valuable and special To talk about people who hold a special place in our lives To understand why it is important to share and	PSHE/RSE To understand that families look after us To begin to understand the characteristics of a positive friendship To begin to understand how friendships make us feel To begin to understand	PSHE/RSE To understand that families love and support each other and that sometimes problems can occur and help is available To understand that friendships have ups and downs To understand why trust is an important	PSHE/RSE To understand how to form and maintain positive relationships To explore the ups and downs of friendship To understand the concept of marriage To understand that family relationships can sometimes make children

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modelled by staff on a daily basis to ensure that children experience what good relationships look like ➤ RSE Policy outlines key information on rationale, our curriculum and parent withdrawal - this is reviewed and updated annually by Governors ➤ RSE Consultation with parents annually before review. Policy and curriculum overview is shared so that all parents can see what is taught when, question and comment on this ➤ Y6 parents are shown the visual resources used to deliver the RSE lessons and advised on the lessons that can withdraw their child from if they wish ➤ New parents are informed on RSE and directed to the PSHE and RSE information on our website ➤ NSPCC Pantosaurus assembly - Information for children on how to keep themselves safe (Spring term) <u>Extra curricular opportunities</u> Y3 visit to The Safety Centre MK Book and Biscuit/ First Aid parent workshops Foundation/Y4 Dentist visit Lower school choir visit to Burlington Hall residential Home Electric umbrella Whole school performance and	cooperate with others To understand that it is okay to like different things To learn the importance of supporting others by being kind	what is meant by stereo type To know how to respond to adults in a safe and familiar context To recognise how to respond to adults in a range of situations To begin to understand the difference between acceptable and unacceptable physical contact To understand that there are people in the local community that help to keep us safe To begin to understand a range of families they may encounter To understand that some friendships make us feel unhappy and how to deal with this	part of positive relationships To recognise that stereotypes are present in everyday life To understand that role I can take in an emergency situation To understand how to help if someone has been stung or bitten To begin to understand the physical and emotional boundaries in friendships To understand that my behaviour can have an impact on others To recognise that stereo types can relate to a number of factors To begin to understand that families are varied	feel unhappy and what they can do if this happens. To recognise how attitudes to gender have changed over time To explore how stereotypes can lead to discrimination To understand physical changes during puberty To understand the menstrual cycle To understand emotional changes during puberty To understand that respect it two way To understand stereotypes and begin to share information on them To resolve conflicts through negotiation and compromise To understand the changes
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workshops Y4 performance at St Alban's cathedral with Electric Umbrella		To begin to understand the differences between secrets and surprises To begin to understand the term privacy and the correct vocabulary for body parts To understand safe and unsafe touches To know my body is important and belongs to me Science To name the parts of the body To identify different stages of the human lifecycle	in this country and across the world To explore how we can help following a bereavement To develop an understanding of privacy To recognise that change is part of growing up To recognise the physical difference between children and adults Science Plant reproduction	that happen during puberty To understand the biology of conception To understand the development of a baby during pregnancy Science To describe the life cycle of a mammal To describe the life cycle of a bird To describe the life cycle of an insect To describe asexual reproduction in plants To describe the changes in males and females during puberty
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Bullying				
General Whole School	Foundation	Years 1/2	Years 3/4	Years 5/6
➤ Half termly values assemblies focus on core 6 values for being a good citizen ➤ Foundation curriculum is based on the core 6 values, focussing on 1 each half term which is taught through key stories ➤ Anti-Bullying week is celebrated annually across the school. Theme of the week is taken from the Anti-bullying Alliance. ➤ Behaviour curriculum addresses bullying (Wavendon Gate Way) ➤ Termly WGW assemblies focus on behaviour ➤ Class Charts records positive and negative behaviours ➤ Pupils collect positive behaviour points for their house teams ➤ Termly rewards are given for house teams with most positive behaviour points ➤ Positive behaviour points are shared in celebration assembly weekly ➤ Play leaders support younger pupils at lunchtime with instigating games <u>Extra curricular opportunities</u> Electric umbrella whole school performance- inclusivity Arts1 sixth form performance - always has an antibullying message	PSHE/RSE To identify and express my feelings To explore different coping strategies to help regulate our emotions. To identify different feelings and how to moderate behaviour socially and emotionally. To understand why it is important to share and cooperate with others. To understand that it is okay to like	PSHE/RSE To describe feelings and describe simple strategies for managing them. To recognise how others show feelings and how to respond To begin to understand that some friendships might make us feel unhappy	PSHE/RSE To understand that friendships have ups and downs and that friendships can be resolved To begin to understand the impact of bullying To understand why trust is an important part of positive relationships To begin to understand the differences between people and why it is important to respect these differences To recognise that stereotypes are in everyday life To understand that cyberbullying involves being unkind online To begin to understand the physical and emotional	PSHE/RSE To use vocabulary to describe their feelings and take responsibility for them To learn about staying safe online To understand what we mean by respect and why it is important To understand that respect is two-way and how we treat others is how we can expect to be treated To explore other people's attitudes and ideas and begin to challenge these To resolve disputes

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	different things		boundaries in friendships. To understand that my behaviour can have an impact on others To understand the impact of bullying and the impact of bystanders to help To understand the benefits and risks to sharing information online	and conflict through negotiation and compromise
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Keeping Safe				
General Whole School	Foundation	Years 1/2	Years 3/4	Years 5/6
➤ Keeping safe is underpinned across the entire PSHE curriculum particularly through the family and relationship units, first aid and safety and the changing body units ➤ Health and safety sections are included in the PE, DT and science curriculums and policies. These are related to the use of equipment <u>Extra curricular opportunities</u> ➤ Water safety	PSHE To understand why we have rules To follow instructions To know how to be a safe pedestrian	PSHE To begin to understand the risks associated with the sun To recognise what to do if you get lost To know what an emergency is and how to	PSHE To understand the role I can take in an emergency situation To understand how to help if someone has been bitten or stung To develop an	PSHE To understand how to help someone who is bleeding To understand how to help someone who is choking To understand how to

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Y3 Safety Centre visit explicitly teaches water safety Y5 Swimming lessons - children taught poolside safety Y6 residential visit to Willersley Castle explicitly teaches water safety through the kayaking experience ➤ Road Safety Y1 Local area walk to the church Y3 MK Safety Centre Y5/6 Learn to ride course (bike and road safety) Y5/6 Bikeability focuses on safety on the roads ➤ Sun Safety PSHE curriculum Summer term assembly ➤ Fire Safety PSHE curriculum Y3 MK Safety Centre Foundation visit from the Fire Brigade First Aid parent workshop Online parent workshop Basic skills parent workshop - tying shoe laces		make a phone call if needed To recognise there are dangerous at home and how these can be avoided To understand there are people in the local community who help to keep us safe To understand ways to keep safe on and near roads To begin to understand how to stay safe with medicines	understanding of being safe on the roads To understand that age restrictions are designed to protect us To understand how to help someone with asthma Science To work safely with electricity	help someone who is unresponsive
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Online Safety and Artificial Intelligence (AI)				
General Whole School	Foundation	Years 1/2	Years 3/4	Years 5/6
➤ PSHE/RSE and computing curriculums contain	Computing	Computing	Computing	Computing

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explicit units of work for online safety ➤ Digital Leaders act as ambassadors for online safety and lead monthly competitions and assemblies that focus on online safety ➤ Wake up Wednesday - parents online safety posters linked to specific applications that are shared to parents ➤ Online safety page on our website provides information to support parents ➤ Online Safety week is celebrated annually across the school to keep the pupils up to date with new concerns <u>Extra curricular opportunities</u> Y3 visit to MK Safety Centre Online safety parent workshop	To log in and out safely To follow instructions	To know that passwords are important for security and keep us safe To recognise what the internet is and how to use it safely To identify how people's feelings and emotions can be affected by online content To recognise how to treat others both online and in person To recognise the importance of being careful when posting and sharing online To discuss ways to balance time both on and offline To decide which information is safe to	To understand who the internet can be used to share beliefs, opinions and facts To explain what should be done before sharing information online To identify the effects that the internet can have on people's feelings To understand the ways personal information can be shared online To understand the rules for social media platforms To describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy To describe some of the methods used to	To understand how apps can access personal information and how to alter permissions To be aware of the positive and negative aspects of online communication To understand how online information can be used to form judgements To discover ways to overcome bullying online To understand how technology can affect health and wellbeing To explore the basics of AI To recognise how AI processes and responds to text prompts To recognise how AI can be used to explore and generate images
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		share online To practise keeping information safe and private online To recognise when to deny permission online To recognise that not everything is true online PSHE/RSE To understand what the internet is and how it can help us To understand how to stay safe when using the internet	encourage people to buy online To explain why lots of people sharing the same beliefs or opinions online do not make it true To explain that technology can be designed to act like or impersonate living things To explain how technology can be a distraction PSHE/RSE To understand the importance of being kind online and what it looks like To understand that cyberbullying involves being unkind online To understand that not all emails are genuine	To apply AI generated HTML code To debate the ethical implications of AI To describe issues online that give us negative feelings and know how to help To explore the impact and consequences of sharing online To know how to create a positive online reputation To describe how to capture bullying content as evidence To manage personal passwords effectively To be aware of the strategies that protect people online
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			To understand the choices people make and those that are made by others To understand that age restrictions are put in place to protect us To understand the benefits and risks of sharing information online	PSHE/RSE To begin to understand the issues related to online friendships To learn about staying safe online To start to become a discerning consumer of information online To understand that online relationships should be treated the same way as face to face relationships
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Mental Health and Well-Being				
General Whole School	Foundation	Years 1/2	Years 3/4	Years 5/6
➤ Explicit wellbeing curriculum taught across the school in the summer and autumn terms ➤ Units within the PSHE curriculum link to mental health and well-being ➤ PE and science curriculum units link to mental health and well-being ➤ Senior member of staff has completed the mental health in schools training	Wellbeing To discover something new and describe how it feels To take notice of	Wellbeing To discover it is good to make mistakes To take notice of feelings and emotions when listening to music	Wellbeing To discover that practise makes progress To take notice of opportunities to make positive change	Wellbeing To discover the benefits of having a growth mindset To take notice of others To connect with others

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➤ Termly parent newsletter 'Helping Hands' is sent out to parents focussing on strategies to support child and adult mental health ➤ Mental Health in Schools Team (MHST) work closely to deliver interventions in school for pupils and parents ➤ Mental Health governor meets termly with mental health lead teacher ➤ Play Leaders support younger pupils with instigating games at lunchtimes ➤ A range of lunchtime and after school clubs are available to support positive mental health and well-being ➤ Mental Health Week is celebrated annually across the school. Children take part in activities to promote and support a positive mental attitude. ➤ Celebration assembly held weekly and children's achievements both in and out of school are recognised ➤ A range of books on positive mental health and overcoming difficulties are stocked in the school's library. ➤ A selection of focus curriculum books are themed around mental health e.g You are Awesome by M Syed (Y6) ➤ The golden mile used to promote healthy wellbeing. Distances calculated and shared during Friday assemblies	the space around me To connect to others by understanding similarities and differences To give kind words PSHE To identify and express my feelings To explore different coping strategies To learn about the importance of exercise To explore guided meditation and relaxing To understand	To connect with others by showing empathy To give through sharing To discover the importance of perseverance To take notice of different feelings To connect with others by giving and receiving compliments To give generously PSHE To describe feelings and develop simple strategies for managing them To recognise and celebrate my strengths and set goals	To connect with others through shared interests To give appreciation To discover how to overcome mental or physical hurdles To take notice of my thoughts To connect with others by writing to them To give through an act of kindness PSHE To understand and plan for a healthy lifestyle To perform a range of relaxation stretches To identify my own strengths	To give and receive kindness To discover how to set achievable goals To take notice of what I need To connect with others in my community To give an authentic apology PSHE To use yoga poses and breathing to relax To understand the benefits of sleep To understand the purpose of failure To understand how to set short term, medium term and long term goals
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<u>Extra Curricular opportunities</u> Y4 residential to Gullivers' Land Y6 residential to Willersley Castle Y5/6 Young Voices concert Y1 MK Stables The Gruffalo Y4 LegoLand Y6 Harry Potter studios	why it is impotence to take care of oneself Science To recognise some ways to look after the planet	To understand the benefits of physical activity and rest To know how to relax in different ways To describe a range of feelings and develop strategies for managing them To understand the benefits of physical activity To use breathing exercises to relax To understand strengths and set achievable goals To identify strategies to overcome barriers or manage difficult emotions	To break down barriers into achievable goals To understand what relaxation feels like To develop a growth mindset To begin to understand individual strengths To identify what is important to me and makes me happy To begin to understand what mental health is and who can help	To use vocabulary to describe your feelings To identify long term goals and how to work towards them To use mindfulness To understand the potential impact of technology of technology on mental health To understand how habits can be good and bad for our health
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Keeping Healthy including Drugs, Alcohol and Tobacco (Substance Misuse)				
General Whole School	Foundation	Years 1/2	Years 3/4	Years 5/6
➤ Keeping healthy is taught within the PSHE, Design and Technology and Science curriculums ➤ Annual Sports Day ➤ Lunchtime and After school sports clubs and cooking clubs promote keeping healthy including family cooking club lead by Mrs Kok ➤ The Golden Mile promotes keeping healthy and fit ➤ Lunches include salad and daily fruit option ➤ All classes take part in 2 hours of physical education a week ➤ Play Leaders encourage younger children to be active during lunchtimes <u>Extra Curricular opportunities</u> Sports competitions and leagues Y6 residential to Willersley Castle Foundation/Y4 dentist visit Foundation nurse visit Y3 MK Safety Centre	PSHE To learn about the importance of exercise To explore what it means to eat healthily To understand the importance of healthy food choices Science To design a fruit and vegetable soup recipe	PSHE To begin to understand what is safe to put into our bodies To begin to understand how germs are spread and what we can do to stop them spreading To understand there are people in the local community who help to keep s healthy To understand what it means to have a healthy diet To understand ways to look after	PSHE To understand the benefits of healthy eating and healthy teeth To understand how we can look after our teeth RTo begin to understand the risks associated with smoking and the benefits of being a non-smoker Science To explain how food is an essential course for animals To identify the	PSHE To understand and be able to plan healthy meals To understand ways that we help ourselves and others from becoming ill To understand what happens when we are ill and begin to understand when to seek support To understand how habits can be good or bad for our health To begin to understand the influence others can have on us

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		our teeth Science To recognise the importance of exercise and personal hygiene To understand how to have a balanced diet DT To prepare fruits and vegetables to make a healthy smoothie To identify the balance of food groups in a meal	main nutrient groups and their functions To explain what makes a balanced diet To explain how to take care of our teeth DT To evaluate seasonal ingredients To understand safety and hygiene rules when cooking	To begin to understand the risks associated with alcohol Science To identify factors that identify our health To investigate the relationship between exercise and fitness DT To evaluate nutritional content To research and design a three course healthy meal
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