



## **Safeguarding in the Curriculum**

At St John's we use the TenTen Life to the Full scheme to teach our children about Personal, Social and Health Education. This has also enabled us to build a range of safeguarding issues across our whole school curriculum. These are supplemented by assemblies and specific focus days and weeks throughout the year.

We follow the statutory guidance for schools and colleges, 'Keeping children safe in education' (2023) and 'Working Together to safeguard children' (2018). These guidance documents set out the responsibilities placed on schools and colleges to safeguard and promote the welfare of children.

Ofsted adopts the definition of safeguarding used in the Children Act 2004 and in 'Working together to safeguard children'. This can be summarised as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

According to the definition, safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including:

- children's and learners' health and safety and well-being, including their mental health
- meeting the needs of children who have special educational needs or disabilities
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- intimate care and emotional well-being
- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context

Safeguarding can involve a range of potential issues such as:

- neglect
- physical, sexual or emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability, homophobic or transphobic abuse
- gender-based violence, or violence against women and girls
- peer-on-peer abuse
- radicalisation or extremist behaviour
- child sexual exploitation and trafficking
- child criminal exploitation and county lines
- the impact of new technology on sexual behaviour, for example 'sexting' and accessing pornography

- upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting
- homelessness
- so-called honour-based violence
- any other issues that pose a risk to children, learners and vulnerable adults

For many of these concepts linked to safeguarding, the latest Programme of Study from the PSHE Association (2014) does not expect them to be taught explicitly until secondary school – and in many cases until KS4. Notwithstanding that, Life to the Full covers the ideas behind each of the concepts. Please see below for coverage of a range of important safeguarding issues within our curriculum.

## **Bullying**

The different types of bullying, including peer-on-peer abuse, are covered in Life to the Full lessons and in KS2 through the KiVa anti-bullying programme. All KS2 classes have KiVa lessons where they develop teamwork skills and how to support each other. They learn what to do if they are being bullied or see someone being bullied. We have trained staff who will deal with any reported incidents where bullying is suspected and support the children involved.

## **Homophobic or transphobic abuse**

The concept of 'difference' is covered throughout Life to the Full, consistently encouraging children to examine how they are similar and how they are different from those around them – and how to accept everyone's right to 'difference', regardless of their circumstances or choices. In Life to the Full differences in families are covered throughout and this looks subtly at all types of families including same-sex parents, which will be a reality for some children in all schools, irrespective of whether other parents/carers know about this.

In many teachers' experiences, children will very often have heard of concepts such as homosexuality but they might not be aware of what each of these concepts means. It is the responsibility of the teacher and the school to ensure that these concepts are explained in a way that is appropriate to the age and stage of development of each child. And, of course, it is not just within the realms of PSHE Education that this might occur. It is vital that an explanation is approached in a sensitive way – to ensure children have sufficient information for their age and stage of development. It does not mean that adults need to share all their knowledge of a subject with a child, as that would, no doubt, be inappropriate.

## **Radicalisation and extremist behaviour**

Across all year groups, children are taught how to be tolerant – not just what tolerance is. The units focus on similarities and differences and teaches about diversity, such as

disability, racism, power, friendships, culture, and conflict; children learn to accept everyone's right to 'difference', regardless of their circumstances or choices; and most year groups explore the concept of 'normal'; bullying – what it is and what it isn't, including cyber bullying. Life to the Full does not cover radicalisation and extremist behaviour explicitly, as the concepts themselves are perhaps not appropriate for teaching about in primary schools: whilst we want to prepare children for life, at the same time we do not want to alarm them. However, lessons concentrate on teaching children about difference and how this is something to value and to celebrate, what is healthy behaviour, how to be emotionally and socially literate rather than teaching children about the concepts themselves. Our aim is to equip children for life – and whatever that may hold for them.

### **Child sexual exploitation**

The concept itself isn't explored explicitly; rather, children are taught about what constitutes a healthy relationship, what to do if someone does something they don't like, who to go to for help, what parts of their bodies are private (and therefore what to do if they feel uncomfortable about someone else's interest in them), and so on. If a child asked a question or made a comment that alerted the teacher to a possible CSE case, we would urge them to speak to the school's DSLs, and this is highlighted in the teaching notes.

### **Sexting** (appropriate to age)

Appropriate social networking is covered for KS2 in the Created to Love Others sessions, where sharing and chatting online and cyberbullying are explored in detail. In the KS1 it looks at healthy relationships and what they look like, so rather than introducing specific online relationships, children look at all relationships and what to do if a relationship isn't what you thought it was – in preparation for learning about online relationships in KS2. There are lessons on how anything on the internet or on phones is permanent and how to think very carefully before posting anything too personal.

### **Domestic violence, sexual exploitation, forced marriage, FGM**

Life to the Full does not cover the concepts using these terms as it focuses instead on how to create healthier relationships, what to do if you're worried about something, your rights as a child, who can help, and so on. The PSHE Association's Programme of Study states that domestic abuse should be taught in KS4, which for some people may feel too late; however, teaching children about healthier relationships, and keeping themselves safe physically and emotionally, is how we have chosen to cover these topics in Life to the Full. Beginning in EY, children are taught (age appropriately) about privacy, and which parts of their bodies are private, which can help children to express more easily if someone else is taking an interest in their bodies that makes them feel uncomfortable. There are also numerous opportunities for children to talk about themselves safely in the classroom – during circle times – or to a trusted adult, about anything they might be worried about or have questions about. Children are reminded about this in all PSHE lessons.

In essence, teaching about safety and relationships as part of PSHE (and particularly RSE) contributes to how schools approach the safeguarding of pupils. It helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. This is crucial to fulfilling statutory duties in relation to safeguarding pupils.

The table below shows the different lessons within Life to the Full that cover all aspects of safeguarding from a child's perspective – teaching about keeping themselves (and others) safe while still enjoying the world and all it has to offer.

CORE THEME	Module 1: Created and Loved by God				Module 2: Created to Love Others			Module 3: Created to Live in Community	
TOPIC	Unit 1 Religious Understanding	Unit 2 Me, my body, my health	Unit 3 Emotional well-being	Unit 4 Life cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
EYFS	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity
	Story Sessions: Handmade with Love	Session 1 I Am Me  Session 2 Heads, Shoulders, Knees and Toes  Session 3 Ready Teddy?	Session 1 I Like, You Like, We All Like!  Session 2 Good Feelings, Bad Feelings  Session 3 Let's Get Real	Session 1 Growing Up	Session 1 Role Model	Session 1 Who's Who?  Session 2 You've Got a Friend in Me  Session 3 Forever Friends	Session 1 Safe Inside and Out  Session 2 My Body, My Rules  Session 3 Feeling Poorly  Session 4: People Who Help Us	Session 1 God is Love  Session 2 Loving God, Loving Others	Session 1 Me, You, Us
TOPIC	Module 1 Unit 1	Module 1 Unit 2	Module 1 Unit 3	Module 1 Unit 4	Module 2 Unit 1	Module 2 Unit 2	Module 2 Unit 3	Module 3 Unit 1	Module 3 Unit 2
KEY STAGE ONE	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity
	Story Sessions: Let the Children Come	Session 1: I am Unique  Session 2: Girls and Boys  Session 3 & 4 (two sessions): Clean & Healthy	Session 1: Feelings, Likes and Dislikes  Session 2: Feeling Inside Out  Session 3: Super Susie Gets Angry	Session 1: The Cycle of Life	Session 1: God Loves You	Session 1: Special People  Session 2: Treat Others Well...  Session 3: ...and Say Sorry	Session 1: Being Safe  Session 2: Good Secrets & Bad Secrets  Session 3: Physical Contact  Session 4: Harmful Substances  Session 5: Can You Help Me? (can be split into 2)	Session 1: Three in One  Session 2: Who is My Neighbour?	Session 1: The Communities We Live In
TOPIC	Module 1 Unit 1	Module 1 Unit 2	Module 1 Unit 3	Module 1 Unit 4	Module 2 Unit 1	Module 2 Unit 2	Module 2 Unit 3	Module 3 Unit 1	Module 3 Unit 2
LOWER KEY STAGE TWO	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity
	Session 1: Get Up!  Session 2: The Sacraments	Session 1: We Don't Have To Be The Same  Session 2: Respecting Our Bodies  Session 3 (Yr4+) What is Puberty?  Session 4 (Yr4+) Changing Bodies  Session 5 (Yr4+) Discussion Groups - optional	Session 1: What Am I Feeling?  Session 2: What Am I Looking At?  Session 3: I Am Thankful!	Session 1 (Yr4+): Life Cycles	Story Sessions: Jesus, My Friend	Session 1: Friends, Family and Others  Session 2: When Things Feel Bad	Session 1: Sharing Online  Session 2: Chatting Online  Session 3: Safe in My Body  Session 4: Drugs, Alcohol and Tobacco  Session 5: First Aid Heroes	Session 1: A Community of Love  Session 2: What is the Church?	Session 1: How Do I Love Others?
TOPIC	Module 1 Unit 1	Module 1 Unit 2	Module 1 Unit 3	Module 1 Unit 4	Module 2 Unit 1	Module 2 Unit 2	Module 2 Unit 3	Module 3 Unit 1	Module 3 Unit 2
UPPER KEY STAGE TWO	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity
	Story Sessions: Calming the Storm	Session 1: Gifts and Talents  Session 2: Girls' Bodies  Session 3: Boys' Bodies  Session 4: Spots and Sleep	Session 1: Body Image  Session 2: Peculiar Feelings  Session 3: Emotional Changes  Session 4: Seeing Stuff Online	Session 1: Making Babies (P1)  Session 2: Making Babies (P2) *Optional. See your Programme Coordinator  Session 3: Menstruation	Session 1: Is God Calling You?	Session 1: Under Pressure  Session 2: Do You Want a Piece of Cake?  Session 3: Self-Talk	Session 1: Sharing Isn't Always Caring  Session 2: Cyberbullying  Session 3: Types of Abuse  Session 4: Impacted Lifestyles  Session 5: Making Good Choices  Session 6: Giving Assistance	Session 1: The Trinity  Session 2: Catholic Social Teaching	Session 1: Reaching Out