



EYFS

Recognising trusted adults and understand that they can ask for help (lanyards).

Daily modelling of safe and kind behaviour through routines, play, turn-taking and conflict resolution.

Explicit reinforcement of protective behaviours (“Stop, I don’t like it”, “My body belongs to me”).

Safe use of equipment and tools during continuous provision inside/outside.

Early digital awareness: asking before using devices, knowing that devices should be used with adults.

KEY STAGE 1

Building understanding of safe and unsafe situations (e.g., roads, water, unknown adults).

Naming trusted people inside and outside school.

Recognising different feelings and knowing when to seek help (Zones of Regulation).

Understanding personal space, consent in everyday interactions (e.g., play), and respecting others’ boundaries.



Safe participation in practical lessons — cooking, PE, using tools and materials responsibly.

SRE

Understanding private vs. public body parts and personal boundaries.

Learning correct scientific vocabulary for body parts.

Knowing that “my body belongs to me” and how to speak up.

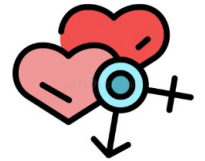
Understanding different types of families and respectful relationships.

Puberty education (age-appropriate): body changes, hygiene, emotional changes.

Consent messages that are rooted in safety (not sexualised): “You can say no”, “You decide who hugs you.”

Understanding that any form of unwanted touch is unacceptable and should be reported.

Recognising unsafe secrets vs. surprises.



RE

Learning about diverse beliefs, family traditions and communities to build respectful attitudes.

Understanding how people make ethical choices and care for others.

Exploring kindness, compassion, honesty, forgiveness and responsibility.

Discussing fairness, equality and what it means to treat people well.





PSHE

Healthy relationships:

friendships, trust, boundaries, recognising unhealthy behaviour.

Emotional literacy: recognising feelings, self-regulation strategies, mental well-being.

Keeping safe offline: risk, hazards, emergencies, trusted adults.

Keeping safe online: safe sharing, age limits, cyberbullying, who to tell if worried.

Permission & consent: everyday consent and bodily autonomy (“No means no”).

Families & respect: diversity in family structures, respectful interactions.

Anti-bullying: understanding what bullying is, how to get help, peer support.

Resilience & decision-making: supporting good choices, personal responsibility.

Peer pressure: understanding influence and practising assertive “I” statements.

Safeguarding in the Curriculum

E-SAFETY

Understanding what personal information is and why it should be kept private.

Recognising safe vs. unsafe online behaviour.

Safe communication: reporting unwanted contact or uncomfortable content.

Awareness of online bullying and how to seek support.

Understanding age restrictions, passwords, digital footprints.

Learning that not everything online is true (misinformation, reliability).

Developing respectful online communication and digital citizenship.

Mobile phone ban



FOREST SCHOOL

Risk awareness: recognising natural hazards such as uneven ground, weather changes and low branches; learning to make safe choices outdoors.



Safe tool use: handling natural materials safely; using age-appropriate tools within clear rules and supervised “tool zones”.

Fire safety: learning how to behave safely around a fire circle, understanding safety routines and, in older year groups, helping with simple supervised tasks.

Boundaries and supervision: following set physical boundaries, responding to recall signals, and staying within sight of adults at all times.

Personal safety: respecting others’ space, moving safely around the site, and working cooperatively with partners or small groups.

Asking for help: knowing when and how to ask for assistance with climbing, balancing, using tools or managing emotions outdoors.

Self-care: understanding how to stay warm, dry and comfortable, and speaking up if something feels unsafe or unfamiliar.

Caring for the environment: treating wildlife and habitats with respect, handling plants safely, and learning how to leave the area as they found it.

Collaboration and responsibility: working together to maintain a safe learning environment; older pupils modelling safe behavior.

BRITISH VALUES

Democracy



School Parliament elections, Class agreements (bullying), voting on class decisions, understanding fairness.

Everyone has a voice and can express views safely.

Rule of Law

Understanding school rules and why we have them.

Learning about consequences and restorative approaches (“Making Good Decisions Together”).

Individual Liberty

Learning that children have rights, choices and personal boundaries.

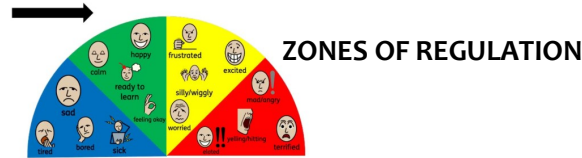
Encouraging pupils to express opinions confidently and respectfully.

Mutual Respect & Tolerance

Exploring similarities and differences in families, cultures and beliefs.

Anti-bullying assemblies/events; respect for others' identities.

How prejudice or discriminatory behaviour harms individuals and communities.



LEARNING BEHAVIOURS



BEYOND THE CLASSROOM

‘Stranger Danger’ and Safe Strangers: when to seek help from trusted community adults (police, shopkeepers, teachers) and how to respond if approached by unknown adults.

Local area walks: crossings, making safe choices near roads, recognising safe and unsafe environments, responding to hazards (e.g., dogs, driveways, blind corners).

Educational visits: assessing risk, discussing expected behaviour, safe boarding/alighting from coaches, staying with a group, listening to adults.

Outdoor Learning: learning about tool safety, fire safety, weather awareness and respecting natural risks.

Residential: learning independence, safe routines, night-time safety, respecting personal boundaries in shared spaces.

Visitors & Specialists: Fire safety; Emergency services and calling 999; water safety; Mental health & wellbeing

PE: safe use of equipment, warm-up routines, awareness of others' personal space, understanding “challenge vs. risk”.

Science & DT: safe handling of tools, electricity awareness, safe cooking, hygiene, understanding risk assessments.

Art & Practical Subjects: safe use of scissors, glue guns (KS2), materials and classroom organisation.

Daily Routines & Classroom Practice: Moving safely around school, including corridors, stairs, playground and outdoor spaces.

Understanding safe behaviour during fire drills, lockdown drills and emergencies.

Encouraging pupils to speak up if something feels unsafe, or if they have a worry.

