

Safeguarding in the Curriculum

Developing Responsibility; Caring About Achievement



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At Latimer Primary School, we 'Take Pride' in the safe and nurturing environment that we provide for our children. Safeguarding is not just a priority for us; it is the fundamental basis for the well-being and development of every child.

Every one of our school community understands the importance of creating a secure space where children can flourish academically, emotionally, and socially. We know that when children feel safe and supported, they are more likely to explore, learn, and **achieve** their full potential.

Safeguarding at Latimer is not just a set of policies and procedures. Our curriculum teaches children what it means to be safe, how to behave appropriately towards others and how to recognise if they are at risk or experiencing harm.

Children will learn how to protect themselves in a variety of ways throughout their time at Latimer through great experiences, such as visits to the Warning Zone, Bikeability Training, visits from the Fire Brigade and CPR training from St John Ambulance as well as learning about how to protect their mental health, managing their safety online and managing their personal hygiene.

This document outlines how Safeguarding is addressed across the curriculum in all year groups. If you do have any queries about what your child's curriculum, please do speak directly to the class teacher.



Sharing Our Worries

For children of any age, worries can feel like the end of the world and sharing their worries can be a big deal. Life can be like a rollercoaster, with ups and downs, and it's totally normal for children or adults to feel overwhelmed sometimes.

It's vital that our children know that they can take a crucial step in taking care of yourself by sharing their worries. Whether it's school stress, home stress, friendship drama, or just feeling down, sharing with someone you trust can provide a fresh perspective and support.

At Latimer our children are taught to seek help from one of their **'Three Safe People'** who will be able to help lift that load. That may be a friend, a relative, a teacher, a member of support staff. Anyone who is trusted to help and follow our Simple Truth, **'I will cross the road for you'**. Children can also share their using one of the worry boxes in their classrooms.

All of our staff receive regular safeguarding training as well as training in using emotional coaching techniques to support our children. When a worry is raised to any member staff they will take the appropriate action so to support the child. This may be as simple as reassurance, guidance and advice or it may be a situation that is escalated to a Designated Senior Leader for support.



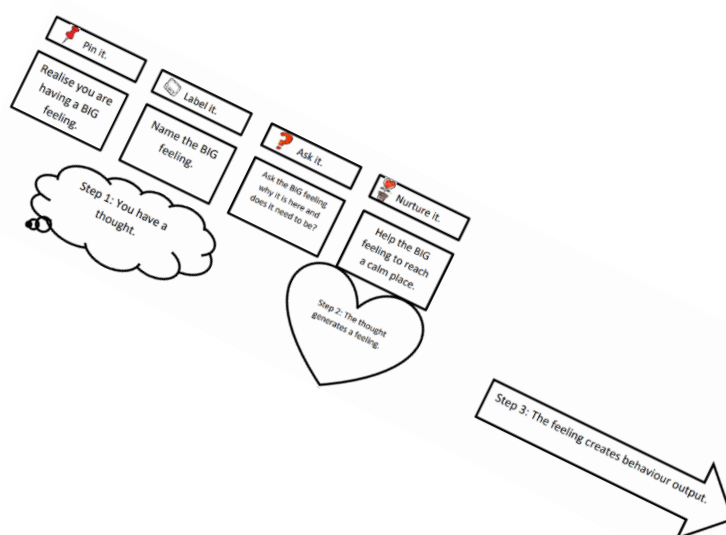
Mental Health and Wellbeing

Latimer has its own bespoke mental health curriculum which has been designed by our specialist lead teacher for mental health and pupil wellbeing. Through this curriculum children are taught to recognise their emotions and understand how feelings lead to emotions which lead to behaviours.

Lessons provide knowledge and skills to develop identification strategies, coping strategies and regulation strategies, supporting the children's self-efficacy in managing their own wellbeing and the ability to overcome challenges. Children have the skills, confidence and knowledge to identify if they are living a healthy and safe lifestyle and therefore meeting all their wellbeing needs.

Our children have access to ELSA sessions if they need it to provide that additional support.

PLAN & Bubble and Snap Strategies



The 'bubble over'. Linked to an outburst of **ANGER** that has been building.

Some people 'bubble over' quicker than others.

The 'build and break'. Linked to an outburst of **SADNESS** that has been building over time.

Some people take longer to build and consequently break than others.



The 'snap'. This is where one event happens and causes an extreme emotional response.

Assemblies

Responsibility	Safety	Personal Safety and Wellbeing	Relationships
Taking responsibility- how do we learn best?	Keeping each other safe	Using a worry box	Making a noise about bullying
Lunch Time expectations-	Keeping safe in the community	My three-safe people	Saying Sorry
How we are responsible for our mental health	Safety during Halloween	Online safety- Who influences me?	No Outsiders- Inclusivity
Simple Truths-	Behaviour in the community	Online Safety- Making sensible choices online	Peace- Mahatama Ghandi
Why should I be good?		Online Safety- Switching off	Importance of being valued
Taking Responsibility at school		Resilience	Homophobia
Our Responsibility to the Earth and the environment		NSPCC Pants Rule	Attitude to old age
			Mutual respect
			Watching what you say
			Same but different- dyslexia
			Gender Stereotypes

Mental and Physical Health

	MENTAL HEALTH AND HEALTHY LIFESTYLE		
	Mental Health	Mental Health Coping Strategies	Healthy Lifestyle
EYFS	Labelling emotions Understanding others feelings Empathy for others	Finding a safe space Three Safe People Regulating our behaviour	Importance of healthy eating Managing basic hygiene Healthy Eating Toileting
Year 1	Understanding facial expressions Positive and negative feelings	PLAN Strategy	Active playground games
Year 2	Physical Reactions Thoughts generate feelings	Reframing negative thoughts Assessing intensity of feelings	Eating well Importance of physical activity, sleep and rest People who help us to stay healthy
Year 3	Physical health impacts mental health Thoughts, feelings, behaviour	Bubble build and snap	How branding can affect what we buy Keeping active Healthy food and drink choices
Year 4	Why we have positive and negative feelings Assessing our emotions	Using PLAN to assess our emotions	Importance of enough sleep Reasons for food choices
Year 5	Understanding mental health fluctuates Understanding what a healthy body/mind looks like.	Using Physical Activity to improve mental health Mindfulness	Role Models How the media can manipulate images Misleading advertising
Year 6	Identifying stressors Link between physical and mental health	Using PLAN to manage mixed feelings	Body Image

Healthy Relationships

HEALTHY RELATIONSHIPS			
	Growing and Changing	Healthy Relationships	Peer relationships
EYFS	Why hygiene is important	- Different families	- Asking to share - Understand of own and others' feelings - Know right from wrong - Work and play cooperatively - Positive friendships - Positive attachments and friendships - Sensitivity to own and others' needs
Year 1	Concept of growing and changing Basic hygiene principles	- Similarities and differences - Family types and help - Responsibilities at home and school	- What is bullying? - What do we do if we feel we are being bullied? Being co-operative
Year 2	- Male and female differences		- What does bullying look like? - What do we do if we see someone being bullied?
Year 3	- Gender stereotypes - Naming body parts	- Community - Belonging to groups	- When to use the term 'bullying' - Responding to conflict
Year 4	- Human lifecycle - Basic puberty facts - How puberty is linked to reproduction		- How bullying can happen in lots of different places - How to help others - Resolving conflicts in a positive way
Year 5	- Emotional and physical changes in puberty - Male and female puberty changes - Basic hygiene in puberty	- Stereotyping - Diversity role models - Prejudice and discrimination	Damaging effect of bullying - Our behaviour is our own responsibility - What to do if we are 'dared'
Year 6	- Puberty and reproduction - Behaviour in relationships - Conception - Communication		Being a bystander is negative - Bullying in different situations - Advice on how to tackle different situations Wellbeing Champions

Safety

SAFETY		
	Substances	Safety *Safety in science, PE and DT
EYFS		Negotiating space safely
Year 1	Staying healthy Safety around medicines	Using tools safely Sun Safety Fire Brigade Safety Visit
Year 2	Substances that are unsafe or hazardous	Safety in the home Safety outside Road Safety Saving money and keeping it safe
Year 3	The effects of smoking and vaping	Safety around bullying
Year 4	The risks and effects of alcohol	Online safety Road, rail, water safety Firework safety St John Ambulance First Aid
Year 5	Legal and illegal substances	Violence in relationships Keeping safe online Fire Brigade Safety Visit Risks with borrowing money Pool and water safety in swimming
Year 6	Risks and laws around substance abuse	Peer pressure Independence in the local area Anti-social behaviour Bikeability Warning Zone Visit Risks of homelessness Risks around gambling Risky Situations Safe transition to high school Pool and water safety when swimming Safety at the coast (RESIDENTIAL)

Online Safety

Online Safety							
	Self-Identify and Image	Online Relationships	Online Reputation	Online Bullying	Managing Information	Health and wellbeing	Privacy, Security and Ownership
EYFS	Saying No online	Communicating with people I know	Ways to information on the internet	How others can be unkind online	How the internet helps find information online	Rules to keep us safe online	What is simple personal information
Year 1	Speaking to an adult if feel unsafe online	Seeking adult permission before speaking to others online	Knowing that information online stays online	How to behave kindly online	Simple ways to find information online	Rules to keep safe using technology outside the home	Using passwords to protect information. Work I create belongs to me.
Year 2	People may be different to what they look like online	Risks of sharing information with people we don't know	Information online lasts for a long time	What is bullying	Information online may not be true	Going online in public places	Passwords can be used to protect information or accounts.
Year 3	People may be represented differently online	Trusting someone online	What should be shared online	Appropriate behaviour online	Gathering accurate information	Impact of spending too much time online	Why copying others work isn't fair
Year 4	How my online personality may be different	Recognising unhealthy behaviours online	Knowing that others reputation may be created by others	Recognising that people can be bullied using a range of media.	Making judgements about accuracy of information	Being able to manage the amount of time spent online	Understanding the digital age of consent Understanding copyright
Year 5	How my identify may be copied online	Recognising that some people online may be harmful	Knowing that others make judgements from information online	How banter can be bullying	Evaluating trustworthiness of sources of information	Using apps positively to support health and wellbeing	When it is acceptable to reuse content online
Year 6	How to challenge stereotype and discrimination online	The impact of sharing images	How to protect digital personality and reputation	How to capture content as evidence of bullying	Understand how you can be manipulated online	Recognising the pressures of technology	Acknowledging sources online