SAFEGUARDING IN THE CURRICULUM POLICY

PERSON RESPONSIBLE FOR POLICY:	**D. DUKES**
REVIEWED:	**DATE: NOVEMBER 2026**
TO BE REVIEWED:	**ANNUALLY**

The legal context for safeguarding education

Adwick Primary School is an academy within Venn Academy Trust, having joined the trust on 1 May 2024. The trust, as proprietor, is responsible for ensuring that applicable safeguarding, curriculum and equality duties are met, with school leaders and local governance exercising their delegated roles. The school provides a broad and balanced curriculum and has regard to Keeping Children Safe in Education 2026 (KCSIE), the statutory Relationships Education, Relationships and Sex Education and Health Education guidance effective from 1 September 2026, and the current EYFS statutory framework for group and school-based providers. Relevant duties include those under the Education (Independent School Standards) Regulations 2014, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the Equality Act 2010. The school promotes pupil wellbeing, inclusion and respect as part of its wider educational and safeguarding responsibilities.
All schools have responsibilities relating to the safety of children in their care. KCSIE 2026 sets out expectations for preventative safeguarding education. The following is a summary of those expectations, rather than a quotation:

Opportunities to teach safeguarding:

Children will be taught how to keep themselves and others safe, including online, through planned, regularly timetabled Relationships and Health Education and the wider curriculum. Teaching will be evidence-informed, inclusive, age-appropriate and adapted to pupils' developmental stages, vulnerabilities and special educational needs and disabilities (SEND). A consistent whole-school approach will reinforce respect, safe relationships and help-seeking, and challenge bullying, discrimination, sexual harassment and other harmful behaviour. Curriculum teaching complements the school's safeguarding systems and staff responsibilities; it does not replace them.
Supporting non-statutory resources include:

- *DfE advice for schools: teaching online safety in schools.*
- UK Council for Internet Safety (UKCIS): Education for a Connected World.
- *National Crime Agency's CEOP education programme.*

Supporting resources are selected for suitability and do not replace statutory guidance. Official reference links and the review date are listed at the end of this policy.

Personal Social Health and Economic Education

PSHE is a broad curriculum framework. Relationships Education and Health Education are statutory for pupils receiving primary education at this academy.

Other PSHE content supports the school's wider curriculum, safeguarding, equality and personal development responsibilities.

- Relationships Education is compulsory under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under the Children and Social Work Act 2017.
- Health Education is also compulsory at this academy under those regulations. The school must have regard to the current statutory RSHE guidance when delivering these subjects.

Adwick Primary School uses Kapow resources to support its PSHE curriculum. The subject leader will check the version being used against the statutory guidance effective from September 2026, review current coverage and progression, and address any gaps. Buying or naming a scheme does not by itself demonstrate that all statutory content is taught. Current year-group plans and the school's chosen lesson sequence will provide the evidence of delivery.

Relationships and Health Education

As a primary academy, Adwick Primary School must provide Relationships Education and Health Education to all pupils receiving primary education. EYFS provision follows the relevant statutory framework, including Personal, Social and Emotional Development.

Additional sex education is not compulsory in primary schools, although the statutory guidance recommends teaching it in Years 5 and/or 6. The school will distinguish clearly between compulsory Relationships and Health Education, the science content it teaches, and any additional sex education it chooses to provide. Its published RSHE policy will set out what is taught, when and by whom, and the arrangements for consultation and withdrawal.

The school must have regard to the current statutory guidance issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. Parents/carers will be consulted when the Relationships Education or RSE policy is developed or reviewed, and curriculum materials will be made available in accordance with that guidance.

Parents/carers do not have a right to withdraw pupils from Relationships Education, Health Education or science. Where the school provides additional primary sex education, the principal must grant a parental request for withdrawal from that provision, other than content taught as part of science, and provide suitable alternative education. Puberty and menstruation teaching forms part of statutory Health Education; its timing will prepare pupils before changes occur and will not rely solely on a one-off Year 5 session.

Safe Teaching and Responding to Concerns

Teachers will use clear ground rules, age-appropriate examples, distancing techniques and opportunities for private or anonymous questions. Pupils will not be asked to disclose personal experiences publicly. Staff will make clear that abuse is never a child's fault and that pupils can seek help even if they have broken a rule or feel embarrassed.
Staff must act promptly on any concern, listen calmly, avoid leading questions, not promise confidentiality and report to the DSL or deputy through the child protection and safeguarding procedures. Records will be factual, secure and include decisions and reasons. If the DSL is unavailable, staff must use the alternative referral arrangements; immediate danger requires emergency action.
The DSL and curriculum leaders will advise on sensitive teaching, particularly where pupils may have experienced abuse or trauma. Content and delivery will be adapted without unnecessarily excluding pupils from essential safeguarding knowledge. External visitors will be checked for suitability, briefed on school procedures and supported by school staff; the school retains responsibility for the teaching.
Pupils will have clear, accessible routes to trusted adults, including alternatives where their concern relates to a particular adult. Staff will check that pupils know how to report concerns, understand the difference between privacy and unsafe secrets, and know they can keep asking until they receive help.

Attendance

Adwick Primary School promotes good attendance through a supportive approach that identifies and addresses barriers with pupils and families. Staff will recognise unexplained, repeated or prolonged absence as a potential safeguarding concern and follow the Attendance Policy and safeguarding procedures. Any use of Team Bonus Points or other attendance rewards will be reviewed to ensure that it does not unfairly disadvantage pupils affected by disability, illness, caring responsibilities or other circumstances outside their control. Support, reasonable adjustments and appropriate escalation will follow Working together to improve school attendance.

See Attendance Policy.

Religious education

Religious Education supports pupils' understanding of different religions and worldviews, respect for others and the recognition of prejudice. It contributes to safeguarding education alongside other subjects; it is not a substitute for specific teaching about safety, boundaries or seeking help. RE provision will meet the requirements of the academy's funding agreement and applicable law.

The school uses Kapow Religion and Worldviews resources. The RE subject leader will identify the syllabus adopted by the school and check how those resources meet it. References elsewhere to the Doncaster agreed syllabus must reflect the syllabus actually adopted: an academy may choose a locally agreed syllabus but is not automatically required to use the local authority's syllabus.

Pupil Agency, Voice & Leadership

Teams

- Nothing is more important than Team. Team is our family.
- Team meetings take place for 20 minutes at the beginning of every day (see timetables).
- This is time well spent on developing a unique bond between each other that will be invaluable when things don't go to plan. It is not just taking the register and then pupils sitting at their desks having their planner signed, or reading etc.
- Teams meetings will be conducted with the whole class and led by the Class Teacher.
- Pupils develop their individuality in Team meetings through using their voice and finding who they are.
- Teams offer a safe place where pupils can be themselves and ask either implicitly or explicitly for help and guidance from their peers. Through these intimate and sometimes brutally honest interactions, pupils grow their character.

Community Meetings

- Whole school Community meetings take place every Friday morning (instead of the Team meeting) – both for the Lower site and the Upper site.
- Community meetings are not an assembly – it's a chance to come together as a whole school community and reflect on the week we have had and what that will look like the following week.
- Community meetings are for pupils and staff.
- Community meetings allow us to reflect deeply on culture; be openly kind to one another and hold each other to account; and to be a community.
- In whole school Community Meetings, all our pupils have the freedom to make public appreciations, apologies pledges and stands – this is done respectfully and never forced, they do so willingly.
- Appreciations should far outweigh apologies, pledges and stands.

Specific areas of Safeguarding and where covered in the curriculum

Specific Area	Where covered in the curriculum
Child Missing from education / Child missing from home or care	Attendance Policy/CME Policy Rewards & Incentives
Child Sexual Exploitation	Kapow units: Safety and the Changing Body Puberty sessions (Y5)
Bullying Including Cyber Bullying	Kapow units: Safety and the changing body Kapow units: Families and relationships School Council E-safety posters E-Safety workshops- children/parents/ staff/Governors Diversity/Anti-Bullying week
Domestic Violence	Staff updates- revisions to KCSiE Kapow units: Families and relationships
Drugs	Drug Awareness Talks *www.druged4children@live.co.uk* Y5 Safeguarding workshop Y6 Crucial crew Visit
Fabricated or Induced Illness	Science Units: Living Things Individual health Care Plans for Individual Pupils Staff updates- revisions to KCSiE
Faith abuse	Staff updates- revisions to KCSiE Doncaster Agreed Syllabus for Religious education.

	Access to: www.educateagainsthate.com
Female Genital Mutilation	Kapow units: Safety and the changing body Science Units- Growing and Changing Staff updates- revisions to KCSiE
Forced Marriage	Staff updates- revisions to KCSiE
Gender Based Violence	Staff updates- revisions to KCSiE
Mental health	Y6 Crucial Crew Visit Kapow units: Safety and the changing body Science Units: Growing and Changing
Peer on Peer abuse	Circle times Internet safety workshops Kapow units: Families and relationships
Preventing Radicalisation	Staff Prevent training Democracy- Student Agency Rules of Law- Character Values Engagement from local services Individual Liberty- choice making, e-Safety, PSHE sessions, Circle Time Tolerance of those of different faiths and beliefs RE lessons Whole School Community Meetings Community Days/Visits ChildLine School's service Access to: www.educateagainsthate.com
Sexting	Staff updates- revisions to KCSiE

	Y6 Crucial Crew Safety Internet Safety workshops
Trafficking	Staff updates- revisions to KCSiE

Examples of Safeguarding in the Curriculum Termly Themed Overviews:

Year group	Autumn	Spring	Summer
F1	<u>Personal, Social and Emotional Development</u> Going for goals Seeks out others to share experiences. Shows affection and concern for people who are special to them May form a special friendship with another child Welcomes and values praise for what they have done Can express their own feelings such as sad, happy, cross, scared, worried Aware of own feelings, and knows when some actions and words can hurt others' feelings Begin to accept the needs of others and can take turns and share some responsibility, sometimes with support from others <u>Understanding the World</u> RE: Harvest Special people: What makes people special? Christmas: what is Christmas? Learns that they have similarities and differences that	<u>Personal, Social and Emotional Development</u> <u>Children to be able to deal with conflicts using poitive solutions</u> <u>School activities</u> Circle time resolving conflicts role play different senarios understanding behavioural expectations. Discussing morals likes/ dislikes – stories/ characters, goodies and baddies. <u>Home learning</u> Discuss feelings, why it is important to share. Share household chores	Changes Can usually adapt behaviour to different events, social situations and changes in routine Understands that own actions affect other people Confident to talk to other children when playing, and will communicate freely about home and community Shows confidence in asking adults for help Confident to speak to others about own needs, wants, interests and opinions

	connect them to, and distinguishes them from others Shows interest in the lives of people who are familiar to them Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends Operates mechanical toys e.g. pulls back on a friction car		
F2	<u>Personal, Social and Emotional Development</u> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Explains own knowledge and understanding, and asks appropriate questions of others.Takes steps to resolve conflicts with other children, e.g. finding a compromise. Can select and use activities and resources with help.Confident to talk to other children when playing, and will communicate freely about own	<u>Personal, Social and Emotional Development</u> Relationships Can play in a group, extending and elaborating play ideas Initiates play, offering cues to peers to join them Keeps play going by responding to what others are saying or doing Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults Aware of own feelings, and knows when some actions and words can hurt others' feelings Begin to accept the needs of others and can take turns and share some responsibility, sometimes with support from others Can usually tolerate delay when needs are not immediately met, and	<u>Personal, Social and Emotional Development</u> Children play co-operatively, taking turns with others. Theytake account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and the resources they will need.

	home and community.Confident to speak to others about own needs, wants, interests and opinions.Can describe self in positive terms and talk about abilities. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Aware of the boundaries set, and of behavioural expectations.	understands wishes may not always be met	
Y1 - 6	Please see attached document for curriculum coverage in RSE and PSHE in years 1 – 6 M_Condensed-RSE_PSHE-LongTermPlan_14.11.24.pdf <u>Examples of additional curriculum events from 2025-2026 that relate to safeguarding:</u> • All Year Groups have delivered RSE (Relationships and Sex Education), using the Kapow SoW. • September: FBV: Democracy and the rule of law (choosing new team leaders) • September: Road safety Y5 practical pedestrian training • October: School Nursing service session on Dental Health (Y2) and Emotional Well-being (Y3). • November: School Nursing service session on Body Image Y6 • November: Anti-bullying week • November: Children in Need • November: Road safety week • December: Culture & Diversity theme week • February: LGBT history month - discuss in Team meetings • February: Children's mental health week (This is my place) - discuss in team meetings • February: KS1 Road safety performance (Doncaster Road Safety) • February: Safer Internet day workshops for parents and pupils - discuss in team meetings. Stay safe on-line from abuse and exploitation - dangers of use of mobile technology and social networking sites • March: International Women's Day - discuss in Team Meetings		

	• March: Theme week: Safety - Online safety; stranger danger; road safety; age-appropriate understanding of healthy relationships. • May: Health - Walk, roll and bike to school day • May: International Day Against Homophobia and Transphobia - discuss in Team Meetings • June: Pride month - discuss in Team meetings • June: World Refugee Day - discuss in Team Meetings • June: Speak out, stay safe NSPCC virtual assemblies (all year groups) • June: Y6 Crucial Crew visit • July: Speak out, stay safe workshops delivered by NSPCC (Y2, 5 and 6) • July: Knife crime awareness (Y5 and 6) delivered by Police Community Safety Team • July: Theme week: Health Eating healthily; maintaining an active lifestyle; keeping physically and mentally healthy.