



St Peter's Catholic Primary School

Safeguarding Curriculum Overview

Safeguarding is of paramount importance at St Peter's Catholic Primary School. We are committed to supporting and educating all children across a range of safeguarding matters, as well as supporting issues which are specifically related to our local context. We implement carefully-planned opportunities, across our curriculum, for children to learn about safeguarding and how to keep themselves safe.

Religious Sex Education (RSE)

Our RSE curriculum supports pupils' safeguarding, wellbeing and personal development through three core areas:

- Created and Loved by God
- Created to Love Others
- Created to Live in a Community

We teach Relationships and Sex Education across the school in an age-appropriate, sensitive and carefully sequenced way. We recognise that some topics are more sensitive and may need to be taught at an appropriate level, in a smaller group or, where an individual need arises, on a 1:1 basis. Our curriculum helps pupils to understand healthy relationships, personal boundaries, respect, dignity and how to recognise when something does not feel right and seek help from a trusted adult. We also work in partnership with parents and carers, recognising the important role they play in supporting children to develop healthy, safe and respectful relationships.

Please visit our school website to find out more about our Religious Sex Education curriculum and to view our curriculum overview.

Ten:Ten Life to the Full Plus

We use *Life to the Full Plus* by Ten Resources to deliver our age-appropriate, Catholic approach to Relationships, Health and Sex Education (RHSE). Through carefully sequenced learning, pupils develop the knowledge, understanding and skills they need to recognise risk, protect themselves and others, and seek help when they are concerned about something. Pupils learn about healthy and respectful relationships, personal boundaries, consent, personal and online safety, dignity and wellbeing, and are supported to recognise behaviour or situations that may be unsafe, inappropriate or harmful. The programme reinforces that pupils have the right to feel safe, that they should speak to a trusted adult if something does not feel right, and that they will be listened to and supported. This makes an important



contribution to our wider safeguarding curriculum, helping pupils develop the knowledge, confidence and language to keep themselves safe and respond appropriately to safeguarding concerns.

Protective Behaviours

In the first two weeks of each academic year, every year group is taught from the Protective Behaviours Programme. Protective Behaviours is a framework for teaching personal safety, and it consists of two themes:

1. We all have the right to feel safe all the time.

We explore the connection between rights and responsibilities; taking the concepts of blame and punishment out of commonly held ideas associated with responsibilities. Instead, we focus on the 'ability to respond' contained within the meaning of the word. The difference between having a responsibility for ourselves and to others is examined.

We discover the difference between feeling safe, fun to feel scared (adventurous), risking on purpose (which may not feel like fun but we want the goal at the end) and feeling unsafe. These differences are recognised by what we call our Early Warning Signs; the specific bodily responses which tell us when we do not feel safe.

2. We can talk with someone about anything, even if feels awful or small.

We focus on the ideas and effects of 'talking', and what might happen if we do not believe this theme. We encourage everyone to develop their personal networks of support; those people they could turn to if in need. Desired qualities of network people are identified and we examine how we would know if someone has these qualities. Types of networks, and ways of letting people know we need to talk with them, are also explored.

The children's learning from Protective Behaviours is progressive, with a sequential programme being implemented from the EYFS to Year Six. Key themes are revisited and consolidated each term throughout the academic year, with staff and children referring back to 'Early Warning Signs' and the 'Network Hand' to aid regulation.

Parent resources for Protective Behaviours can be accessed via these links.

- [Right to Feel Safe](#)
- [Advice for Keeping Children Safe](#)
- [Let's Talk Magazine](#)



Zones of Regulation

The Zones of Regulation approach supports pupils to develop the emotional literacy, self-awareness and self-regulation skills they need to keep themselves safe and seek support when needed. Through learning to recognise and name emotions, understand how feelings can affect thoughts and behaviour, and identify strategies that help them to regulate, pupils develop greater confidence in managing everyday challenges and responding appropriately to difficult situations. The approach also reinforces that all emotions are valid and that pupils do not need to manage difficult feelings alone, encouraging them to identify trusted adults and communicate when they need help. This contributes to our wider safeguarding curriculum by strengthening pupils' resilience, promoting positive mental wellbeing, supporting healthy relationships and helping children recognise when something does not feel right and speak to a trusted adult.

Computing and Online Safety

At St Peter's, we believe that the effective use of technology and the internet is an integral part of children's lives. It not only provides the children with many educational opportunities but also provides them with access to essential skills for our rapidly developing and technological enhanced lives. Whether the children are using the computers at school, a laptop at home, a smartphone or games console, they are able to access the internet in an increasing number of ways.

As part of our curriculum and progressive development of skills, we provide supervised access to the internet and all the relevant resources which that may include. As we would protect the children in the 'real world', we need to make sure they are completely safe whatever they are doing.

Our computing curriculum is taught through the *Teach Computing Curriculum*, developed by the National Centre for Computing Education and aligned with the National Curriculum.

Through the curriculum, pupils develop computational thinking through coding, programming and problem-solving activities; learn how to create, organise and present digital content using a range of technology; and gain the knowledge needed to use technology safely, responsibly and effectively.

The Teach Computing Curriculum currently covers all the requirements in the National Curriculum for online safety as a minimum. Online safety is a key priority and is woven throughout the curriculum, reflecting the Department for Education's expectation that pupils are taught how to stay safe and behave responsibly online. Children learn how to protect their personal information, communicate respectfully, recognise potential risks and make informed choices when using digital technologies, including how to use technology in line with our school Acceptable Use Policy.



The Curriculum

Our Thematic Curriculum is carefully designed to promote equality, diversity, respect and acceptance, while providing opportunities for pupils to explore moral, social, cultural and ethical issues in a safe and age-appropriate way. Through carefully selected topics, pupils are encouraged to develop empathy, challenge stereotypes, celebrate differences and understand their responsibilities as members of both local and global communities. Themes are mapped across the academic year to ensure progression and coverage, enabling teachers to anticipate sensitive content, address safeguarding themes proactively and respond effectively to emerging issues, current events or the particular needs of individual cohorts.

Our curriculum also supports pupils in developing the knowledge, skills and attitudes needed to keep themselves safe in an increasingly complex world. Through explicit teaching and discussion, children learn about healthy relationships, personal identity, online safety, diversity, inclusion, discrimination, consent, wellbeing, resilience and how to seek support when needed. This helps pupils to recognise risks, make informed choices and develop confidence in speaking up when they have concerns.

Our Curriculum Enrichment Programme is an integral part of our safeguarding provision. Enrichment experiences are carefully planned to complement the taught curriculum and provide authentic opportunities for pupils to develop the knowledge, skills and resilience needed to stay safe and thrive in modern society.

Through activities such as Safer Internet Day, visits to places of worship, community engagement projects, charitable fundraising, careers and aspiration workshops, cultural celebration events, debate and discussion opportunities, residential experiences and personal development programmes, pupils learn how to build positive relationships, respect diversity, manage risk, make informed decisions and contribute responsibly to their communities.

Pupils develop protective behaviours, build resilience and strengthen their understanding of how to keep themselves safe. These experiences support pupils in developing a strong understanding of safeguarding themes, including online safety, personal safety, mental health and wellbeing, anti-bullying, equality and diversity, healthy relationships, citizenship, resilience, financial awareness and recognising when and how to seek help. Enrichment opportunities also provide valuable contexts for discussing current issues, promoting critical thinking and helping pupils develop the confidence to speak up, ask questions and access support when needed.

These experiences contribute significantly to the development of pupils' cultural capital and help prepare them for life in modern Britain, ensuring that safeguarding is promoted not only through direct teaching but also through the wider experiences offered across school life.



As a Catholic school, safeguarding is rooted in our mission to recognise the dignity and worth of every individual as a unique child of God. Through our curriculum, enrichment opportunities and wider school life, we seek to create a culture where pupils feel safe, valued, respected and empowered to make positive choices. By placing *Jesus at the heart of all that we do*, we equip children with the knowledge, understanding and moral framework needed to flourish, contribute positively to society and keep themselves and others safe.

Please visit the curriculum page on our school website to find out more.

Prayer and Liturgy

We carefully map themes for Prayer and Liturgy each week, ensuring that we are proactively teaching the children about key safeguarding topics and responding to issues that may arise either in school or in the local community.

External Agencies

We actively seek support from external agencies where required. These could include Family Information Service, Children and Families Safeguarding Teams, Early Support and agencies such as RISE, Safe Line, Listening Ear and the Mental Health Team in Schools, who can deliver counselling and therapeutic sessions to identified pupils.

Staff and Pupil Interactions

Safeguarding training for staff is planned intentionally and regularly to ensure our safeguarding curriculum is delivered effectively and inclusively to all pupils. By implementing St Peter's comprehensive Safeguarding Curriculum, we consistently challenge all children to think deeply about safeguarding matters, as well as their own physical and mental well-being.

When pupils join the school at a time which is different to the normal point of entry, they receive a robust induction which covers key safeguarding themes and builds the foundation for deepening their sense of belonging and safety within the St Peter's family.

We have developed an open and safe learning environment in which pupils express their views and seek help. The school displays posters, highlighting who the children can talk to if they are worried, and we provide regular opportunities for pupils to express their honest views via the Pupil SEF and Pupil Leadership Groups.

Staff communicate with children using a calm and measured tone at all times, ensuring a common respectful and positive language. Staff implement a non-judgemental, curious and



St. Peter's
Catholic Primary School

empathetic attitude towards pupils' behaviour and well-being, living out of faith and treating each child as child of God.

At St Peter's Catholic Primary School, we put Jesus at the heart of everything that we do.