



Winslow Church of England School

Safeguarding across the curriculum 2025-2026

'Let your light shine'

In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven.' (Matthew 5:16)

Our Vision:

Our vision is 'Let your light shine'. The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning.

Our Christian Values:

Kindness - "Clothe yourselves with compassion, kindness, humility, gentleness and patience". *Colossians 3:12*

Respect - "Do to others as you would have them do to you." *Luke 6:31*

Honesty - "Blessed are the pure in heart, for they will see God." *Matthew 5:8*

Forgiveness - "For if you forgive other people when they sin against you, your Heavenly Father will also forgive you." *Matthew 6:14*

Love to learn - "Let the wise hear and increase in learning, and the one who understands obtain guidance." *Proverbs 1:5*

Our Curriculum Drivers

Community

Every child and adult is recognised as a unique individual, with their own particular gifts to share within our loving and inclusive school community. However, we also strive to keep looking outwards, understanding and appreciating our place in the local and global community. Each child is helped to achieve their full potential, regardless of their background, so that they are equipped to take their place in an increasingly diverse world.

Communication

Clear communication is vital. We recognise how important it is for all our children to build a rich vocabulary, to help them comprehend what they read and also bring their writing to life across the curriculum. Having built the confidence of our youngest pupils through phonics, each child is introduced to the wonderful world of reading. They are exposed to high quality texts, testing their skills of decoding and comprehension through 'Accelerated Reader' quizzes and learning to think like an author, as they explore language and intent through regular 'Book Talk' sessions. But communication is more than just words and through informal discussion, Collective Worship and formal PSHE lessons, all pupils understand the school's high expectations of their behaviour, showing respect to all the community.

Curiosity and Courage

At Winslow Church of England School, we help each child learn to value themselves, but also to appreciate difference. Coming from diverse backgrounds, we help every pupil develop the positive attitudes and life skills needed throughout their life. Within a safe learning environment, teachers seek to cultivate skills such as personal resilience, perseverance and team work, the 'growth mindset' needed to promote responsibility for learning and future success. Children leave Winslow Church of England School with a sense of belonging to a close-knit, caring community, self-belief and a recognition of how they might be a force for change in the wider world.

Compassion

At the heart of our life together in school is a desire for all our pupils to become compassionate and caring towards those around them. We recognise that children need to be in the right 'head-space' to access their learning and so we provide the necessary support to help all pupils make the right choices. Pupils understand that some of their friends struggle with behaviour and need extra help and care to overcome difficulties. Year 6 pupils are trained as peer mentors and some pupils are paired with an adult mentor, providing a 'go to person' with whom anxieties can be shared.

Safeguarding

Keeping Children Safe in Education refers to Safeguarding as the following:

For the purposes of safeguarding, a child is anyone under the age of 18. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

At Winslow CE School, the health, safety and well-being of every child is our paramount concern. Pupil safeguarding and the promotion of fundamental British values are a core business of our ethos at Winslow CE School. We place great importance on identifying opportunities in the taught curriculum for children to learn about safeguarding.

Our broad curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equips every child with the knowledge and skills required for personal safeguarding.

Our PSHE curriculum covers all areas of Safeguarding through each of the strands to a different degree, however some go into more detail. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age appropriate level, or at a small group or 1:1 level where a more urgent need arises.

We plan to constantly challenge children to think deeply about safeguarding matters and their own personal physical and mental wellbeing. We value pupils' questions and give them space for their own thoughts, ideas and concerns. We give them opportunities across the curriculum to explore values, personal rights, responsibilities and equal opportunities that develop moral concepts that impact positively on safeguarding, promote British values and prevent radicalisation and extremism.

The Legal Context

These duties are set out in the **2002 Education Act** (the **2010 Academies Act** also refers to the broad and balanced curriculum). Schools also have statutory responsibilities in relation to promoting pupil well-being and pupil safeguarding (**Children Act 2004**) and community cohesion (**Education Act 2006**). The Equality Act 2010 also places duties on schools to help to reduce prejudice-based bullying and in doing so to keep protected characteristic groups safe. PSHE education plays an important part in fulfilling all of the responsibilities (see further detail on PSHE education and safeguarding, below).

Keeping Children Safe in Education 2025 states:

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

All schools have responsibilities relating to the safety of children in their care. Paragraph 129 to 131 of this document states that:

Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

In schools, relevant topics will be included within Relationships Education and Health Education. In teaching these subjects schools must have regard to the statutory guidance. Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/violence/harassment.

The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

This program will tackle, at an age-appropriate stage, issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

How does Winslow Church of England School address specific Safeguarding issues within the School's Curriculum?

Teaching pupils to keep themselves safe, and promoting resilience and independence is integral to our curriculum. Below are identified areas taught within the curriculum, which are differentiated to meet the needs of individual pupils. In addition, as situations arise, these are seen as opportunities to further develop knowledge and skills. Safeguarding is promoted in assemblies, through council meetings, through PSHE and RSE sessions, via surveys and questionnaires and by staff modelling good practise.

Please see the table on the next page for a map of our safeguarding curriculum.

Safeguarding Curriculum Coverage

Online Safety

- E-Safety Week
- Computing Curriculum – E-safety Modules in each year group
- Parent and carers training
- Pupil/Parent E-safety page on website Assemblies
- Internet Safety Day

PSHE Curriculum

PSHE EYFS - What is safe to play online and who to talk to if feeling worried.

PSHE Y1 – What I can do if I have strong, but not so good feelings, to help me stay safe.

PSHE Y2 – I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.

PSHE Y3 – Give examples of strategies for safe browsing online.

Identify personal information and when it is not appropriate or safe to share this. Get help when an unsafe situation online occurs.

PSHE Y4 – Identify images that are safe or unsafe to share online.

PSHE Y5 – Protect personal information online and recognise disrespectful behaviour online.

PSHE Y6 – use safe, respectful and responsible behaviours and strategies when using social media.

Explain how to stay safe when sharing images and information online.

Computing Curriculum

EYFS – Asking for help if I feel worried or scared online.

Y1 – Keeping personal information private; Getting help when concerned about content

Keeping Physically Healthy

- PE Lessons
- Break and lunchtimes – Equipment and games
- Extra-Curricular sports clubs
- Daily physical activity/Storm Break

Science Curriculum

EYFS –Stages in childhood and growing up.

Y1 – Naming body parts.

Y2 – Balanced diet, importance of exercise, personal hygiene.

Y3 – Nutrition, skeletons and muscles.

Y4 – Digestion and Teeth.

Y5 – Life cycles, human changes/aging,

Y6 – Circulation, how diet, exercise, drugs and lifestyles affect the body.

PSHE Curriculum

PSHE EYFS – Choose a healthy snack and activity and make healthy sleep and exercise choices.

Tell you what my body needs to stay healthy.

PSHE Y1 – Talk about the things my body needs to stay well (exercise, sleep, healthy foods).

PSHE Y2 – Explain how hand hygiene stops virus' and germs from spreading.

Give examples of what I can do and give to my body to stay healthy.

Name different parts of my body that are *inside* me and help to turn food into energy.

PSHE Y3 – Choose foods that make a balanced meal.

Explain how washing hands can prevent infections spreading.

Sex and Relationships

- NSPCC Assemblies
- Parent RSE Information Sessions

PSHE Curriculum

PSHE EYFS – Share feelings with others and talk about feelings and what can cause them.

Identify trusted adults to ask for help.

PSHE Y1 – Name different feelings and how they might make me behave.

Suggest ways of dealing with 'not so good' feelings and how to help others.

PSHE Y2 – Understand different ways to express feelings.

Knowing how to tell someone how they are making me feel.

Identify what makes a good friend and how to be a good friend.

PSHE Y3 – Communicate feelings and use this to try to manage emotions.

Know how to look after my friends and stay friends.

Explain what body space is and how it feels when someone is too close.

PSHE Y4 – Talk about how feelings can change and be different for others.

Say 'no' in a calm and controlled way and recognise the qualities of a healthy relationship.

PSHE Y5 – Strategies to resolve arguments or disagreements.

Strategies to deal with an unsafe situation.

PSHE Y6 – Know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.

Use assertive behaviours to keep myself safe from peer influence or pressure.

Radicalisation and Extremism

- School Values
- British Values
- Prevent Agenda – all staff trained
- Assemblies
- Year 6 – Goodnight Mister Tom

PSHE Curriculum

PSHE EYFS – listening to others, making caring choices.

PSHE Y1 – Respect and what it means, belonging to a community, keeping safe online

PSHE Y2 – Resolution of arguments, resisting pressure to do something that feels unsafe.

Being the same and different to others in your community (but still equal)

PSHE Y3 – Rules for being online. The reasons for rules and laws in society. Human rights and how they protect us.

Respectful language and communication.

PSHE Y4 – Respect and tolerance for difference. Appreciating difference and diversity in the UK and around the world.

PSHE Y5 – Explaining the importance of mutual respect for different faiths and beliefs and how we demonstrate this.

PSHE Y6 – Being part of a community. Being critical of what is in the media and what they forward to others.

RE Curriculum

All year groups are taught about a range of beliefs and faiths.

EYFS – Celebrations and why should we celebrate together.

Y1 – Belonging. What holds a community together? Why do people choose to belong to religious groups?

or contact on the Internet or other online technologies.

Y2 – How to be safe, responsible and respectful online.

Listening to our feelings when online and asking for help when we feel unsafe.

Y3 – Use technology safely, respectfully and responsibly (trusted sites/passwords/adult supervision); who to share content with and why.

Online ethical and legal data collection.

Y4 – Digital responsibility; recognising acceptable/unacceptable behaviour and report concerns.

Be discerning in evaluating digital content – what is true online?

Y5 – Recognising acceptable/ unacceptable behaviour online; identify a range of ways to report concerns about content and contact.

Understanding the need for private information to be encrypted.

Importance of a strong password and keeping these secure.

Positive and safe online gaming.

Y6 – Know how to judge the reliability of an online source.

Cyberbullying – what is it? How do we stop it?

Clickbait and how to avoid it.

Describe how food, water and air get into the body and blood.

PSHE Y4 – Plan a healthy, balanced meal
Give examples of the ways people can look after their physical and mental wellbeing.

PSHE Y5 – Explain how one organ functions and how it contributes to the health of my body.

PSHE Y6 – Explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.

Suggest positive ways to meet own emotional needs and how this impacts my behaviour.

RSE Curriculum

EYFS – Talk about how boys and girls can be different or the same.

Celebrate our differences.

Tell you the scientific names for body parts and the PANTS rule.

Y1 – Talk about how safe secrets and surprises make me feel and who to talk to if I am worried.

Identify how people are similar as well as different.

Y2 – Describe the stages of growth
Name the human private parts that are used to make a baby.

Talk about keeping private parts private.

Y3 – Give examples of different types of family. I respect these differences

Describe how a girl and boys' body will change when it reaches puberty.

Explain what happens to a woman's body when the sperm does not meet the egg.

Y4 - Explain feelings during puberty and what happens.

Explain why some people choose to get married, have a civil ceremony or live together.

Y5 – Name trusted adults and strategies to stay safe.

Male and female changes and hygiene.

Y6 – Know how to get support during puberty.

Puberty and reproduction, contraception and pregnancy.

Y2 – Appreciating difference and diversity in the UK and around the world. How do different faiths show their beliefs? Should people follow religious leaders?

Y3 – What holds a community together? Ethics and morals – where the ideas of right and wrong come from?

Y4 – Appreciating difference and diversity in the UK and around the world. Is religion the most important influence in our lives?

Y5 – Responsibilities towards the world and each other – RESPECT.

What different religions teach about God? Is religion the most important influence in our lives?

Y6 – Diversity in religion. Similarities and differences between faiths.

How all communities can live together. Do religious people live better lives?

Computing Curriculum

EYFS – Who to ask for help if something is scary or feels wrong.

Y1 – How to seek help online. How to stay safe online.

Y2 – identify a range of ways to report concerns. Listening to our feelings when we are online.

Y3 – How to seek help on line. Our online community.

Y4 – Identify a range of ways to report concerns. Taking responsibility for ourselves and our online community. What is real on the internet?

Y5 – Explain why it is important to cite a source. Be discerning evaluating online information.

Being an up stander online.

Y6 - Develop and apply strategies of when they see something unexpected or worrying.

Counter someone else's argument while showing respect and tolerance.

Clickbait and what to do about it.

<p>Fire and Water Safety</p> <ul style="list-style-type: none"> Assemblies Fire drill and assembly points Water Safety Awareness Week (talks about water safety) Firework Safety <p>PSHE Curriculum PSHE EYFS –Can identify things that are dangerous inside and outside PSHE Y1 – Keeping safe near ice and water PSHE Y2 – Fire Safety; recognising risk in everyday situations PSHE Y3 – Fire safety and smoke alarms. Keeping safe in the local environment including road, rail and water PSHE Y4 – Water safety and swimming PSHE Y5 – Identify risks PSHE Y6 – Water safety and managing risks. Making decisions responsibly and independently</p>	<p>Forced Marriage</p> <p>RSE Curriculum EYFS – Identifying important people who look after me. Y1 – Identifying who to ask for help. Y2 - Gender stereotypes. Differences between males and females. Sexual difference and naming body parts. Y3 - Male and Female differences, Personal Space and different types of families. Y4 – Puberty changes and reproduction. Y5 - Talking about puberty, Male and female changes and Puberty and hygiene. Y6 - Puberty and reproduction, understanding relationships, conception and pregnancy. That to force anyone into marriage is illegal.</p> <p>PSHE Curriculum PSHE EYFS – Trusted adults PSHE Y1 – Safe secrets and surprises that make me feel and who to talk to if worried. PSHE Y2 – Keeping myself self – getting help PSHE Y3 – Positive healthy relationships and friendships. Recognising and responding to bullying. PSHE Y4 – acceptable and unacceptable physical</p>	<p>Drugs Alcohol and Tobacco</p> <ul style="list-style-type: none"> School Values Mental health and wellbeing week Science Y6 –Impact of diet, drugs and lifestyle on the body <p>PSHE Curriculum PSHE EYFS – Make safe decisions around medicines and things I don't know. PSHE Y1 – Say how to stay safe around medicine. PSHE Y2 –Explain helpful or harmful effects of medicine, and say how they can be used safely. PSHE Y3 – Identify key risks from and effects of cigarettes and alcohol. PSHE Y4 – Give reasons for choosing not to smoke, or drink too much alcohol. PSHE Y5 – Positive and negative influences on decisions – informed choices. PSHE Y6 – Drugs, norms and risks, including the law.</p>	<p>Emotional and Physical Abuse</p> <ul style="list-style-type: none"> School values Health and well-being week NSPCC Childline assembly Worry Boxes <p>PSHE Curriculum PSHE EYFS – Trusted adults PSHE Y1 – How behaviour affects others, being respectful and polite. What private means and identifying different types of touch. PSHE Y2 – Managing secrets, resisting pressure and getting help. Naming body parts. PSHE Y3 – Positive healthy relationships and friendships. Recognising and responding to bullying. PSHE Y4 – Acceptable and unacceptable physical contact. Listening and responding to others. PSHE Y5 – Negotiation and compromise How to raise concerns and challenges in a healthy way. Listening to others. PSHE Y6 – Different types of relationships and Recognising when a relationship is unhealthy Acceptable and unacceptable physical touch. Personal boundaries and the right to privacy.</p>	<p>Mental Health Issues</p> <ul style="list-style-type: none"> Health and Wellbeing week NSPCC Childline assembly – safe people/Hand of Safety Daily physical activity Worry box/worry monsters Mental Health leader in school to provide pastoral support <p>PSHE Curriculum PSHE EYFS – Sharing and talking about feelings and what caused them. PSHE Y1 – Recognise different feelings and who to ask for help. Explain why praise keeps me healthy. PSHE Y2 – Understand different ways to express feelings. PSHE Y3 – Express feelings and manage emotions. Setting goals. PSHE Y4 – Talk about how feelings change. Being unique makes us special. PSHE Y5 – Manage and respond to my emotions. Resolving conflict. Setting goals and strategies to use. PSHE Y6 – Work through challenges with</p>	<p>FGM</p> <ul style="list-style-type: none"> Year 6 SRE All staff trained in FGM safeguarding <hr/> <p>Children Missing in Education</p> <ul style="list-style-type: none"> Year 1 – Lost and Found Year 2 – Where the wild things are Year 3 – The Tunnel Year 4 – Lion the witch and the wardrobe Year 5 – Street Child Year 6 – Goodnight Mister Tom; Letters from the Lighthouse Mental Health and wellbeing week Transition Work (Year 6)
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contact. Solving disputes and conflicts.
PSHE Y5 – How to raise concerns and challenges in a healthy way.
PSHE Y6 – Recognising when a relationship is unhealthy (including forced marriage)
Acceptable and unacceptable physical touch. Personal boundaries
Recognising discrimination and bullying.

Recognising discrimination and bullying.

assertiveness and understanding.
Setting goals.
Identify five ways to wellbeing.

Homophobic and Transphobic Abuse	Domestic Abuse	Road Safety	Child Sexual Exploitation	Bullying (including Cyber Bullying)
<ul style="list-style-type: none"> • Anti-bullying week • E-safety week <p>PSHE Curriculum PSHE EYFS – celebrating difference, different families PSHE Y1 – Identifying differences and similarities. PSHE Y2 – Being respectful to those who are different to me. PSHE Y3 – Give examples of different types of families and respect differences. PSHE Y4 – Demonstrate showing respect to others’ differences. Explain importance of challenging stereotypes. PSHE Y5 – Empathise with those subjected to injustice. Identify what discrimination means and different types of discrimination e.g. racism, sexism, homophobia Identify bullying and discrimination of groups or individuals. PSHE Y6 – Recognise and challenge stereotypes, discrimination and bullying. The difference between gender identity and sexual orientation and everyone’s right to be loved.</p>	<ul style="list-style-type: none"> • NSPCC childline assembly <p>PSHE Curriculum PSHE EYFS – Talk about feelings and what can cause them. Identify trusted adults to help. PSHE Y1 – Recognise feelings, including when I need help and who to ask. PSHE Y2 – Safe and unsafe secrets and who can help if something feels wrong. How to be a good friend. PSHE Y3 –Understanding why friends may fall out and how to make up. Sharing and listening to problems respectfully. PSHE Y4 – Read emotions, recognise the qualities of a healthy relationship. PSHE Y5 – Identify signs that a relationship could be unhealthy or unsafe. PSHE Y6 – Use respect, assertiveness and understanding to resolve conflict with friends. Acceptable and unacceptable touch.</p>	<ul style="list-style-type: none"> • Bikeability • Travel Plan • JRSO Assemblies <p>PSHE Curriculum PSHE EYFS – Dangers on the roads. PSHE Y1 – How rules help us. PSHE Y2 – Safety in different environments. PSHE Y3 – How to predict and assess risks when crossing roads. PSHE Y4 – How to keep safe in the local area, including on roads. PSHE Y5 – Personal safety (including when using phones in the environment) PSHE Y6 – increased independence in the local area and strategies for staying safe.</p>	<ul style="list-style-type: none"> • E-safety week • Safer internet day • NSPCC Assembly <p>RSE Curriculum EYFS – Friendships, saying sorry, different families. Y1 – Being different but can be friends. Who to ask for help. Y2 – Sexual differences and naming body parts. Y3 – Male and female differences, Personal Space. Y4 – Puberty changes. Strategies for risky situations. Y5 – Puberty, male and female changes. Personal hygiene. Y6 – Puberty and reproduction, understanding relationships, conception and pregnancy.</p> <p>PSHE Curriculum PSHE EYFS – Talk about feelings and what causes them. PANTS Rule. PSHE Y1 – Safe secrets and surprises and who to talk to if worried. Saying no to unwanted touch and who to ask for help PSHE Y2 – Talk about keeping private parts private. Safe and unsafe touches PSHE Y3 – Qualities of positive healthy relationships. Explain body space and how it feels if someone is too close.</p>	<ul style="list-style-type: none"> • School values • Zero tolerance approach – behaviour policy • Diversity and equality day International day of culture • Assemblies • Worry Box • Anti-bullying week • E-safety week/ Safer Internet day • Health and Wellbeing week <p>PSHE Curriculum PSHE EYFS – Being kind and caring to friends and others. PSHE Y1 – Identify what bullying is and how to show kindness to others. Identify how to get help to help stay safe. PSHE Y2 – Showing respect for difference. Suggest strategies to use if someone is left out. PSHE Y3 – Working collaboratively and sharing opinions respectfully. Positive relationships and friendships. PSHE Y4 – Listening and responding to others. Identify h to look after each other’s physical and mental wellbeing. PSHE Y5 – Managing conflict. Reflect on behaviour and attitudes and support others. PSHE Y6 –Use assertive behaviours to keep safe from peer influence or pressure.</p>

PSHE Y4 – Recognise qualities in a healthy relationship. Manage conflict using negotiation and compromise.

PSHE Y5 – Use strategies to resolve arguments and disagreements.

Warning signs that a relationship could be unsafe or unhealthy.

PSHE Y6 – Acceptable and unacceptable touch and how to get help if someone experiences illegal touch.

Using assertive behaviours to keep safe.

Recognise discrimination and bullying and understand bystander behaviour.

Computing Curriculum

EYFS – Going to places safely online. How to report feeling unsafe online.

Y1 – Importance of having time away from devices. Following the online rules. How to report feeling unsafe online.

Y2 – How can we be safe, responsible and respectful when we are online? How to stay safe and how to report it when something makes you feel unsafe.

Y3 – What cyber bullying is and how to report it. Keeping information to yourself online. Positives and negatives of online communication. Importance of having time away from devices. What to do if someone is mean to you online.

Y4 – People feelings and the differences/similarities between unkindness and bullying online V real life. How to create a safe online profile. What information we should and should not share.

Y5 – Acceptable and unacceptable behaviour online. How to report concerns. How to maintain positive friendships when gaming.

Y6 – Identify a range of ways to report concerns.. Acceptable and unacceptable ways of behaving online. Identifying what is and what is not cyberbullying – what to do about it.