



Nor|hbourne  
CE Primary School  
Nurturing Excellence.

# Our Safeguarding Curriculum

## An Overview

## Introduction

At Northbourne CE Primary School, safeguarding lies at the heart of our vision of **Nurturing Excellence**. We are committed to creating a culture in which every child feels safe, valued, respected and able to flourish both academically and personally. Safeguarding is not viewed as a standalone aspect of school life, but as a shared responsibility that is woven throughout our curriculum, relationships and daily practice.

Our safeguarding curriculum is designed to equip pupils with the knowledge, understanding and confidence they need to recognise risks, make safe choices and seek support when needed. Through carefully planned learning opportunities, pupils develop an understanding of how to keep themselves safe physically, emotionally and online, while also learning how to build healthy relationships and show respect for themselves and others.

We recognise that safeguarding education must be progressive, age-appropriate and responsive to the needs of our pupils and community. Therefore, safeguarding themes are revisited regularly across the school so that key messages are reinforced and deepened over time. Through this approach, pupils are supported to *know more and remember more* about how to stay safe and how to respond to concerns.

Our curriculum draws on high-quality resources and recognised safeguarding approaches, including:

- The NSPCC's PANTS rule to support children's understanding of personal safety and boundaries (Page 12)
- SMART Rules to develop safe and responsible online behaviour (Page 13)
- The Jigsaw PSHE Scheme, which supports emotional wellbeing, relationships education and personal development

Through these experiences, we aim to develop confident, informed and resilient pupils who are prepared to navigate the challenges of an increasingly complex world.

## Core Aims

Our safeguarding curriculum is designed to ensure that all pupils:

- Understand how to keep themselves safe both in school and beyond
- Develop the confidence to speak up, ask for help and report concerns
- Build understanding of healthy relationships, personal boundaries and respect
- Learn how to stay safe online and use technology responsibly
- Develop resilience, self-awareness and strategies to manage risk and challenge
- Understand that safeguarding is everyone's responsibility

Central to our approach is the belief that safeguarding education should empower pupils rather than frighten them. Learning is carefully structured and revisited regularly so that pupils develop secure understanding over time.

Pupils are encouraged to recognise trusted adults, understand their rights and develop the language and confidence needed to communicate worries or concerns. Through this, we aim to create a school community in which pupils feel safe, supported and listened to.

## Structure and Progression

Our safeguarding curriculum is carefully structured across all phases of the school and is designed to provide progressive, age-appropriate learning experiences from Nursery to Year 6. Safeguarding education is delivered through a range of complementary approaches, including:

- Whole-school assemblies and themed events
- Phase-specific workshops and visitors
- PSHE lessons through the Jigsaw scheme
- Explicit online safety teaching within Computing
- Small group and individual support where needed

This layered approach ensures that safeguarding messages are revisited regularly and explored in increasing depth as pupils mature.

As pupils move through the school, they:

- Develop a growing understanding of personal safety and wellbeing
- Learn to identify unsafe situations and recognise warning signs
- Build knowledge of online risks and safe digital behaviours
- Develop strategies for managing peer pressure, conflict and emotional challenges
- Gain increasing confidence in seeking support and supporting others appropriately

Learning is adapted carefully to reflect pupils' age, developmental stage and individual needs, ensuring accessibility and relevance for all.

## Safeguarding Knowledge

Our safeguarding curriculum provides pupils with the essential knowledge needed to understand and manage risk safely and confidently.

This includes:

- **Personal safeguarding:** understanding personal boundaries, privacy and body safety through approaches such as the NSPCC's PANTS rule
- **Online safety:** understanding how to stay safe online using SMART Rules, including safe communication, privacy and responsible use of technology
- **Relationships and wellbeing:** understanding healthy friendships, respect, emotions and mental wellbeing
- **Protective behaviours:** recognising unsafe situations, understanding consent and identifying trusted adults who can help

Knowledge is revisited regularly throughout the school so that pupils develop increasingly secure understanding and confidence in applying what they have learned.

## Safeguarding Skills

Alongside knowledge, pupils develop the skills needed to keep themselves safe and respond appropriately to concerns.

These skills include:

- Recognising risky or unsafe situations
- Communicating worries or concerns clearly
- Seeking help from trusted adults
- Making informed and responsible choices online and offline
- Managing peer pressure and challenging unsafe behaviour appropriately
- Developing resilience, self-awareness and emotional regulation

As pupils move through the school, they develop increasing independence and confidence in applying these skills in real-life contexts.

Through discussion, role play, reflection and practical scenarios, pupils learn that safeguarding is not only about identifying danger, but also about developing the confidence and strategies needed to protect themselves and others.

## Creating a Culture of Safeguarding

At Northbourne, we are committed to nurturing a culture where safeguarding is embedded throughout school life and where every child feels known, valued and supported.

We believe that children flourish best when they feel safe, secure and listened to. Therefore, safeguarding is central to our relationships, our curriculum and our pastoral care. Staff work proactively to build trusting relationships with pupils, creating an environment where children feel confident to speak openly and seek support.

Safeguarding education is delivered sensitively and thoughtfully, ensuring that pupils are supported appropriately when discussing potentially difficult or sensitive topics. We recognise that children's experiences and needs vary, and we adapt our provision accordingly.

Our curriculum promotes openness, respect and kindness, helping pupils to develop emotionally, socially and spiritually alongside their academic learning.

## Living out our Values

Our safeguarding curriculum reflects our core values of Courage, Compassion and Community, which underpin all aspects of school life.

Pupils demonstrate:

**Courage** by speaking up, asking for help and making safe choices

**Compassion** by showing empathy, kindness and respect towards others

**Community** by contributing to a safe, inclusive and supportive school environment

Through safeguarding education, pupils learn that everyone has a role to play in creating a safe and caring community.

## Inclusion and Excellence for All

Our vision of Nurturing Excellence underpins our safeguarding curriculum, ensuring that all pupils feel safe, included and supported.

Learning is adapted carefully to meet the needs of individual pupils and groups. This may include:

- Small group sessions
- Individual support and pastoral intervention
- Adapted resources and approaches
- Additional teaching for pupils who require further support or guidance

We recognise that some pupils may need more personalised safeguarding education due to their experiences, vulnerabilities or developmental needs. Staff work closely with families and external agencies where appropriate to ensure that all pupils receive the support they need.

Through this inclusive and compassionate approach, we aim to ensure that every child feels safe, empowered and able to flourish.

Phase – Talks and Visitors

Whole School – Assembly Themes

	Term1	Term2	Term3	Term4	Term5	Term6
	<p><b>PANTS Rules</b> Overview and recap</p> <p><b>SMART Rules</b> Overview and recap</p> <p><b>Hello Yellow</b> World Mental Health Day</p>	<p><b>PANTS Rules</b> Consent and privacy</p> <p><b>SMART Rules</b> Being safe</p> <p><b>Anti Bullying Week</b> Bullying, including cyber bullying</p>	<p><b>PANTS Rules</b> Your body belongs to you</p> <p><b>SMART Rules</b> Meeting people online</p> <p><b>Safer Internet Day</b> Yearly theme around online safety</p>	<p><b>PANTS Rules</b> No means no</p> <p><b>SMART Rules</b> Trusting online content</p> <p><b>Children's Mental Health Week</b></p>	<p><b>PANTS Rules</b> Talking to someone</p> <p><b>SMART Rules</b> Reliability of online content</p> <p><b>NSPCC Childhood Day</b></p>	<p><b>PANTS Rules</b> Speaking up</p> <p><b>SMART Rules</b> Talking to someone</p> <p><b>Healthy Eating</b></p>
	<p><b>UKS2</b> Police talk: risks of being online and online safety</p>	<p><b>KS1</b> Police Talk: Story time. Using technology, staying safe.</p>	<p><b>LKS2</b> Police Talk: being safe using technology, talking about worries.</p> <p><b>KS1</b> NSPCC Class Assemblies</p>	<p><b>KS1</b> Parent / Carer Workshop to make rules for safe use, passwords, create their family 'golden safety rules' poster</p>	<p><b>UKS2</b> IMPS: Staying safe, dealing with emergencies.</p>	<p><b>LKS2</b> NSPCC Assembly</p> <p><b>UKS2</b> Peer-led Digital Champions: UKS2 work with KS1 to share online safety tips and run an assembly on this.</p>

	Term1	Term2	Term3
<b>Jigsaw – CYCLE1</b>	<p><b>KS1</b> J6-7 BM Lesson 4: Making behaviour choices and consequences for actions.</p> <p><b>LKS2</b> J8-9 BM Lesson 4: Making behaviour choices and consequences for actions.</p> <p><b>UKS2</b> J9-10 BM Lesson 4: Making behaviour choices and consequences for actions.</p>	<p><b>KS1</b> J6-7 CD</p> <p><b>LKS2</b> J8-9 CD Lesson 3: Identifying bullying, including online bullying Lesson 4: Bullying situations online</p> <p><b>UKS2</b> J9-10 CD Lesson 3: Knowing how to help if someone is being bullied, including online Lesson 4: Direct and indirect bullying, including online</p> <p><b>Computing</b> Lesson 6: Copyright laws</p>	<p><b>KS1</b> J6-7 DG</p> <p><b>LKS2</b> J8-9 DG</p> <p><b>UKS2</b> J9-10 DG</p>
<b>Jigsaw – CYCLE2</b>	<p><b>KS1</b> J5-6 BM Lesson 5: Making behaviour choices and consequences for actions.</p> <p><b>LKS2</b> J7-8 BM Lesson 4: Making behaviour choices and consequences for actions.</p> <p><b>UKS2</b> J10-11 BM Lessons 3 and 4: Making behaviour choices that impact others and the consequences of these</p>	<p><b>KS1</b> J5-6 CD Lesson 3: What is bullying? References to online bullying Lesson 4: What to do if we see bullying</p> <p><b>LKS2</b> J7-8 CD Lessons 3 and 4: Witnessing bullying Lesson 5: How some words can harm and hurt</p> <p><b>UKS2</b> J10-11 CD Lesson 3: Explaining some of the ways in which one person or a group can have power over another Lesson 4: Bullying behaviours, including online</p>	<p><b>KS1</b> J5-6 DG</p> <p><b>LKS2</b> J7-8 DG</p> <p><b>UKS2</b> J10-11 DG Lesson 3: Exploitation, including online sources Lesson 4: Gangs, including online behaviour</p>

	Term4	Term5	Term6
<p><b>Jigsaw – CYCLE1</b></p>	<p><b>KS1</b> J6-7 HM</p> <p><b>LKS2</b> J8-9 HM Lesson 2: Keeping safe with friends, including online Lesson 5: Healthy friendships and peer pressure</p> <p><b>UKS2</b> J9-10 HM Lesson 4: Body image, how media and social media can promote certain body types</p>	<p><b>KS1</b> J6-7 BM Lesson 4: Making behaviour choices and consequences for actions.</p> <p><b>LKS2</b> J8-9 BM Lesson 4: Making behaviour choices and consequences for actions.</p> <p><b>UKS2</b> J9-10 R Lesson 2: How belonging to an online community can have positive and negative consequences Lesson 3: Recognising when an online community is helpful or unhelpful to me Lesson 4: Rights and responsibilities when online Lesson 5: Recognising when I am spending too much time using devices (screen time) Lesson 6: How to stay safe when using technology to communicate with my friends</p>	<p><b>KS1</b> J6-7 CM</p> <p><b>LKS2</b> J8-9 CM</p> <p><b>UKS2</b> J9-10 CM J10-11 CM</p>
	<p><b>Jigsaw – CYCLE2</b></p> <p><b>KS1</b> J5-6 HM</p> <p><b>LKS2</b> J7-8 HM Lesson 4: Things, people and places to stay safe from; strategies for keeping safe Lesson 5: Identifying when things are safe or unsafe</p> <p><b>UKS2</b> J9-10 HM Lesson 4: Body image, how media and social media can promote certain body types</p>	<p><b>KS1</b> J5-6 BM</p> <p><b>LKS2</b> J7-8 BM Lesson 3: Strategies for keeping myself safe online; asking for help when I feel unsafe online. Lessons 4 and 5: Being a global citizen</p> <p><b>UKS2</b> J9-10 R Lesson 4: Recognising when people are trying to gain power or control, including using online means Lesson 5: Judging whether something online is safe and helpful for me Lesson 6: Using technology positively and safely to communicate with my friends and family</p>	<p><b>KS1</b> J5-6 CM</p> <p><b>LKS2</b> J8-9 CM</p> <p><b>UKS2</b> J9-10 CM J10-11 CM</p>

	Term1	Term2	Term3
Computing – CYCLE1	<p><b>KSI</b> Digital Writing</p> <p><b>LKS2</b> Stop Frame Animation</p> <p><b>UKS2</b> -</p>	<p><b>KSI</b> <b>Kapow: Online Safety Year 1</b></p> <ul style="list-style-type: none"> <li>• Discuss what the internet is and how it can be used.</li> <li>• Recognise that the internet may affect mood or emotions.</li> <li>• Recognise how internet use can affect and upset others.</li> <li>• Identify which information is appropriate to share and post online and which is not.</li> </ul> <p><b>LKS2</b> -</p> <p><b>UKS2</b> Webpage Creation</p>	<p><b>KSI</b> Grouping Data / Pictograms</p> <p><b>LKS2</b> Desktop Publishing</p> <p><b>UKS2</b> -</p>
Computing – CYCLE2	<p><b>KSI</b> Digital Painting</p> <p><b>LKS2</b> Digital Photography / Photo Editing</p> <p><b>UKS2</b> -</p>	<p><b>KSI</b> <b>Kapow: Online Safety Year 2</b></p> <ul style="list-style-type: none"> <li>• Explain what is meant by online information.</li> <li>• Recognise what information is safe to be shared online.</li> <li>• Explain why we need passwords and what makes a strong password.</li> <li>• Understand that they need to ask permission before sharing content online and explain why.</li> <li>• Understand that they have the right to deny their permission to information about them being shared online.</li> <li>• Say who they can ask for help with online worries.</li> <li>• Use some strategies to work out if online information is reliable or not.</li> </ul> <p><b>LKS2</b> -</p> <p><b>UKS2</b> Video Editing</p>	<p><b>KSI</b> Grouping Data / Pictograms</p> <p><b>LKS2</b> Branching Databases</p> <p><b>UKS2</b> -</p>

Computing – CYCLE1

Computing – CYCLE2

	Term4	Term5	Term6
<p><b>KS1</b> -</p> <p><b>LKS2</b> <b>Kapow: Online Safety Year 3</b></p> <ul style="list-style-type: none"> <li>• Differentiate between fact, opinion and belief online.</li> <li>• Explain how to deal with upsetting online content.</li> <li>• Recognise that digital devices communicate with each other to share personal information.</li> <li>• Explain what social media platforms are used for.</li> <li>• Recognise why social media platforms are age-restricted.</li> </ul> <p><b>UKS2</b> Spreadsheets</p>	<p><b>KS1</b> Programming Animations</p> <p><b>LKS2</b> Repetition in Shapes</p> <p><b>UKS2</b> <b>Kapow: Online Safety Year 5</b></p> <ul style="list-style-type: none"> <li>• Understand that passwords need to be strong and that apps require some form of password.</li> <li>• Recognise some types of online communication and know who to go to if they need help with any communication matters online.</li> <li>• Search for simple information about a person, such as their birthday or key life moments.</li> <li>• Know what bullying is and that it can occur both online and in the real world.</li> <li>• Recognise when health and well-being are being affected in either a positive or negative way through online use.</li> <li>• Offer some advice and tips to combat the negative effects of online use.</li> </ul>	<p><b>KS1</b> -</p> <p><b>LKS2</b> -</p> <p><b>UKS2</b> Variables in Games</p>	
<p><b>KS1</b> -</p> <p><b>LKS2</b> <b>Kapow: Online Safety Year 4</b></p> <ul style="list-style-type: none"> <li>• Describe how to search over multiple platforms and be aware of the accuracy of the results presented.</li> <li>• Describe some of the methods used to persuade people to buy online.</li> <li>• Explain the difference between fact, opinion and belief and recognise these online.</li> <li>• Explain what a bot is and give examples of different bots.</li> <li>• Explain some positive and negative distractions of using technology and small strategies for reducing the time spent on technology.</li> </ul> <p><b>UKS2</b> Flat File Databases</p>	<p><b>KS1</b> Programming Animations</p> <p><b>LKS2</b> Sequencing Sounds</p> <p><b>UKS2</b> <b>Kapow: Online Safety Year 6</b></p> <ul style="list-style-type: none"> <li>• Discuss various issues online and describe ways to get help.</li> <li>• Explain how sharing online can have both positive and negative impacts.</li> <li>• Be aware of how to seek consent from others before sharing material online and describe how content can still be shared online.</li> <li>• Explain what a digital reputation is and what it can consist of.</li> <li>• Understand the importance of capturing evidence of online bullying</li> <li>• Describe ways to manage passwords and two-factor authentication.</li> <li>• Explain what to do if passwords are shared, lost or stolen.</li> <li>• Describe strategies to identify scams.</li> <li>• Explain ways to increase their privacy settings and understand why it is important to keep their software updated.</li> </ul>	<p><b>KS1</b> -</p> <p><b>LKS2</b> -</p> <p><b>UKS2</b> Selection in Quizzes</p>	

### Key Stage 1

Focus: Understanding safe behaviour, asking for help, kindness online.

**Class-Specific /Whole Class**

Daily “Online Safety Minute”: At the start of a computing lesson, discuss a quick safety tip (e.g., “Don’t share your name online” or “Ask an adult before clicking links”).

Safety Posters or Visual Reminders: Children create a class poster of “Our Class Online Safety Rules” and display it near computers or tablets.

Story-Based Reflection: Use short stories about characters facing online dilemmas; discuss what they should do.

**Small-Group**

Scenario Roleplay: Children act out safe vs unsafe online choices (e.g., sharing a photo or password).

Pupil-Led Mini-Discussions: Older KS1 pupils lead discussions with peers about being kind online.

**1:1**

Check-in Chats: Quick 1:1 conversations for any child flagged on CPOMS, asking how they feel about online activities and if anything worries them.

Digital Diary: Children can draw or write about their online experiences (what went well, any worries), which can inform 1:1 safeguarding conversations.

### Lower Key Stage 2

Focus: Evaluating content, cyberbullying awareness, privacy, responsible use.

**Class-Specific /Whole Class**

Weekly “Online Safety Circle Time”: Discuss topics like fake news, online friendships, or being respectful in chat/forums.

Classroom Scenarios: Create a “What would you do?” board where children post suggestions for online dilemmas.

Digital Citizenship Badge / Tracker: Children earn recognition for safe online behaviour (e.g., sharing, reporting, critical thinking).

**Small-Group**

Guided Discussion Groups: Small groups discuss recent online safety news or incidents and reflect on what actions are safe.

Problem-Solving Tasks: Pupils solve scenarios where someone is being cyberbullied or contacted by a stranger.

**1:1**

Targeted Support Sessions: If CPOMS flags a concern, discuss specific websites, games, or social media apps safely with the child.

Goal-Setting: Children set personal online safety goals (e.g., “I will only share pictures with my family”).

### Upper Key Stage 2

Focus: Digital footprint, social media, critical thinking, recognising risks.

**Class-Specific /Whole Class**

Online Safety Reflection Journals: Children reflect on their digital activity weekly; teachers can monitor trends or concerns.

Debate or Discussion: E.g., “Should you always accept friend requests?” or “Can you trust everything online?”

Scenario Boards: Classes solve real-life inspired dilemmas and share solutions.

**Small-Group**

Peer Mentoring: Pupils discuss online safety strategies and support each other, guided by the teacher.

Case Studies: Small groups examine anonymised CPOMS incidents (or hypothetical ones) to discuss safe responses.

**1:1**

Personal Risk Assessments: Talk about apps, social media platforms, or gaming environments the child uses and how to navigate safely.

Emotional Check-Ins: Discuss feelings about online interactions; identify any cyberbullying or inappropriate content exposure.

### As a Whole School

CPOMS-Informed Conversations: Daily or weekly monitoring to pick up small trends before they escalate.

Class “Safety Champions”: Each class has a child who helps remind peers of online rules (starting in 2026-27).

Digital Reflection Wall: Children contribute ideas or tips about safe online behaviour (starting in 2026-27).

# BE SMART ONLINE



**S**

**SAFE**

Keep your personal information safe. When chatting or posting online don't give away things like your full name, password or home address. Remember personal information can be seen in images and videos you share too. Keep them safe to keep yourself safe.



**M**

**MEET**

Meeting up with someone you only know online, even a friend of a friend, can be dangerous as this person is still a stranger. If someone you only know online ever asks you to meet up, for personal information or for photos/videos of you then tell an adult straight away and report them together on [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

THINK  
UK  
KNOW  
.CO.UK

**A**

**ACCEPTING**

Think carefully before you click on or open something online (e.g. links, adverts, friend requests, photos) as you never know where they may lead to or they may contain viruses. Do not accept something if you are unsure of who the person is or what they've sent you.



**R**

**RELIABLE**

You cannot trust everything you see online as some things can be out of date, inaccurate or not entirely true. To find reliable information compare at least three different websites, check in books and talk to someone about what you have found.



**T**

**TELL**

Tell a trusted adult if something or someone ever makes you feel upset, worried or confused. This could be if you or someone you know is being bullied online. There are lots of people who will be able to help you like your teachers, parents, carers or contact Childline – 0800 11 11 or [www.childline.org.uk](http://www.childline.org.uk)



**BE SMART WITH A HEART**

Remember to always be smart with a heart by being kind and respectful to others online. Make the internet a better place by helping your friends if they are worried or upset by anything that happens online.



TALK

P

A

N

T

S

LIKE PANTOSAURUS!



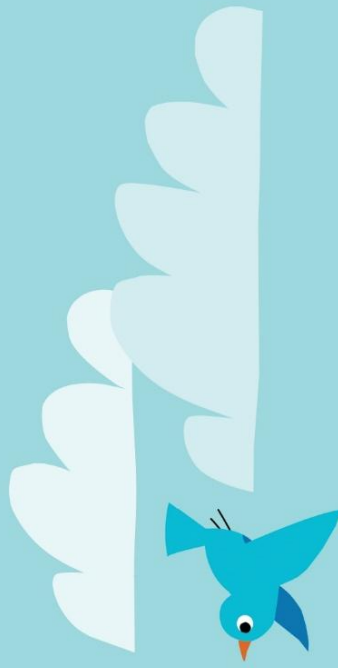
**P** RIVATES ARE PRIVATE

**A** LWAYS REMEMBER YOUR BODY BELONGS TO YOU

**N** O MEANS NO

**T** ALK ABOUT SECRETS THAT UPSET YOU

**S** PEAK UP, SOMEONE CAN HELP



NSPCC

EVERY CHILDHOOD IS WORTH FIGHTING FOR