

Preventative Safeguarding & Community Safety Curriculum

EYFS annual cycle • Years 1–6 two-year cycle • 2026–2028

1. Intent and rationale

Our preventative safeguarding curriculum equips pupils with the knowledge, vocabulary and protective behaviours they need to recognise risk, seek help and make increasingly safe and responsible choices. Learning is progressive, age-appropriate and rooted in the school's Catholic ethos, including dignity, respect, belonging and care for others.

Safeguarding is taught through PSHE/RSHE, Computing and Online Safety, RE/Catholic Social Teaching, British Values, EYFS provision, assemblies and wider curriculum opportunities. External visitors and specialist resources enhance, but do not replace, the school's planned and progressive curriculum.

Core outcome	What pupils progressively learn
Recognise	Recognise safe/unsafe situations, pressure, manipulation, harmful behaviour and increasingly complex forms of exploitation.
Respond	Use protective behaviours: move away, do not agree/carry/share/transfer, seek help, preserve evidence where appropriate, and report concerns.
Report	Know trusted adults in school and beyond, understand that worries should be shared, and develop confidence to speak up for themselves and others.
Apply	Apply safeguarding knowledge to relationships, online spaces, the local community, public transport and growing independence.

Curriculum structure

EYFS follows one consistent annual cycle. Years 1–6 follow the school's two-year Route A / Route B curriculum. Core safeguarding concepts are deliberately revisited with increasing depth, complexity and independence.

2. Whole-school progression: Reception to Year 6

Phase	Progressive safeguarding knowledge	Key vocabulary
Reception	Safe/unsafe; worried feelings; people who help us; trusted adults; simple boundaries; asking for help.	safe • unsafe • worried • help • police • trusted adult • emergency
Years 1–2	Feeling safe; privacy and permission; bullying; online safety; road/community safety; secrets/surprises; medicines and safe choices.	private • permission • boundary • bullying • online • report
Years 3–4	Influence and peer pressure; manipulation; personal information; online contact; responsible citizenship; antisocial behaviour; assertiveness.	influence • pressure • risk • manipulate • responsible • antisocial behaviour
Years 5–6	Grooming and exploitation; serious violence/knife awareness; CCE/County Lines; financial and online exploitation; coercion; independent safety.	exploitation • grooming • coercion • power imbalance • CCE • County Lines • debt • weapon • blackmail • consent

Protective language pupils rehearse

- “I don’t feel safe.”
- “Someone has asked me to do something and I’m worried.”
- “Someone told me not to tell you.”
- “Someone gave me something and now they want me to do something for them.”

UKS2 exploitation progression

Stage	What develops
1. Influence & Grooming	Pressure, gifts, secrecy, trust-building, manipulation and power imbalance.
2. Serious Violence & Knife Crime	Weapon risk, peer pressure, coercion and safe responses.
3. CCE & County Lines	Recruitment, carrying items/money, debt, threats and exploitation.
4. Financial Exploitation	“Easy money”, money mules, misuse of accounts/cards and financial coercion.
5. Online Exploitation	Grooming, coercion, blackmail, harmful contact and online/offline links.
6. Independent Safety	Applying previous learning to travel, friendships, social media, public spaces and secondary transition.

3. EYFS annual preventative safeguarding cycle

Reception follows this cycle every year; it does not alternate between Route A and Route B.

Half term	Focus	Core learning	Curriculum link	Enhancement
Autumn 1	People who help us & staying safe locally	Police/PCSOs and other adults help us; what to do if lost or worried; safe behaviour locally.	UTW • PSED • C&L	PCSO / people who help us
Autumn 2	Bonfire, firework & seasonal safety	Fireworks/bonfires are for adults; emergency services; simple safety rules.	UTW • PSED	PCSO / Fire Service
Spring 1	Trusted adults & getting help	Recognise worried feelings; identify trusted adults; know adults should listen.	PSED • C&L	Class teaching / Pol-Ed EYFS safety resources
Spring 2	Boundaries & speaking up	Use simple language for unwanted behaviour; say stop/no and tell a trusted adult.	PSED • age-appropriate RSE	Visual scenarios / role play
Summer 1	Safe people & places	Identify safe places/adults; know what to do if lost; practise asking for help.	UTW local area • PSED	Local-area learning
Summer 2	Summer safety & growing independence	Road, public-space, water/sun and age-appropriate device safety.	PSED • UTW	Whole-school summer safety

EYFS delivery principles

Teaching is concrete and reassuring: visual prompts, stories, role play, repeated vocabulary, named trusted adults and rehearsal of help-seeking language. Content is taught through everyday routines and purposeful experiences rather than abstract or frightening scenarios.

4. Years 1–6 two-year curriculum — Route A

Half term	Year group	Core safeguarding learning	Curriculum / enhancement
Autumn 1	Y1/2	Feeling safe, trusted adults and boundaries	PSHE/RSHE • Pol-Ed
Autumn 1	Y3/4	Healthy choices, influence and safe decision-making	PSHE/RSHE • Pol-Ed
Autumn 1	Y5/6	Influence, grooming and exploitation foundations	PSHE/RSHE • Pol-Ed
Autumn 2	Y1/2	Road and community safety	PSHE • PCSO
Autumn 2	Y3/4	Bullying, community behaviour and responsible choices	PSHE • Pol-Ed • Anti-Bullying Week
Autumn 2	Y5/6	Serious violence and knife-crime awareness: risk, pressure, never carrying/holding a weapon, leaving and getting help	PSHE • Pol-Ed Knife Awareness • PCSO
Spring 1	Y1/2	Safe relationships and asking for help	RSHE • Pol-Ed
Spring 1	Y3/4	Online contact, personal information and trusted people	Computing/Online Safety • Pol-Ed
Spring 1	Y5/6	CCE & County Lines: recruitment, gifts/favours, carrying, coercion, threats and reporting	PSHE • Pol-Ed • PCSO
Spring 2	Y1/2	Online safety and safe choices	Computing • Pol-Ed • d:side
Spring 2	Y3/4	Peer pressure, manipulation and assertiveness	PSHE • Pol-Ed
Spring 2	Y5/6	Financial exploitation: "easy money", money mules, accounts/cards, debt and coercion	PSHE • Online Safety • Pol-Ed
Summer 1	Y1/2	Secrets, surprises and speaking up	RSHE
Summer 1	Y3/4	Community safety and antisocial behaviour	PSHE • PCSO
Summer 1	Y5/6	Online exploitation: grooming, coercion, blackmail, harmful contact and reporting	Computing/Online Safety • Pol-Ed • d:side
Summer 2	Y1/2	Summer and community safety	PSHE
Summer 2	Y3/4	Keeping safe out and about	PSHE
Summer 2	Y5/6	Growing independence, travel, friendships and transition	PSHE • Pol-Ed • PCSO

5. Years 1–6 two-year curriculum — Route B

Half term	Year group	Core safeguarding learning	Curriculum / enhancement
Autumn 1	Y1/2	Trusted adults, people who help us and feeling safe	PSHE/RSHE • Pol-Ed
Autumn 1	Y3/4	Safe/unsafe situations, risk and responsible choices	PSHE • Pol-Ed
Autumn 1	Y5/6	Risk, power, influence and vulnerability	PSHE/RSHE • Pol-Ed
Autumn 2	Y1/2	Road, Bonfire and community safety	PSHE • PCSO
Autumn 2	Y3/4	Community safety, bullying and responsible behaviour	PSHE • Pol-Ed • Anti-Bullying Week
Autumn 2	Y5/6	Serious violence, weapons, peer pressure and consequences	PSHE • Pol-Ed Knife Awareness • PCSO
Spring 1	Y1/2	Staying safe indoors/outdoors and asking for help	PSHE
Spring 1	Y3/4	Grooming, inappropriate requests and trusted adults	PSHE/RSHE • Pol-Ed
Spring 1	Y5/6	CCE & County Lines: scenarios, recruitment, coercion and help-seeking	PSHE • Pol-Ed • PCSO
Spring 2	Y1/2	Safe relationships, boundaries and online safety	RSHE • Computing • d:side
Spring 2	Y3/4	Online contact, pressure and manipulation	Computing/Online Safety • Pol-Ed
Spring 2	Y5/6	Financial exploitation, money mules and online “easy money” approaches	PSHE • Online Safety • Pol-Ed
Summer 1	Y1/2	Asking for help and speaking up	PSHE/RSHE
Summer 1	Y3/4	Peer pressure, assertiveness and community safety	PSHE
Summer 1	Y5/6	Online exploitation, coercion, blackmail and reporting	Computing/Online Safety • Pol-Ed • d:side
Summer 2	Y1/2	Summer safety	PSHE
Summer 2	Y3/4	Keeping safe out and about	PSHE
Summer 2	Y5/6	Independent travel, community safety, peer pressure and helping friends	PSHE • Pol-Ed • PCSO

6. External provision, national events and practical safety experiences

These experiences reinforce planned teaching. Exact visitor dates may move according to availability; the curriculum purpose remains fixed.

When	Pupils	Experience / event	Curriculum purpose	Links
Autumn 1	Whole school / phase	National Hate Crime Awareness Week	Belonging, dignity, prejudice/discrimination, online hate and safe reporting — differentiated by age.	RE/CST • British Values • PSHE • Pol-Ed
Autumn 2	Whole school	Anti-Bullying Week / Odd Socks Day	Recognising bullying, power imbalance, speaking up, trusted adults, bystander/upstander behaviour and cyberbullying.	PSHE/RSHE • Pol-Ed
Autumn 2	Reception / KS1	Bonfire & seasonal safety	Age-appropriate firework, road and community safety.	PCSO / Fire Service
Autumn 2	Y5/6	Knife awareness / serious violence	Risk, peer pressure, weapons, safe responses and reporting.	Pol-Ed • PCSO
Spring	Y5/6	CCE / County Lines	Recruitment, grooming, coercion, carrying items/money and help-seeking.	Pol-Ed • PCSO
Relevant unit	F2/KS1 + KS2	d:side Medicine & Drug Awareness	Medicines/substances, healthy choices, risk, influence and decision-making.	d:side • PSHE • Pol-Ed
Relevant unit	Y1–6	d:side Internet Safety & Social Media Awareness	Privacy, online contact, social media, grooming/exploitation and reporting, age differentiated.	d:side • Computing/Online Safety • Pol-Ed
Annual	Year 6	Public transport & railway safety visit	Bus from Cross Gates into Leeds and back; railway-safety talk; simulated train driving; safe public transport and growing independence.	PSHE • Geography • British Values • transition
Summer 2	Whole school	Summer safety	Road/public-space/water/sun/device safety, differentiated by phase.	PSHE • assemblies

d:side booking reference

School contact: Nicky Fox • 0113 293 0318 • foxn@stnicholasprimaryleeds.org.uk. Booking contact: Dave Hill, d:side, c/o Unilever, 96 Coal Road, Leeds LS14 2AR • davidh@dside.org.uk. The original booking slip should remain the administrative record for selected visit options, half-terms and class totals.

7. Inclusion, monitoring and evidence

Inclusive delivery

Approach	Expected practice
Vocabulary	Pre-teach and revisit key safeguarding vocabulary; use consistent language across adults and subjects.
Visuals & scenarios	Use visuals, concrete examples, role play and short scenarios; avoid unnecessary graphic detail.
Communication	Provide sentence stems, choices and additional processing time; explicitly teach how to report a concern.
SEND / EAL	Check understanding rather than assuming comprehension; personalise examples where needed without lowering the safeguarding objective.
Trusted adults	Ensure pupils can name trusted adults in school and know what to do if the first adult cannot help immediately.

Monitoring and evaluation

Monitoring strand	What leaders look for
Curriculum review	EYFS/PSHE/Computing/DSL leads check planned coverage, progression and emerging safeguarding needs.
Pupil voice	Sample whether pupils can explain key vocabulary, recognise risk and identify safe actions/trusted adults.
Teaching evidence	Use normal curriculum evidence: planning, lesson/assembly records, retrieval, pupil work where appropriate and visitor records.
Safeguarding intelligence	Leaders may strengthen or revisit teaching in response to local/contextual safeguarding information, without waiting for the next planned unit.
External provision	Evaluate whether visitors/resources reinforced the intended knowledge and identify any misconceptions requiring follow-up.

Key school documents

This curriculum should be read alongside the Child Protection & Safeguarding Policy, PSHE/RSHE curriculum, Computing/Online Safety curriculum, EYFS Long-Term Plan, whole-school two-year curriculum plan, behaviour/anti-bullying arrangements and relevant risk assessments.

Working principle: planned curriculum first • specialist enhancement second • revisit and apply throughout the year