

**Sex and Relationships Education**

RSE  
RE SCIENCE  
NSPCC Talk

**ROAD SAFETY**

Assemblies  
Park walk for each class  
Risk assessments

**Stranger Danger**

NSPCC Assembly  
PSHE  
Computing Curriculum

**Personal Safety and Hygiene**

RSE- ten ten PE  
Nurse visit Assemblies  
Sex -education: Years 5 and 6

**Anti-Bullying**

Assemblies: anti-bullying week  
Anti-bullying ambassadors  
Worry boxes, play pals  
Anti-bullying ambassadors

**Extremism**

British values/ core values  
Parliament week  
Assembly  
Displays

**Discrimination**

NSPCC workshop  
Multi-cultural week/ Pentecost day  
Liturgies  
Anti-bullying week  
Young carers week  
Diabetes/ Autism Awareness week

**Alcohol and Drugs**

Science  
RSE lessons  
NSPCC workshop



---

# SAFEGUARDING MAP

---

**E-SAFETY**

Computing curriculum RSE – Ten Ten  
E-safety week

Physical/ Emotional Abuse Neglect Domestic violence  
Ten Ten: RSE Assemblies, Liturgies, Child line  
Trafficking- RHSE and Black history month

STMARY'S SCHOOL

**Safeguarding**

Designated safeguarding lead and 2 Deputies.  
Named Governor for Safeguarding Office Manager and Head teacher responsible for DBS checks and Single central Record.  
CPOMS- clear procedures for reporting concerns and escalating to relevant Agencies.

**Recruitment and Vetting**

All staff have enhanced DBS checks  
Safer Recruitment procedures are followed

**Internet Safety**

E- safety policy/ resources and website  
E -safety within the RSE and computing curriculum  
Annual safer internet week/ workshops with parents. Strong internet filtering and Senseo.

**Working with other Agencies: the school works in Partnership with...**

St Thomas Aquinas Multi-Academy Trust  
Educational Psychologist, Speech and Language Therapists  
CAHMS, School Nursing Team, SENA  
Children’s Social Services and Early help  
Occupational Health, virtual school for children in Care  
ASD solutions, Autism outreach

**Medical Needs**

First aid/ medical needs/ administering medicines policy. EYFS staff paediatric First aid training.  
All staff first aid trained

**Training**

Annual Safeguarding Refresher Training  
DSL training updated biannually  
Safeguarding Training for Governors  
KCSIE updates for all staff and Governors  
All staff received Prevent Training/ GDPR/ Cyber bullying  
First Aid Training Health and safety training  
Weekly safeguarding briefing/ quizzing.

**Visitors**

All staff wear ID badges; sign in  
Visitors sign in front school office and wear badges: Safeguarding information at the front of the school when visitors arrive.  
Contractors managed by site manager/ office staff: information in the front office to read.

**What we do at St Mary’s to keep Children**



**Volunteers**

Procedures followed for the induction and vetting of volunteers. Volunteers DBS checked.  
Policies shared induction- supervised by SLT.

**Behaviour**

Positive behaviour policy based on restorative justice.  
Positive handling policy. Staff trained in EDR- annual training on behaviour in line with SEND. Rules/ Slant/ steps and rewards.

**Safeguarding Policies**

The following policies guide our work in this are:

- Safeguarding and Child protection
- Special education needs and inclusion
- Attendance
- E-safety and acceptable use of IT and Social media
- Behaviour, Positive handling and Anti-bullying
- Visits policy
- Health and safety Policy
- Supporting children with medical needs and Administering medicines
- First Aid
- Staff Code of Conduct
- Whistleblowing
- GDPR

**Health and Safety**

Regular risk assessments of school site and activities.  
Named Governor for health and safety.  
Annual refresher training for all staff.  
Secure site inspections, Evolve followed for off site visits.  
Training for visits lead- all risk assessments followed.

**Attendance**

Policy and expectations shared with parents.  
Registers close at 9a.m: Admin team call parents of those absent. Half termly monitoring of absentees and persistent lateness: meeting with EWO. Follow up and referrals made.

**Pastoral Support**

Home visits for EYFS children, ELSA, mental health and well-being team and area. School nursing team support.

**Curriculum**

Cohesive relationships education: Ten Ten  
PSHE time  
Computing/ PE: remind of safety  
Science teaching about growth- life cycles  
Curriculum supplemented by other topics: road safety, fire safety ( visits for year one), NSPCC talks.

<b><u>2022-23</u></b>	<b><u>Advent 1</u></b>	<b><u>Advent 2</u></b>	<b><u>Lent 1</u></b>	<b><u>Lent 2</u></b>	<b><u>Pentecost 1</u></b>	<b><u>Pentecost 2</u></b>
<b><u>Whole School Themes</u></b>	<b><u>Class rules and School rules</u></b> <b><u>Routines and responsibilities</u></b> <b><u>Green Week</u></b> <b><u>NSPCC Y4-6</u></b> <b><u>Healthy lunchboxes</u></b>	<b><u>Diwali Festival</u></b> <b><u>KS1 Fire Service Visit</u></b> <b><u>Bonfire Night Safety</u></b> <b><u>Black History Month</u></b> <b><u>Anti-Bullying Week</u></b>	<b><u>Internet Safety Week</u></b> <b><u>Mental Health Week</u></b> <b><u>KS2 Police visit</u></b> <b><u>KS1 Fire service visit</u></b> <b><u>Neighbourhood walk: road safety</u></b>	<b><u>Lenten fundraising</u></b> <b><u>World Water Day</u></b> <b><u>NSPCC 4+ to Y3</u></b>	<b><u>Earth Day</u></b> <b><u>Road Safety</u></b> <b><u>Mental Health Week</u></b>	<b><u>Healthy Eating Week</u></b>  <b><u>Sports Day</u></b>
<b><u>In Houses</u></b>	<p>What makes a happy/ safe playtime? Where do we feel safe and not uncomfortable, worried or scared?</p> <p>In your house families how do support those with disabilities?</p> <p>Charities to support through the year</p>	<p>Virtues Passport</p> <p>Team work:</p> <p>Democracy/ Parliament. Responsibility</p>	<p>How can we celebrate diversity?</p> <p>ECO Roadmap</p> <p>How do we keep each other safe online?</p> <p>Road safety</p>	<p>How do we care for our environment?</p> <p>Revisit School rules/ Synod Questions and mission statement- how have we acted on this?</p>	<p>Review: How have we made everyone feel welcome?</p> <p>Review: Where do we feel safe comfortable/ less safe comfortable in school?</p>	<p>Review and celebration of the year</p> <p>House Families</p> <p>Catholic Life</p>
<b><u>Virtues</u></b> <b><u>Linked to R to R</u></b>	Solidarity, community, Faithfulness, Joy and spirit, curiosity, encouragement, resilience	Communication, patience, responsibility, compassion, gratitude, positivity, kindness	Service, responsibility, Ambition, courage, Community, Forgiveness.	Forgiveness, Community, Faithfulness, self-control, resilience	Ambition, faithfulness, humility, courage, confidence	Confidence, creativity, curiosity, co-operation, knowledge and enquiry,
<b><u>Ordo Themes</u></b>	Welcome, Creation, encounter, Belonging, Learning, Inclusion, Rosary, Diversity	Individuality, Holiness, Giving, Youth, Kingdom, Hope, Peace, Joy	Epiphany, Discipleship, Inspire, Challenge, Care, Healing	Mercy, forgiveness, prayer, Fasting, Almsgiving, Sacrifice, journey	Missionary, Discipleship, Faith, Vocation, Witness, Example	Pentecost, Piety, knowledge, Understanding, Wisdom.
<b><u>Parental Engagement</u></b>	<p>Parent Forum</p> <p>Work on behaviour/ anti-bullying policies</p>	<p>Parent Forum</p> <p>Parent workshop and involvement for Anti-bullying</p>	<p>Parent Forum</p> <p>Online Safety</p>	<p>Parent Forum</p> <p>Maths workshop</p>	<p>Parent Forum</p> <p>Reading drop ins</p>	<p>Parent Forum</p>

	Reading drop ins	RSE workshops parents	Route to resilience/ virtues workshop parents			Early help/mental help workshops
	<p align="center"><b>Created and Loved by God</b></p> <p>explores the individual. Rooted in the teaching that <b>we are created by God out of love and for love</b>, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships</p>		<p align="center"><b>Created to Love Others</b></p> <p>explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.</p>		<p align="center"><b>Created to Live in Community</b></p> <p>explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.</p>	
<p>EYFS</p> <p><b>R2R values</b></p> <p>Happiness</p> <p>Fairness</p> <p>Love of Learning</p>	<p><b>Unit 1 – Religious Understanding</b> introduces children to the story of creation, where God created the earth, sea, stars, plants, animals and humans. The five-story sessions encourage children to creatively explore this topic and help them to deeply know that they are created by God out of love and for love.</p> <p>In <b>Unit 2 – Me, My Body, My Health</b>, children meet the story book characters of Freddy Teddy, Mollie the Cat and Billy Bird who will reappear throughout this scheme of work. Children will learn about their uniqueness in real terms, including celebrating differences and individual gifts, talents and abilities. They will learn about looking after and using their God-given bodies and develop their vocabulary around this topic.</p>	<p><b>Unit 3 – Emotional Well-Being</b>, children will learn about likes, dislikes and self-acceptance. They will learn from Freddy Teddy and his friends how to describe different feelings, both good and bad. Finally through a real world example, children will learn that actions have consequences; that when we make mistakes we should say sorry and ask for forgiveness. Through Mollie the Cat and Billy Bird talking about their respective journeys from kitten/egg to adult animals, in <b>Unit 4 – Life Cycles</b> children will explore the natural human cycle of life, focusing on what children can remember about their development so far and what they know will happen as they get older. This is underpinned by the religious understanding that growing up is part of God's plan for our lives and that we are loved by Him at every life stage.</p>	<p><b>Religious Understanding</b> firstly helps children to understand why the Bible is so special to Christians, and secondly helps children to act out the Gospel account of Jesus washing His disciples' feet, showing that He loves us and is a role model for us to copy in loving one another.</p> <p>In <b>Unit 2 – Personal Relationships</b> children will expand their vocabulary by applying names to different family/friend relationships, consider positive/negative behaviour in relationships and learn to look to Jesus as their role model for a good friend. Children will learn to resolve conflict and the importance of asking for forgiveness: that when we hurt others, we also hurt Jesus – but that Jesus teaches us how to forgive ourselves and others.</p>	<p>In <b>Unit 3 – Keeping Safe</b>, children learn practical ways to stay safe inside and out, about bodily privacy (including the NSPCC PANTS message that 'privates are private') and the importance of talking to their 'special people' if anything troubles them. Children will meet animated expert Dr Datfa, who advises on medicine safety and the people who help us in emergencies (a session that can be linked to the 'People Who Help Us' topic in EYFS). All these topics are underpinned by the religious teaching that we are created and loved by God, with bodies and minds that He wants us to keep safe.</p>	<p><b>Unit 1 – Religious Understanding</b> introduces in a very simple way the concept of the Trinity, where God is three-in-one and each part loves the others and loves us. Children will come to understand that as we are made in the image of God, we are designed to love God and love one another in our wider communities too. Through the story of Jesus feeding the 5000 with just the humble offering of a small boy, children will learn that our loving actions can be used by God to do incredible things.</p>	<p><b>Unit 2 – Living in the Wider World</b> helps children to extend their understanding of communities from Unit 1, as they learn about the responsibilities they have to people, places and the planet now and increasingly as they get older.</p>

<p>Y1</p> <p><b>R2R values</b></p> <p>Perseverance</p> <p>Self Discipline</p>	<p><b>Religious Understanding (unit 1)</b></p> <p>introduces children to the story from the Gospel of Matthew, when Jesus welcomed all of the little children to come to Him. The five-story sessions encourage children to understand that they are created by God out of love and for love. Children will revisit this Gospel story at the end of this Module.</p>	<p><b>Me, My Body, My Health (unit 2)</b></p> <p>encourages children to celebrate similarities and differences between people, including our God-given bodies and the things they enable us to do! Teaching also includes maintaining personal hygiene and the physical differences between boys and girls.</p>	<p><b>Religious Understanding (unit 1)</b> begins with an adapted version of the Prodigal Son story to show children that God loves us, and nothing we can do will stop Him from loving us.</p>	<p><b>Personal Relationships (unit 2)</b> children once again meet Super Susie, who helps them to identify the ‘special people’ in their lives who they love and can trust. In further sessions, children will learn how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships.</p>	<p><b>Religious Understanding (unit 1)</b> children will hear the story of The Good Samaritan and will be introduced to the concept of the Trinity – God as a three in one community of love – and think about what the Trinity means for them. This is a simple teaching that we will return to in more complexity in later years. These stories show children that God made us to be in loving relationships with one another.</p>	
<p>Y2</p> <p><b>R2R values</b></p> <p>Resilience</p>	<p><b>Emotional Well-Being (Unit 3)</b>, children will meet presenters Jayden and Josie and fictional character Super Susie. They will help children to understand and articulate their own changing feelings and how other people’s feelings might differ from theirs. Children will learn how they can manage their feelings and about the consequences of their actions.</p>	<p><b>Life Cycles (unit 4)</b> returns to the Gospel story from Unit 1, to show that God created us to follow the cycle of life and He loves us at every stage. Children will learn about the specifics of the human life cycle and celebrate how they have already changed and grown.</p>	<p><b>Keeping Safe</b>, (unit 3) Super Susie helps children to tell the difference between good and bad secrets. This unit also explores the risks of being online by incorporating the ‘Smartie the Penguin’ resources from Childnet, and teaching on physical boundaries, incorporating the PANTS resource by the NSPCC. Through the animated expert Dr Datfa, children will also learn about the effects of harmful substances (including alcohol and tobacco), some basic First Aid, what makes a 999 emergency and what they should do if in an emergency situation.</p>	<p><b>Living in the Wider World (unit 2)</b> helps children to learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.</p>		

<p>Y3</p> <p><b>R2R values</b></p> <p>Making links</p> <p>Patience</p> <p>Questioning</p>	<p><b>Unit 1 – Religious Understanding</b> explores the Gospel story Jairus’ daughter in various creative and reflective ways. Through story and discussion, children will learn that they are designed for a purpose and how they should live in light of this. A second session unpacks the Sacraments of Baptism and Reconciliation as a foretaste of heaven and a wonderful part of our relationship with God.</p>	<p>Unit 3 – Emotional Well-Being helps children to understand the difference between feelings and actions, how to manage them and what they can do to help themselves stay emotionally healthy. In this Unit, media is discussed as a ‘fake reality’ and God’s love for us is presented as a better basis for our self-confidence. Finally, children will identify unacceptable behaviours and learn to build resilience against negative feelings by practising thankfulness.</p>	<p><b>Unit 1 – Religious Understanding</b> tells the parable of The Prodigal Son, showing that God loves us, and nothing we can do will stop Him from loving us. Children will also learn about different types of sin, and the importance of forgiveness in relationships.</p>	<p>The sessions in <b>Unit 2 – Personal Relationships</b> help children to develop a more complex appreciation of different family structures, develop healthy relationships with family and friends and learn some strategies to use when relationships become difficult. Teaching also covers how to recognise discrimination and bullying, both physical and emotional. Children will learn strategies to develop resilience and resist pressure.</p>	<p><b>Unit 1 – Religious Understanding</b> explores in greater detail the community aspect of the Trinity and encourages children to think about what the Trinity means to them and how as they were made in God’s image, they too are created to live in community.</p>
<p>Y4</p> <p><b>R2R values</b></p> <p>Reflection</p> <p>Problem Solving</p>	<p>In <b>Unit 2 – Me, My Body, My Health</b>, children meet animated character, AJ, who will reappear throughout this scheme of work. In this Unit, children will learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God. Teaching also covers specific physical and emotional changes during puberty, and that growing from boys and girls to men</p>	<p>Returning to the story of Jairus’ daughter from Unit 1, <b>Unit 4 – Life Cycles</b> explores the miraculous nature of human conception and birth and offers an opportunity for thanksgiving.</p>	<p><b>Unit 3 – Keeping Safe</b> incorporates some of the excellent NSPCC Share Aware resources, as well as teaching on bullying and physical, emotional and sexual abuse through a series of animated stories. Through the animated expert Dr Datfa, children will also learn in greater depth about the effects of drugs, alcohol and tobacco and how to make good choices concerning these as they get older. The final session of the Module explores in more detail what to do in emergency situations.</p>		<p>In <b>Unit 2 – Living in the Wider World</b>, children will learn some of the principles of Catholic Social Teaching from <i>Together For The Common Good</i>, which will help them to live in communities in the way God intends. Teaching includes the common good, the human person, social relationships and stewardship.</p>

	and women is part of God’s loving plan for creation.				
<p>Y5</p> <p><b>R2R values</b></p> <p>Taking risks / courage</p> <p>Self Discipline</p> <p>Empathy</p>	<p><b>Unit 1 – Religious Understanding</b> explores the Gospel story of the ‘Calming of the Storm’ (from Matthew, Mark and Luke). Over five story sessions, children will consider experiences of change, growth and development, and the trust that they can have in the person of Jesus through times of trial and tribulation. This is the religious and spiritual foundation for the exploration throughout the rest of the work covered in <b>Module 1: Created and Loved By God.</b></p>	<p>In <b>Unit 2 – Me, My Body, My Health</b>, children will learn that celebrating differences between people is enriching to a community and know that their self-confidence should arise from being loved by God. They will learn about the physical changes that boys and girls go through during puberty and how they should respect and take care of their bodies as gifts from God. Genitals are also mentioned here, but not named and identified. You might like to revisit the <a href="#">LKS2 1.2.3 Appendix 2 Parts of the Body</a> worksheet as an extension activity.</p> <p>Continuing through the <b>Paradise Street</b> series, <b>Unit 3 – Emotional Well-Being</b> helps children learn about pressures that they may experience from themselves, others and the media. Children will develop ideas on how to build resilience through thankfulness, use simplified CBT techniques to manage their thoughts, feelings and actions and cope with new or difficult feelings such as romance and rage. The final session in this Unit covers how children may be affected by what they see online,</p>	<p><b>Unit 1 – Religious Understanding</b> explores the nature of God’s call to love others. Children will study and reflect imaginatively on the story of Zacchaeus’ conversion and explore ways in which they can hear God’s call in their lives.</p>	<p>Through a series of short sketches from presenters Zoe and Joey, <b>Unit 2 – Personal Relationships</b> aims to equip children with strategies for more complex experiences of relationships and conflict. This includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this and further teaching on how our thoughts and feelings have an impact on how we act.</p>	<p><b>Unit 1 – Religious Understanding</b> deepens pupils understanding and appreciation of the three-part community of love, the Trinity, with the endpoint of discussing the Trinity as it might be communicated in a church setting. Children will learn that the Trinity demonstrates the perfect loving community, and we are called to emulate this self-giving and self-sacrificing love in our communities.</p>

		including pornography.*session 1 & 2			
Y6 Independence	<p>In Unit 3 – Emotional well-being. Sessions 3&amp; 4</p> <p>Emotional changes</p> <p>Seeing stuff online</p>	<p>In <b>Unit 4 – Life Cycles</b>, children will learn about God’s design for creating new life through a more nuanced understanding of menstruation, fertility, conception, fetal development in the womb and childbirth. An optional session talks about sexual intercourse within the context of marriage being God’s plan for the place of sex within a relationship.</p>	<p><b>Unit 3 – Keeping Safe</b> builds on the NSPCC Share Aware resources used in Lower Key Stage Two, equipping children to make safe and sensible decisions about what online content they should/shouldn’t share, cyberbullying and how to report and get help if they encounter inappropriate messages or material. The third session in the Unit moves into the real world and considers the four types of abuse: sexual, physical, emotional and neglect. Children will know how to spot each type of abuse and who they can go to for help.</p>	<p><b>Unit 2 – Living in the Wider World</b> teaches children some of the principles of Catholic Social Teaching from <i>Together For The Common Good</i>, which will help them to fulfil their purpose of making a difference in the world around them. Teaching includes the common good, the human person, social relationships and stewardship.</p> <p>Links to transition to Secondary school.</p>	