

ABBEY HILL SAFEGUARDING CURRICULUM

PHASE OVERVIEW

Abbey Hill's safeguarding curriculum is rooted predominantly in SCARF and strengthened through Computing, Science, DAaRT, the wider curriculum and planned whole-school experiences.

Phase	 We Belong	 We Speak Out	 We Respect	 We Are Healthy	 We Behave Safely
Early Years	SCARF: Being special, showing kindness and recognising similarities and differences. EYFS curriculum: Families, communities, shared routines and the experience of belonging. Computing: Kind online and offline behaviour and understanding that technology has different purposes at home and school.	SCARF: Getting help, identifying people who keep us safe and recognising safe and unsafe secrets. PSED: Naming feelings, expressing needs and approaching trusted adults. Computing - Citizens: Identifying trusted adults, knowing it is acceptable to say no and seeking help when something online causes worry.	SCARF: Showing kindness, respecting difference, safe touch and privacy. PSED: Sharing, cooperation, personal space and caring for other people. Computing: Being kind when using technology and taking care when using devices.	SCARF: Healthy food, exercise, sleep, growth and life stages. Physical Development: Hygiene, self-care, movement and beginning to manage feelings. Computing: Developing healthy technology habits alongside active play and everyday routines.	SCARF: Keeping the body safe, safe secrets and identifying people who help us. Understanding the World: People who help us and managing everyday risks through routines, play and exploration. Computing - Citizens: Knowing what to do when something online feels worrying and taking care when using devices.
Key Stage 1	SCARF: Friendship, kindness, cooperation, bullying and valuing difference. Wider curriculum: Our local area, Abbey Hill's French twin town and life in Ethiopia develop community and global awareness. Equity and Diversity: Different people, cultures and perspectives are deliberately represented across the curriculum.	SCARF: Recognising feelings, identifying bullying, getting help and speaking about unsafe secrets. Oracy and English: Developing the language and confidence to express ideas, feelings, needs and concerns. Computing - Citizens: Understanding who can help with technology, keeping information private and knowing where to seek support.	SCARF: Being a good friend, accepting others, appropriate touch, privacy and personal boundaries. Wider curriculum: Abdul Karim, Florence Nightingale and different cultural experiences support respect for diverse lives and contributions. Computing: Using technology respectfully, looking after devices and beginning to create, store and share content appropriately.	SCARF: Healthy eating, hygiene, exercise, sleep, self-regulation and medicine safety. Science: Animals Including Humans develops understanding of bodies, growth, exercise, food and health. Wider curriculum: Florence Nightingale connects cleanliness and organisation with improvements to health and hospital care.	SCARF: Online safety, safe and unsafe touch, secrets and medicine safety. Computing - Citizens: Understanding private information, ways to keep it private and responsible technology use. Wider curriculum: The Great Fire of London, Fire Service involvement and reenactment provide a purposeful connection to fire risk and safety.



Achieving our dreams together



ABBEY HILL SAFEGUARDING CURRICULUM

Lower Key Stage 2	SCARF: Community, empathy, tolerance, diversity and challenging stereotypes. Wider curriculum: The Bajau community, world oceans and climate zones broaden understanding of different ways of life. History: Roman, Anglo-Saxon and Viking communities explore belonging, shared systems and community decision-making.	SCARF: Assertiveness, bullying including online bullying, safe and unsafe secrets and getting help. Computing - Citizens: Recognising responsibility for online safety and knowing how to report concerns about content or contact. Wider curriculum: The Angry Earth interactive newsroom gives a purposeful context for communicating warnings, risks and safety information.	SCARF: Healthy relationships, respectful behaviour, difference, marriage and challenging stereotypes. History: Roman law, the Viking Thing and community decision-making encourage reflection on fairness and responsibility. Computing: Distinguishing respectful, acceptable and unacceptable digital behaviour and sharing information appropriately.	SCARF: Healthy choices, emotional wellbeing, body changes, puberty and managing difficult feelings. Science: Nutrition, skeletons, muscles, teeth, digestion, hearing and the importance of healthy choices. Computing: Considering how online experiences and digital behaviour can affect personal wellbeing and other people.	SCARF: Managing risk, decision-making, drugs and their risks, influences and staying safe online. Computing - Citizens: Recognising online responsibilities, reporting content or contact and identifying unacceptable behaviour. Wider curriculum: How Do We Survive an Angry Earth? and Electricity develop understanding of hazards, preparedness, safety and resilience.
Upper Key Stage 2	SCARF: Community, prejudice-based bullying, bystander behaviour and celebrating difference. Wider curriculum: Fair Trade, rainforest communities, sustainability and global equality explore interdependence and shared responsibility. Computing: Respectful participation, collaborative digital creation and consideration of how online actions affect other people.	SCARF: Assertiveness, recognising emotional needs, getting help and managing difficult situations. Computing - Citizens: Using reporting sites and helplines and understanding that different routes to support are available. Wider curriculum: Fair Trade campaigns, rainforest advocacy and How Do We Achieve Justice? develop confidence to communicate concerns and challenge injustice.	SCARF: Positive relationships, boundaries, safe and unsafe touch, prejudice and gender stereotyping. Wider curriculum: Fair Trade rights, safe working conditions, the Holocaust Centre and justice through the ages develop respect for rights and dignity. Computing: Privacy, respectful digital relationships and responsibility when content is shared externally across software and devices.	SCARF: Wellbeing, puberty, body image, self-esteem, substances and managing change. Science: Circulation, lifestyle, disease, human development and the effects of drugs upon the body. DAaRT and Computing: Healthy decision-making, media awareness, digital wellbeing and recognising the effect of online content on self-esteem.	SCARF: Managing risk, drugs, online safety, digital footprints, media influence, AI and deepfakes. Computing - Citizens and Creators: Reporting concerns, evaluating digital behaviour and understanding the risks of external content-sharing. DAaRT and wider curriculum: Pressure, substances and safer choices are reinforced through DAaRT, e-Safety, The Digital World, electricity and automated technology.
Whole-School	Culture: Abbey Hill's values, Behaviour Curriculum and relational approach establish a shared sense of belonging. Planned experiences: Signature Days, Anti-Bullying Week, Black History Month, Diversity Week and Stronger Together Day. Community: The Big Day Out, Colour Run and Maker's Market build connection through shared goals and experiences.	Trusted support: Trusted adults, the Child and Family Support Worker, pastoral support and early-help provision. Pupil leadership: Anti-Bullying Ambassadors help foster a positive culture in which children can speak out. Planned provision: NSPCC input and responsive teaching reinforce disclosure, reporting and help-seeking.	Culture: The Behaviour Curriculum explicitly teaches respectful conduct, responsibility, boundaries and relationship repair. Relational practice: Regulation, restoration and calm, predictable adult responses model healthy relationships. Curriculum lens: Equity and Diversity is embedded deliberately across curriculum plans and wider experiences.	Wellbeing: Children's Mental Health Week, PE, physical activity and healthy school routines reinforce taught learning. Support: Emotionally available adults, pastoral provision and adaptive approaches help children access support. Relationships: Relational and restorative practice supports regulation, repair and emotional safety.	Annual safety: Safer Internet Day, Halloween, firework and summer water-safety messages are planned deliberately. Visitors and experiences: Police, Fire, Dogs Trust, NSPCC and Pools to Schools reinforce safety in different contexts. Protective environment: Mobile-phone-free arrangements, filtering, monitoring and trained adults surround the taught curriculum.



Achieving our dreams together

