

Safeguarding in the Curriculum

At Andover C of E Primary School, safeguarding our children is at the heart of everything we do. Comprehensive staff training, robust policies and procedures, safer recruitment practices, and a vigilant safeguarding culture all play a vital role in ensuring that every child is protected and supported.

However, effective safeguarding goes beyond systems and processes. It is strengthened by a carefully considered curriculum that teaches children how to recognise risks, make safe choices, and seek help when they need it. Through age-appropriate learning opportunities, pupils develop the knowledge, skills, and confidence to keep themselves safe both in school and in the wider world.

Together, these two strands create a safe, nurturing environment where children can thrive academically, socially, and emotionally, while developing the understanding they need to stay safe throughout their lives.

English

At Andover C of E Primary School, our English curriculum is built around a carefully selected collection of high-quality texts that inspire, challenge, and engage our pupils. Through these texts, children encounter a rich variety of cultures, perspectives, moral dilemmas, and social, emotional, and spiritual themes that help them develop empathy, understanding, and respect for others.

Through drama, role-play, debate, and discussion, pupils are encouraged to explore key themes, express their opinions, and reflect on real-world issues in a safe and supportive environment. These opportunities help children develop their emotional literacy, resilience, and understanding of topics such as tolerance, identity, belonging, and personal safety. We place great importance on creating a classroom culture where children feel confident to share ideas, take safe risks in their learning, work collaboratively, and engage in meaningful book talk. Alongside developing strong literacy skills, we equip pupils with strategies to support their emotional wellbeing and help them make safe and informed choices.

Examples of safeguarding themes taught through our English curriculum include:

- In EYFS, children learn about caring for living things through texts such as *Yucky Worms*, developing an understanding of responsibility and respect for the natural world. In Year 1, *The Snail and the Whale* and the experience of caring for class pet snails further reinforce these values.
- Environmental responsibility and stewardship are explored through texts including *One Day on Our Blue Planet*, *10 Things I Can Do to Help My World*, and *The Great Kapok Tree*, encouraging children to consider their role in protecting the world around them.
- Through stories from different cultures, such as *Grace and Family* and *The Lion and the Unicorn*, pupils develop an appreciation of diversity and different life experiences. In *Zeraffa Giraffa*, children debate moral questions and consider what is right and fair.
- Through *The Journey*, pupils learn about displacement, conflict, and the experiences of refugees, helping them to develop empathy and an understanding of current global issues.
- In *Journey to the River Sea*, children explore different family structures and relationships, developing respect for the diversity of modern families.

By engaging with these powerful texts, our pupils not only become confident readers and writers but also develop the knowledge, understanding, and values needed to become respectful, thoughtful, and responsible members of society.

Maths

At Andover C of E Primary School, we believe that children become successful mathematicians when they feel confident, supported, and safe to take risks in their learning. Developing reasoning and problem-solving skills requires children to explore ideas, test strategies, make mistakes, and learn from them. To do this effectively, pupils need to know that it is acceptable not to have the correct answer straight away.

We foster a positive classroom culture where mistakes are seen as valuable learning opportunities and where every child feels encouraged to share their thinking. During reasoning and problem-solving activities, pupils are challenged to explain their methods, justify their answers, and consider different approaches. They learn that there may be more than one way to solve a problem and that discussing mistakes can deepen understanding. Children are supported to articulate their mathematical thinking through the use of practical resources, visual representations, partner talk, group discussion, and collaborative learning activities. By creating an environment built on trust, resilience, and mutual respect, we enable children to develop both confidence and independence as mathematicians, while taking safe risks that help them grow as learners.

PSHE

The PSHE curriculum fully encompasses safeguarding into all three core areas

1. Health and Well-being.
2. Relationships.
3. Living in the Wider World.

Protective Behaviours:

Andover C of E Primary fully incorporates the Protective Behaviours scheme into life at Andover C of E Primary. All children are taught to have a 'network of trusted adults', inside and outside of school, who they can talk to about any worries they have, however small or big these are. To support children's understanding of what a worry or unsafe choice is children are exposed daily, across all year groups, to the language of safe, unsafe, early warning signs and is my fun, fun for everyone? The use of these set terms across year groups supports children in making safe/right choices for themselves and their peers and also gives them the comprehension and ability to understand when something does not feel safe so that they are able to act upon this. They are taught about the rights all people have as humans to provide them with the awareness of what everyone has the right to, such as privacy, food and shelter.

This additional programme, that Andover C of E Primary uses, provides further knowledge, factual information and resources to enable the school to support all children, however vulnerable, in knowing about all types of families, what a healthy relationship should look like, mental well-being, online safety, puberty and sex education. These units are entitled: TEAM, Money matters, Be Yourself, Britain, Respecting Rights, It's My Body, Aiming High, Think Positive, Safety First, Growing Up, One world and VIPs.

Below are examples of how safeguarding entwines automatically into the three core areas of PSHE within our school curriculum and environment.

Core 1- Health and Well-being.

In year 1, Spring 1, children learn to recognise what makes them special and to name some of the different feelings that they may experience. They talk about the things that make them feel unhappy or cross and have ideas about what to do when they have these feelings.

In Spring 2, they learn ways to keep their bodies healthy and learn that they can choose what happens to their body. The children also talk about what is safe to eat or drink.

In year 3, the learning progresses further onto learning more about themselves and what they are proud of. They identify the feelings that they may experience and discuss ways to cope with any uncomfortable feelings that they may have. They learn how good hygiene helps to stop the spread of disease and about how to take medicine safely and keep safe around drugs.

As the children progress into year 6, they learn about taking more responsibility for their own safety and to confidently identify and manage pressure to get involved in risky situations. They learn what to do in an emergency situation so that they are equipped to safeguard themselves and others should they be exposed to situations where the need arises.

Core 2- Relationships.

In reception, several lessons focus on behaviour and consequences: Lesson 12 'Clean and Tidy', Lesson 13 'Bully Boy' and Lesson 24 'Playtime Games'. The children explore themes of what a good friend looks like early on so that they can develop healthy relationships and understand what peer on peer abuse can look like.

In year 1, Autumn 1, the children focus on the idea of working as a TEAM and what makes a good team member. They learn how to listen to others and what is fair and unfair.

In year 2, the children discuss who their VIPs are and explain why they are special. They also describe why families are important and what makes a good friend. To describe what makes someone a good friend.

In year 3 this moves onto talking about changes and how they might make us feel. They also begin to recognise how actions and behaviour affect teams paying attention to and responding considerately to others.

By year 6, children are taught to explain the importance of respecting their VIPs and to understand that people have different opinions that should be respected. They identify negative influences on my behaviour and suggest ways that I can resist these influences. The children explain when it is right to keep a secret, when it is not and who to talk to about this. They are also taught to recognise healthy and unhealthy relationships.

Core 3- Living in the Wider World.

In year 1, children learn how to keep money safe and that money comes from different sources and can be used for different purposes. They learn to recognise the differences between wants and needs as well as the importance of keeping track of what we spend. Within the Britain unit, they describe ways that they can help their own school community and identify ways that they can be a good neighbour. They also describe what it is like to live in Britain, exploring how people living in Britain can be different and how they are the same.

In year 2, the children identify what rights are and identify rights that all people share. They explain who helps protect their rights and learn how to show respect for the rights of others. Within the 'One World' unit they investigate family life in different countries and say how it is the same and how it is different. As well as this, they discuss why it is important to look after the wider world.

By year 5, the children identify some financial risks that may be encountered and discuss how they can be avoided. They start to understand how retailers try to influence our spending. They are also taught the importance of budgeting. They talk about the range of faiths and ethnicities in Britain and identify ways of showing respect. The children also discuss democracy and the importance of laws in keeping people safe. In year 6, they progress on to discussing human rights as well as how they can be responsible global citizens.

Computing

Teaching children the skills and strategies needed to keep themselves safe, both online and offline, is an essential part of our curriculum. At Andover C of E Primary School, we are committed to helping pupils become responsible, confident, and informed digital citizens. We aim to empower children to use technology safely, recognise potential risks, make sensible choices, and know how to seek help and report concerns when needed.

We recognise that online safety is constantly evolving and that the experiences of our pupils can be influenced by issues within the wider community. As a result, we take a responsive approach to safeguarding. When emerging concerns arise, such as inappropriate messaging between pupils or the misuse of social media and gaming platforms, we address these issues directly through targeted teaching and discussion. We also work closely with our Safer Neighbourhood and Community Policing Teams to provide additional workshops and one-off sessions that focus on current online risks, including online abuse, exploitation, and safe digital behaviours.

Online safety is woven throughout our Computing curriculum, with children building on their knowledge and understanding year by year.

- In **EYFS**, children begin by learning how to use technology safely and responsibly. This includes understanding basic physical safety, such as keeping drinks away from equipment and not touching plugs or cables, as well as developing an awareness of personal information and privacy.
- In **Key Stage 1**, pupils learn how to stay safe online, what to do if they encounter something that worries them, and the importance of speaking to a trusted adult when they have concerns.
- Throughout **Key Stage 2**, children develop a deeper understanding of their online identity, digital footprints, privacy settings, and the safe use of social media, online games, and communication platforms. They learn how to evaluate online content critically and report concerns appropriately.
- In **Years 5 and 6**, pupils explore more complex safeguarding issues, including cyberbullying, peer pressure online, harmful online interactions, and inappropriate or abusive behaviour. They learn how to recognise warning signs, protect themselves and others, and access support when needed.
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By combining a comprehensive curriculum with responsive and relevant teaching, we equip our children with the knowledge, understanding, and confidence they need to navigate the digital world safely and responsibly, both now and in the future.

Nurturing, respecting, and caring for others are values that lie at the heart of Religious Education and reflect the Christian vision of Andover C of E Primary School. We are committed to creating a safe, inclusive environment where every child feels valued, respected, and able to express their beliefs, views, and questions with confidence. Through our RE curriculum, children develop the knowledge, understanding, and empathy needed to appreciate different faiths, cultures, and worldviews. They learn that everyone has the right to feel safe, be heard, and be treated with dignity. As a result, our pupils are encouraged to be respectful, tolerant, curious, and compassionate members of their community.

- In **Early Years**, children explore celebrations, beliefs, and traditions through engaging experiences that include storytelling, music, cooking, art, and dance. As they investigate questions such as "*Which times are special and why?*", they learn to celebrate diversity in an environment that is safe, welcoming, and inclusive.
- In **Key Stage 1**, children begin to explore a range of faiths, cultures, and family backgrounds through discussion and enquiry. We encourage respectful conversations and help pupils understand the importance of kindness, inclusion, and acceptance. Questions such as "*How should we care for others and the world, and why does it matter?*" provide opportunities for children to reflect on responsibility, empathy, and respect for different perspectives.
- In **Key Stage 2**, pupils engage with more complex moral and ethical questions, developing their ability to discuss challenging topics thoughtfully and respectfully. Through enquiries such as "*What can we learn from religions about deciding what is right and wrong?*", children learn to consider different viewpoints, justify their opinions, and appreciate the beliefs of others. We also ensure that pupils know how to seek support from a trusted adult if discussions raise any personal questions or concerns.

Throughout the school, Religious Education supports safeguarding by promoting mutual respect, tolerance, empathy, and an understanding of diversity. Our teaching reinforces both our Christian values and the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. All staff at Andover C of E Primary School are fully trained in safeguarding and PREVENT responsibilities. Through our RE curriculum and wider school life, we aim to help children develop the confidence, understanding, and moral awareness needed to stay safe, respect others, and make positive choices in an increasingly diverse world.

Science

At Andover C of E Primary School, our science curriculum helps children develop an understanding of how to keep themselves safe, healthy, and well. Alongside building scientific knowledge, we teach pupils about personal safety, healthy lifestyles, and responsible decision-making. As children progress through the school, they learn how science can help them make informed choices that support their physical and emotional wellbeing.

Key safeguarding themes taught through our science curriculum include:

- In **EYFS**, children learn about the importance of good hygiene, including washing their hands thoroughly and regularly to help prevent the spread of germs and illness.
- In **Year 1**, pupils learn how to stay safe in different weather conditions by wearing appropriate clothing for the seasons, applying sun cream, wearing a sun hat, and staying hydrated during hot weather.
- In **Year 2**, children explore the basic needs of humans, including the importance of exercise, a balanced diet, and good hygiene in maintaining a healthy lifestyle.

- In **Year 3**, pupils learn that animals, including humans, need the correct types and amounts of nutrition to remain healthy and active. They also learn that sunlight can be harmful and investigate ways to protect their eyes and skin from its effects.
- In **Year 4**, children develop their understanding of electrical safety and learn about the importance of good dental hygiene in maintaining long-term health.
- In **Year 5**, pupils learn about the physical and emotional changes that occur during puberty and adolescence, helping them to understand and manage this important stage of development with confidence.
- In **Year 6**, children explore the impact of diet, exercise, drugs, and lifestyle choices on the way their body's function, enabling them to make informed decisions about their health and wellbeing.

In addition to these topics, pupils are encouraged to think critically about wider ethical and environmental issues through their learning about habitats, life cycles, adaptation, and conservation. These discussions help children develop empathy, responsibility, and an understanding of their role in caring for the natural world.

Practical investigation is a key part of Science at Andover C of E Primary School. Children are taught how to work safely when conducting experiments, including the correct use of equipment, safe handling of materials, and the use of protective equipment such as safety goggles where appropriate. Comprehensive risk assessments support all practical activities, ensuring that investigations take place in a safe and well-managed environment.

Through our science curriculum, we aim to equip children with the knowledge, skills, and confidence to make safe, healthy, and responsible choices throughout their lives.

Geography

At Andover C of E Primary School, our Geography curriculum helps children develop an understanding of the diverse world in which they live. Through studying different countries, cultures, communities, and environments, pupils learn to appreciate both the similarities and differences that exist between people and places across the globe.

By exploring a wide range of cultures, traditions, and ways of life, children develop respect, empathy, and an appreciation of diversity. They learn that while people may have different beliefs, customs, languages, and lifestyles, we all share common values and needs. This understanding helps to challenge stereotypes, promote inclusion, and foster positive relationships within our school community and beyond.

Geography also supports children's sense of belonging and identity. When pupils see their own cultures, experiences, and backgrounds reflected and valued within the curriculum, they feel respected, recognised, and safe. Equally, learning about the experiences of others helps children develop curiosity, understanding, and tolerance.

Through discussion, enquiry, and investigation of local, national, and global issues, pupils are encouraged to think critically about the world around them and their role within it. In doing so, they develop the knowledge, skills, and values needed to become respectful, responsible, and informed citizens who can contribute positively to an increasingly interconnected world.

History

At Andover C of E Primary School, our History curriculum provides children with opportunities to learn about life in all its diversity and to develop a deeper understanding

of the people, events, and societies that have shaped the world around us. Through the study of British and world history, pupils gain knowledge, understanding, and critical thinking skills that support both their academic learning and personal development. As children explore different periods of history, they encounter individuals and communities whose experiences may be very different from their own. This helps them to develop empathy, respect, and an appreciation of how beliefs, values, rights, and ways of life have changed over time. Through studying both achievements and challenges from the past, pupils learn about fairness, equality, resilience, and the importance of making informed and responsible choices.

Our History curriculum encourages children to ask thoughtful questions, analyse evidence, challenge assumptions, and consider different perspectives. In doing so, they develop the ability to think critically about historical events and the impact these have had on people's lives.

By exploring topics from both British history and the wider world, children gain a greater understanding of the complexity of human experiences across different cultures, places, and time periods. They are encouraged to make meaningful connections between the lives of people in the past and their own experiences today, helping them to build a sense of identity, belonging, and responsibility as members of a diverse and evolving society.

Through discussion, debate, and enquiry, History also promotes many of the values that underpin safeguarding, including mutual respect, tolerance, understanding, and appreciation of diversity. It enables children to learn from the past, reflect on the consequences of choices and actions, and develop the knowledge and confidence needed to participate positively in modern Britain and the wider world.

Art

At Andover C of E Primary School, safeguarding is an integral part of our Art and Design curriculum. Through creative learning experiences, children develop artistic skills and techniques while also learning how to work safely, responsibly, and respectfully. We believe that art provides a powerful opportunity for self-expression, helping pupils to build confidence, independence, and a sense of ownership over their learning.

Before each lesson, teachers explicitly teach and model the safe use of tools, equipment, and materials. Children learn how to handle resources carefully, use equipment appropriately, and respect shared spaces and materials so that everyone can work safely and successfully. Developing these habits not only supports learning in Art and Design but also promotes personal responsibility and respect for the wider school community.

Children's learning begins in **EYFS**, where they are taught to recognise and value their own creations and those of others. They learn how to use resources safely, share materials fairly, and work cooperatively with their peers. These early experiences help to establish positive behaviours and attitudes that continue throughout their time at school.

Throughout **Key Stage 1 and Key Stage 2**, pupils build on these foundations as they are introduced to increasingly sophisticated tools, materials, and techniques. Teachers continue to model safe practice, ensuring that children develop both their artistic skills and their understanding of how to work safely and responsibly.

We also recognise the important role that Art and Design plays in supporting children's emotional wellbeing. Creative activities provide opportunities for pupils to express feelings, manage emotions, reduce anxiety, and develop self-confidence. Art lessons often create

valuable opportunities for children to communicate their thoughts and experiences in a supportive and non-judgemental environment.

From EYFS to Year 6, pupils are taught that Art and Design is a space where individuality, creativity, and diversity are celebrated. Children learn to appreciate and respect the work of their classmates, artists from a range of cultures and backgrounds, and artistic traditions from around the world. Through discussing and responding to artwork, they develop empathy, open-mindedness, and respect for different perspectives.

Art and Design also provides opportunities for pupils to explore themes of choice, responsibility, and decision-making. Children are encouraged to consider safe and unsafe choices, evaluate risks appropriately, and develop resilience when experimenting with new ideas and techniques. Alongside our school's values of community, compassion, and mutual respect, these experiences help pupils to understand the importance of supporting one another and contributing positively to their environment.

By making meaningful links between Art and Design and the wider curriculum, we aim to develop confident, reflective, and responsible artists who are able to express themselves creatively, respect the views and work of others, and make positive choices that keep themselves and those around them safe.

Design and Technology

At Andover C of E Primary School, our Design and Technology curriculum is inspiring, practical, and rigorous. Through hands-on learning experiences, children are encouraged to be creative, innovative, and resilient while developing the confidence to take safe risks. We place great importance on teaching pupils how to keep themselves physically and emotionally safe, enabling them to experiment, solve problems, and learn from their experiences in a supportive environment.

Design and Technology provides opportunities for children to design and make products that solve real and relevant problems. As they work through the design process, pupils learn to consider their own needs and those of others, developing empathy, responsibility, and an understanding of how design can improve everyday life.

We promote safe practice throughout the curriculum by:

- Teaching children from **EYFS to Year 6** the importance of good hygiene, including thorough handwashing before all food preparation and cooking activities.
- Ensuring pupils understand the potential hazards associated with a range of tools and equipment, including knives, scissors, hacksaws, and low-melt glue guns.
- Explicitly teaching children how to use tools correctly and responsibly so that they can take safe risks while designing and making.
- Providing every year group with opportunities to learn about food, nutrition, healthy eating, and food preparation, helping children understand the importance of a balanced diet, good hygiene, and experiencing a diverse range of foods.
- Teaching pupils in **Key Stage 2** about electrical systems, their purpose in everyday life, and how to use electrical components safely.
- Supporting **Year 1** children to use low-melt glue guns safely and effectively when joining materials.
- Teaching **Year 3** children how to construct simple electrical circuits and safely connect components to control devices such as light bulbs.
- Enabling **Year 6** pupils to use tools such as hacksaws and low-melt glue guns safely when creating strong, rigid structures.
- Developing children's ability to work independently and collaboratively, sharing ideas, taking turns, listening respectfully, and working effectively as part of a team.

Alongside developing practical skills, Design and Technology supports children in building resilience, perseverance, and confidence. Pupils are encouraged to evaluate their ideas, respond positively to challenges, and understand that making mistakes is often an important part of the design process.

Safety is a key consideration in all Design and Technology lessons. Children are taught how to handle tools, materials, and equipment responsibly, and are provided with appropriate protective equipment, such as aprons and safety goggles, where required.

Comprehensive risk assessments support all practical activities and ensure that effective safety measures are in place for a wide range of design and make projects.

Through our Design and Technology curriculum, we aim to develop creative, capable, and responsible learners who can think critically, solve problems, work collaboratively, and make safe and informed choices both in school and beyond.

Music

Safeguarding is a fundamental aspect of life at Andover C of E Primary School, and we actively promote children's wellbeing, safety, and personal development through all areas of the curriculum, including Music.

Music provides a unique opportunity for children to express themselves, build confidence, develop positive relationships, and explore their emotions in a safe and supportive environment. Through listening, performing, composing, and reflecting, pupils develop important social and emotional skills that contribute to their overall wellbeing.

We promote safeguarding in Music by:

- Ensuring that all visiting music teachers, peripatetic instructors, and external providers have undergone the appropriate safeguarding and recruitment checks, including DBS clearance where required.
- Maintaining musical instruments and equipment to a high standard, ensuring that they are safe, clean, and regularly checked for suitability and hygiene.
- Using music as a means of helping children recognise, understand, and express their emotions, supporting their emotional literacy and wellbeing.
- Encouraging pupils to reflect on how music can influence mood, feelings, and emotional responses.
- Providing opportunities for performance that help to develop self-esteem, resilience, and confidence in a supportive and encouraging environment.
- Using composing and creative music-making as a way for children to express thoughts, feelings, and experiences, particularly when they may find these difficult to communicate verbally.
- Promoting teamwork, cooperation, and mutual respect through ensemble work, singing, group performances, and collaborative composition activities.
- Teaching children how to give and receive constructive feedback respectfully, helping to build positive relationships and a culture of encouragement.
- Carefully selecting music used within lessons, assemblies, worship, performances, and school events to ensure that it is appropriate for the age and maturity of our pupils.
- Responding sensitively and appropriately to any questions or discussions that arise from music children may have encountered outside school, including themes that may be unsuitable or require safeguarding awareness.
- Celebrating music from a wide range of cultures, traditions, and communities, helping pupils develop respect, understanding, and appreciation of diversity.

Throughout their time at Andover C of E Primary School, children learn that music is a safe space for creativity, self-expression, and collaboration. By fostering confidence, emotional wellbeing, respect for others, and a sense of belonging, our Music curriculum plays an important role in supporting the personal development and safeguarding of every child.

PE

There are many opportunities to promote safeguarding through Physical Education at Andover C of E Primary School. We place great importance on teaching children the knowledge, skills, and strategies they need to keep themselves physically and emotionally safe, while also developing the confidence to take appropriate risks, challenge themselves, and build resilience.

Through PE, children learn not only how to improve their physical fitness and skills, but also how to understand their bodies, recognise their limits, work safely with others, and develop positive attitudes towards health and wellbeing.

We promote safeguarding in PE by:

- Beginning in **EYFS**, where children learn how to move safely and with control, use equipment responsibly, and work collaboratively with others. They are also encouraged to use the correct vocabulary for body parts, enabling them to communicate clearly if they are injured or have concerns.
- Teaching children about the importance of both physical and mental wellbeing. Through activities such as our **Daily Mile** and regular physical activity, pupils learn about the positive impact exercise can have on their mental health, mood, confidence, and overall wellbeing.
- Ensuring that children understand the importance of warming up and cooling down before and after exercise. This helps pupils develop an understanding of how their bodies work, how to prepare safely for physical activity, and how to reduce the risk of injury.
- Teaching correct techniques when introducing new skills so that children can participate safely and confidently. For example, during gymnastics, pupils are taught how to perform movements such as rolls, balances, and jumps using appropriate techniques that minimise the risk of injury.
- Encouraging children to assess risk, make sensible decisions, and take responsibility for their own safety and the safety of others during lessons, games, and sporting activities.
- Promoting teamwork, communication, respect, and good sportsmanship through collaborative activities and competitive sports.
- Helping children develop resilience and confidence by learning that mistakes are a natural part of improvement and that personal challenge can lead to success.
- Teaching pupils how to respond appropriately to winning and losing, manage emotions positively, and show respect for teammates, opponents, officials, and spectators.
- Reinforcing the importance of staying healthy through regular exercise, adequate rest, hydration, and healthy lifestyle choices.

Safety remains a priority throughout all PE activities. Teachers carefully model safe practice, ensure equipment is used correctly, and adapt activities to meet the needs of all pupils. Risk assessments are undertaken where appropriate, and children are taught to recognise potential hazards and contribute to creating a safe learning environment.

Through our PE curriculum, we aim to develop physically literate, confident, and resilient children who understand how to keep themselves safe, support the wellbeing of others, and develop positive habits that will benefit them throughout their lives.

MFL

At Andover C of E Primary School, our Modern Foreign Languages curriculum plays an important role in promoting safeguarding by developing children's understanding, respect, and appreciation of people from different cultures, backgrounds, and communities. Learning a new language helps children to become open-minded, confident communicators who value diversity and recognise the importance of treating others with kindness and respect.

Through MFL lessons, pupils explore the language, traditions, customs, and daily lives of people in other countries. This helps children develop empathy and cultural awareness, challenging stereotypes and encouraging them to appreciate different perspectives and ways of life.

We promote safeguarding in MFL by:

- Encouraging pupils to show respect for different cultures, languages, beliefs, and traditions.
- Building children's confidence to communicate, participate, and express themselves in a supportive learning environment.
- Teaching pupils that making mistakes is a natural and valuable part of learning, helping them to take safe risks and develop resilience.
- Promoting positive relationships through collaborative speaking, listening, and group activities.
- Developing children's listening skills and encouraging respectful responses to the ideas and opinions of others.
- Exploring similarities and differences between cultures, helping children understand and celebrate diversity.
- Creating an inclusive environment where every child feels valued, represented, and able to contribute.
- Reinforcing school values such as kindness, respect, tolerance, and curiosity through language learning and cultural study.

As children progress through the school, they develop a greater understanding of the wider world and their place within it. By learning about different people, countries, and cultures, pupils gain the knowledge and attitudes needed to become respectful, responsible, and compassionate citizens. Through our MFL curriculum, we help children build confidence, develop positive relationships, and foster the mutual respect and understanding that are at the heart of a safe and inclusive school community.