



## **Our Safeguarding Commitment**

At Spa Camberwell School, safeguarding is central to everything we do. We are committed to providing a safe, inclusive, and supportive environment where every child can thrive. Our curriculum empowers students to understand their rights, stay safe, and develop the knowledge, skills, and confidence to care for both their physical and mental wellbeing. This approach reflects the principles of the United Nations Convention on the Rights of the Child (CRC), including:

- **Article 2** – Non-discrimination
- **Article 12** – Respect for the views of the child
- **Article 19** – Protection from all forms of violence
- **Article 24** – Right to the best possible health
- **Article 29** – Education must develop every child’s personality, talents, and abilities to the full

We aim to embed safeguarding across the curriculum and school culture, ensuring students learn how to recognise unsafe situations, ask for help, and make safe, informed choices.

SMSC is central to our school’s ethos, supporting contextual safeguarding by helping students navigate themselves, others, and the wider world safely and responsibly. Therefore, all schemes of work include subject-specific SMSC links, showing how learning develops students’ spiritual, moral, social, and cultural understanding.

## **Areas of Safeguarding in the Curriculum**

Safeguarding themes are integrated across SoCo, PSHE, cooking, computing, and wider school activities:

## **1. Personal Safety and Boundaries**

- Personal space, consent, and appropriate physical contact
- Road, transport, and water safety
- Recognising and reporting abuse (emotional, physical, sexual, neglect)

## **2. Online Safety**

- Safe use of devices, social media, and apps
- Privacy, digital footprints, and identifying misinformation
- Understanding risks of online communication and cyberbullying

## **3. Health, Wellbeing, and Hygiene**

- Physical health: healthy eating, sleep, exercise, medication safety
- Mental health: recognising emotions, managing feelings, seeking help
- Food safety and hygiene in cooking

## **4. Rights, Equality, and Inclusion**

- Understanding differences in race, culture, faith, family structure, gender identity, and preferences
- Recognising and challenging prejudice, stereotypes, and discrimination
- Promoting kindness, empathy, and fair treatment

## **5. Practical Life Skills**

- Cooking and food preparation: safe storage, hygiene, and independent cooking skills
- Financial literacy: basic understanding of money, budgeting, and responsibility
- Problem solving and risk assessment in everyday situations

## Safeguarding in the Curriculum and throughout Key Stages

Curriculum areas and Theme	<u>PSHE / SOCO / Cooking:</u>	<u>PSHE / SOCO:</u>	<u>PSHE / SOCO / Computing:</u>	<u>PSHE / SOCO / Cooking:</u>	<u>PSHE / SOCO:</u>	<u>PSHE/ SOCO/ Cooking:</u>	<u>Computing / PSHE / SOCO</u>
	Self-Care and Personal Safety	Managing Feelings and Self-Awareness	Rights, Responsibilities and Citizenship	Healthy Lifestyles	Relationships and RSE	Food Preparation and Cooking safety	Digital Literacy and Online Safety
<b>EYFS</b>	Recognise trusted adults, basic hygiene, personal space	Identify feelings, emotions, simple calming strategies	Respect others, rules, sharing, community awareness	Healthy foods, hygiene, exercise, sleep	Naming body parts, personal boundaries, safe touch	Washing fruit/veg, simple mixing/spreading, basic hygiene	Using technology with support, basic rules
<b>KS1</b>	Identify trusted adults, develop hygiene routines, simple safety rules	Identify feelings, family/friends, communicate emotions	Differences and similarities, rules, jobs, caring for people/animals	Nutrition, exercise, sleep, sun safety, identifying illness	Body parts, personal space, appropriate touch, boundaries	Basic prep: washing, peeling, mixing, utensils, small appliance use	Safe device use, simple passwords, online boundaries
<b>KS2</b>	Personal safety in school, attending to personal hygiene with growing independence, keeping personal info private, online safety basics	Recognise strengths, kindness, conflict resolution, Zones of Regulation	Diversity, rights and responsibilities, money, groups and communities	Hygiene, healthy food, physical activity, medication safety	Puberty basics, friendships, consent, safe touch, personal space	Prep skills: chopping, blending, small appliances, hygiene, following recipes	Personal data, privacy, recognising unsafe content
<b>KS3</b>	Recognise risks, independence in self-care and	Self-awareness, peer pressure,	Society and citizenship, safe use of	Healthy lifestyle choices,	Puberty, friendships, healthy	Plan, prepare and cook meals, knife skills,	Online safety, social media risks,

	hygiene, food prep safety, online risks	bullying awareness, emotional management, prejudice	money, employment, online advertising	emotional wellbeing, dental care, safe medicines, exercise	relationships, emotional changes, consent	cooking techniques, hygiene, measuring, food safety	digital footprint, cyberbullying
<b>KS4</b>	Managing personal wellbeing, online safety, sexual health awareness	Emotional awareness, assertiveness, relationships, mental wellbeing	Rights and responsibilities in society, digital literacy, financial decisions	Health risks, coping strategies, substance awareness, mental wellbeing	Sexual health, intimate relationships, sexual consent, managing relationships, online safety	Independent meal planning, adapting recipes, major appliance use, food safety, reducing food waste	Advanced online safety, consent, reporting abuse, recognising manipulation

### Safeguarding in Girls' group, Assemblies and personal development, Enrichment

<b>Girls' Group</b>	<ul style="list-style-type: none"> <li>• Self-awareness and teamwork: recognising feelings, emotional safety, working cooperatively</li> <li>• Puberty and personal care: hygiene, body awareness, managing changes safely</li> <li>• Relationships and consent: boundaries, safe interactions, saying no</li> <li>• Respect and tolerance: recognising bullying, harassment, respecting identity and differences</li> <li>• Emotional wellbeing: identifying emotions, coping strategies, stress management</li> <li>• Online safety: safe social networks, cyberbullying, digital footprint</li> </ul>
<b>Assemblies / Personal Development</b>	<ul style="list-style-type: none"> <li>• Feeling safe at school: who to talk to, strategies to report unsafe situations (at the start of every KS3/4 assembly)</li> <li>• Rights and responsibilities: recognising safe and unsafe situations</li> <li>• SMSC: respect for others, inclusion, understanding differences</li> <li>• <b>Key safeguarding-themed assemblies:</b> Guy Fawkes, Science Day, Children's Day, Human Rights Day, LGBT+ History Month, Children's Mental Health Week (themes focus on safety, inclusion, and wellbeing)</li> </ul>
<b>Enrichment Activities</b>	<ul style="list-style-type: none"> <li>• Bikeability workshops: road safety, stranger danger, safe transport</li> <li>• Swimming lessons: water safety, supervision, safe behaviour</li> <li>• Library and leisure centre visits: public transport safety, stranger danger, staying safe in public</li> <li>• Anti-bullying week: recognising bullying, strategies to report, safe relationships</li> </ul>