

Contextual Safeguarding



'Contextual safeguarding recognises that children may encounter harm or unsafe influence in places and relationships beyond the home and school, including roads, shops, parks, waterways, online-linked peer groups and the wider neighbourhood. Junior-school pupils are beginning to gain independence, spend more time with peers and prepare for transition to secondary school. Teaching these themes now provides early, practical preparation before situations become more complex.'

Rationale

The contextual safeguarding curriculum is designed to build confidence rather than fear. Pupils are not expected to manage dangerous situations or police the behaviour of others. Instead, they rehearse a transferable response: recognise when something may be unsafe, make the safest available choice, move away where appropriate and tell a trusted adult. Scenario-based learning develops judgement, assertive communication, help-seeking and awareness of how individual choices affect other people and the community. We have tracked the local issues over a period of time and have and compared the data and issues month on month and year upon year and have devised the curriculum based on strong evidence.



Intent and outcomes

- identify hazards and explain how place, people, timing and choices can change risk
- use practical strategies to keep themselves and others safer
- resist peer pressure using assertive language and leave unsafe situations
- identify trusted adults, safer places and emergency sources of help
- explain how unsafe, anti-social or illegal behaviour affects individuals and communities
- understand that rules and laws commonly exist to protect people
- apply the shared routine: Recognise → Decide → Move → Tell



Our delivery principles

We use fictional characters and hypothetical scenarios and we do not invite public disclosure. We establish a calm "pass" option and remind pupils how to speak privately to a member of staff. We follow the school safeguarding policy if a concern is shared. We avoid stereotypes, victim-blaming and absolute promises of secrecy. We reinforce that children can keep telling trusted adults until someone listens.



Sequence at a glance

Lesson	Focus	Core learning
1	E-scooters	Identify risks to riders, pedestrians and road users; resist pressure to join unsafe activity.
2	Road safety	Assess hazards on familiar journeys and choose safer crossing and travel behaviours.
3	Fireworks	Recognise unsafe use or discarded fireworks; keep distance and get adult help.
4	Rivers and open water	Recognise visible and hidden hazards; call for help and never enter to rescue.
5	Stranger awareness and safer adults	Judge behaviours rather than labels; use No–Move–Tell and seek safer adults.
6	Anti-social behaviour	Understand community impact; move away, avoid confrontation and report safely.
7	Shoplifting and peer pressure	Understand harm and consequences; refuse, leave and seek help.

Progression

Lessons 1–4 begin with physical and environmental hazards in settings pupils may recognise. Lesson 5 moves into interpersonal safety and replaces the simplistic idea that every stranger is dangerous with attention to behaviour, boundaries and safer help-seeking. Lessons 6–7 address peer and community influence, including the confidence to refuse, leave and report. Across the sequence, pupils move from spotting obvious hazards to weighing changing context, consequences and social pressure.

All year groups will cover the same objectives, as this is what is important in our area at the moment, however, the lessons are adapted to suit the maturity of the children.



Key question revisited throughout

- Where am I?
- Who am I with?
- What is happening?
- Is anything changing?
- Do I feel safe?
- What choices do I have?
- Who can help?

Lesson 1 — E-scooters

Learning objective: To understand potential risks associated with e-scooters and make safer choices around them.

Success criteria	• I can identify risks to riders, pedestrians and other road users. • I can explain how location, speed, distraction and peer pressure affect safety. • I can choose to refuse, move away and ask a trusted adult.
Key vocabulary	e-scooter; pedestrian; road user; hazard; visibility; distraction; peer pressure; legal; permitted
Teaching sequence	• Retrieval: introduce Recognise–Decide–Move–Tell and identify familiar community travel risks. • Show illustrated scenarios: crowded pavement, busy crossing, two riders, low visibility, older child offering a ride. • Groups use four prompts: What is happening? What could go wrong? Who could be affected? What is the safer choice? • Rehearse short refusal and exit phrases; complete an individual exit ticket.
Resources	Scenario images/cards; four-question risk mat; exit tickets; local policy or authority guidance checked by staff before delivery.
Assessment opportunities	Listen for identification of risk to more than the rider. Exit ticket: one risk, one safer choice, one trusted adult.
SEND / adaptive teaching	• Pre-teach vocabulary with symbols and examples. • Reduce scenarios and offer forced-choice responses before open explanation. • Allow oral, drawn or scribed exit ticket; provide sentence stems.
Safeguarding considerations	• Do not imply common use means use is lawful or safe; check current local/national rules before teaching. • Do not ask pupils to disclose their own or family use publicly. • Reinforce that pupils should not challenge riders; move away and tell an adult.

Core message: Recognise the risk → Decide on the safest choice → Move away if needed → Tell a trusted adult.

Lesson 2 — Road safety

Learning objective: To identify hazards when travelling locally and apply strategies for safer journeys.

Success criteria	• I can spot hazards on a familiar route. • I can select safer places and behaviours for crossing. • I can explain why friends and distractions do not remove risk.
Key vocabulary	kerb; junction; crossing; visibility; driveway; parked vehicle; distraction; route; emergency
Teaching sequence	• Retrieval: apply the four unit questions to a street scene. • Hazard scan of a local-style map: parked cars, driveways, junctions, buses, bicycles, headphones and phones. • Pairs plan a hypothetical journey, marking safer crossings, attention points and places to seek help. • Discuss “What if?” scenarios: ball enters road; friend runs ahead; crossing view is blocked.
Resources	Street photograph/illustration; fictional local map; route-planning sheet; hazard icons.
Assessment opportunities	Pupils justify three route decisions using “because”. Teacher checks that choices account for visibility and changing conditions.
SEND / adaptive teaching	• Use a high-contrast, uncluttered map and tactile/physical route model if helpful. • Model one hazard together; use colour-coded hazard and safe-place icons. • Offer adult-supported rehearsal or verbal recording.
Safeguarding considerations	• Use a fictionalised map if displaying real routes could identify pupils’ homes. • Teach school-approved road-safety guidance and account for mobility, sensory and travel needs. • Do not imply a child is responsible for a driver’s unsafe behaviour.

Core message: Recognise the risk → Decide on the safest choice → Move away if needed → Tell a trusted adult.

Lesson 3 — Fireworks

Learning objective: To understand firework dangers and respond safely to unsafe use or discarded items.

Success criteria	• I can distinguish safer, unsafe and adult-help situations. • I know to keep away and not touch or investigate. • I can tell an adult and explain when emergency help may be needed.
Key vocabulary	firework; explosive; fuse; discarded; distance; responsible adult; emergency services; injury
Teaching sequence	• Establish that fireworks are explosives and must only be managed by responsible adults in permitted settings. • Sort fictional cards into Safer / Unsafe / Need an Adult, then justify placements. • Explore scenarios: found object; peer dare; firework used in a public space; item that appears not to have worked. • Create a class safety code and answer individual scenario questions.
Resources	Scenario cards; sorting headings; safety-code template; teacher-approved public safety guidance.
Assessment opportunities	Scenario response must include keeping distance, not touching, moving away and telling an adult.
SEND / adaptive teaching	• Use clear images without graphic injury content. • Limit the number of cards; pair language with gestures/icons. • Provide a response sequence strip and alternatives to writing.
Safeguarding considerations	• Avoid demonstrations, real fireworks or instructions about lighting/handling. • Be mindful of pupils distressed by loud noise or previous incidents; allow a quiet exit plan. • In immediate danger, move to safety and involve emergency services through an adult.

Core message: Recognise the risk → Decide on the safest choice → Move away if needed → Tell a trusted adult.

Lesson 4 — Rivers and open water

Learning objective: To recognise hazards around rivers and open water and respond safely to an emergency.

Success criteria	• I can name visible and hidden water hazards. • I can explain why conditions change risk. • I know to call for help and never enter the water to rescue.
Key vocabulary	current; depth; cold-water shock; slippery bank; submerged; reach; throw; emergency; rescue
Teaching sequence	• Hazard scan: calm-looking river scene with current, steep bank, vegetation and changing weather. • Explain hidden depth, current, cold water, slippery edges and submerged objects in age-appropriate terms. • Groups respond to scenarios: dropped property, dog in water, dare near bank, person struggling. • Rehearse: shout for help, alert an adult/call emergency services, follow instructions, do not enter.
Resources	River scene; scenario cards; response-sequence cards; poster materials; local water-safety information.
Assessment opportunities	Three-rule poster plus verbal check: “Why must you not enter to rescue?”
SEND / adaptive teaching	• Use labelled diagrams and concrete sequencing cards. • Repeat one consistent phrase: Call for help — do not enter. • Offer collaborative poster roles and symbol-supported rules.
Safeguarding considerations	• Never stage practical rescue activity near water. • Use only guidance approved for the setting; distinguish calling for help from attempting rescue. • Consider bereavement/trauma sensitivities and provide advance notice where appropriate.

Core message: Recognise the risk → Decide on the safest choice → Move away if needed → Tell a trusted adult.

Lesson 5 — Stranger awareness and safer adults

Learning objective: To recognise concerning adult behaviour and seek help from safer adults.

Success criteria	• I can identify behaviours that cross a boundary or make a situation unsafe. • I can use No–Move–Tell. • I can name several trusted adults and safer public places.
Key vocabulary	boundary; uncomfortable; trusted adult; safer adult; secret; surprise; permission; assertive; instinct
Teaching sequence	• Challenge the idea that all strangers are dangerous: focus on behaviour, boundaries and context. • Discuss qualities of a safer adult/place when lost (e.g., uniformed staff at a staffed counter, school staff, emergency services). • Use fictional scenarios: gifts, secrets, requests to go elsewhere, adult asking a child for unusual help, separation in a crowd. • Practise No–Move–Tell and privately complete a trusted-adult network.
Resources	Fictional scenario cards; safer-place images; No–Move–Tell prompt; private trusted-adult network sheet.
Assessment opportunities	Two scenario explanations identify the concerning behaviour, safe move and person/place for help.
SEND / adaptive teaching	• Avoid idioms; explicitly teach “trusted”, “boundary” and “assertive”. • Use role-play opt-outs, puppets or third-person choices. • Support pupils whose trusted-adult network may be small; identify school-based options.
Safeguarding considerations	• Never teach that familiarity guarantees safety or that unfamiliarity guarantees danger. • Do not require public naming of trusted adults or personal experiences. • Reinforce: secrets that worry, frighten or concern safety should be told; keep telling until heard.

Core message: Recognise the risk → Decide on the safest choice → Move away if needed → Tell a trusted adult.

Lesson 6 — Anti-social behaviour

Learning objective: To understand anti-social behaviour, its community impact and safe responses when witnessing it.

Success criteria	• I can describe behaviour that harms or intimidates others without stereotyping people. • I can explain a community impact chain. • I can move away, avoid confrontation and report to an appropriate adult.
Key vocabulary	anti-social behaviour; vandalism; harassment; intimidation; damage; consequence; witness; report; stereotype
Teaching sequence	• Clarify that behaviour—not age, clothing, identity or simply gathering in a group—is the focus. • Analyse fictional community scenarios using: Who is affected? How might they feel? What could happen next? • Build an impact chain, e.g., damage → repair costs → facility unavailable → community affected. • Sort responses by safety: confront, film/share, move away, tell staff/adult, report an emergency.
Resources	Community scenarios; impact-chain cards; safe-response sorting cards; reflection sheet.
Assessment opportunities	Written or recorded response explains a safe action and its reason; teacher checks pupils avoid confrontation and stereotyping.
SEND / adaptive teaching	• Give a concrete definition with examples and non-examples. • Use emotion cards and pre-written impact-chain choices. • Provide a “first / next / then” reporting scaffold.
Safeguarding considerations	• Do not suggest groups of teenagers or any protected group are inherently threatening. • Children should not intervene, investigate, film or publicly share incidents. • Follow school procedures if pupils disclose victimisation, intimidation or criminal exploitation.

Core message: Recognise the risk → Decide on the safest choice → Move away if needed → Tell a trusted adult.

Lesson 7 — Shoplifting and peer pressure

Learning objective: To understand the harm caused by shoplifting and use strategies to resist peer pressure.

Success criteria	• I can explain who may be affected by shoplifting. • I can identify pressure, manipulation and lookout roles. • I can refuse, leave and seek help using the full unit routine.
Key vocabulary	shoplifting; theft; consequence; peer pressure; lookout; responsibility; victim; refuse; assertive
Teaching sequence	• Retrieve the unit routine and revisit assertive refusal phrases. • Present a fictional shop scenario in stages; pause to identify each decision point and available choices. • Create a decision tree comparing refusal/leaving/telling with participation, concealment or acting as lookout. • Role-play optional refusal lines, then complete a final Recognise–Decide–Move–Tell assessment.
Resources	Staged scenario; decision-tree template; refusal phrase cards; final assessment sheet.
Assessment opportunities	Final scenario response: identifies harm, refuses participation, leaves safely and tells an appropriate adult. Use as end-of-unit evidence.
SEND / adaptive teaching	• Use a visual decision tree and rehearse language chorally before individual practice. • Offer low-language response cards and non-role-play alternatives. • Break the final task into the four routine steps.
Safeguarding considerations	• Avoid shaming, forced confession or asking about family experiences. • Explain consequences proportionately without detailed legal claims; follow current school/local guidance. • Acting as lookout or hiding an item is participation; a pupil who feels coerced should seek trusted-adult help.

Core message: Recognise the risk → Decide on the safest choice → Move away if needed → Tell a trusted adult.

Assessment and curriculum evidence

Assessment is formative and low-stakes. Evidence may include annotated scenario work, route maps, posters, decision trees, exit tickets, oral responses and the final four-step scenario. Teachers should assess the quality of reasoning, not personal disclosure. A pupil meets the unit outcome when they can recognise changing risk, explain a safer choice, remove themselves where appropriate and identify realistic help.

Working towards	Expected	Greater depth
Identifies obvious hazards with prompting and follows a modelled response sequence.	Independently applies Recognise–Decide–Move–Tell to familiar scenarios and explains choices.	Compares options, notices changing context or peer influence, and justifies proportionate help-seeking.

Links across school provision

- PSHE/RSHE: keeping safe, respectful relationships, help-seeking and managing influence.
- Science and geography: forces, environments, weather, rivers and human impact.
- Citizenship: rules, laws, community responsibility and consequences.
- English/oracy: explaining choices, discussion, vocabulary and assertive communication.
- Transition: increasing independence, travel and responding to peer influence.

Pre-delivery checklist

- Check current school, local-authority and national guidance relevant to e-scooters, roads, fireworks, water and reporting.
- Adapt examples to local context without identifying pupils' homes, routes or experiences.
- Know the school disclosure, recording and reporting process; identify the designated safeguarding lead.
- Plan regulation breaks, role-play alternatives and private routes for questions or worries.
- Share consistent key messages with relevant staff and families where appropriate.



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