



Safeguarding Themes Progression Mapping RMS

Year-by-year safeguarding progression

<p>Year group</p> <p>Nursery</p> <p>Reception</p>	<p>Safeguarding themes and learning focus</p> <ul style="list-style-type: none"> • PANTASAURUS and some body part names. • Identifying trusted grownups. • Expressing feelings through the Colour Monsters – Emotional Toolkit to support Self Regulation. • Understanding what bullying is and knowing who can help.
<p>Year 1</p> <p>Recognising safety</p>	<ul style="list-style-type: none"> • Identifying trusted adults and knowing who can help. • Understanding safe and unsafe situations. • Recognising and expressing feelings, discomfort and worries. • Beginning to understand personal space, privacy and boundaries. • Knowing simple ways to stay safe at home, school and online. • Understanding that bodies are personal and learning correct names for body parts.
<p>Year 2</p> <p>Speaking up and seeking help</p>	<ul style="list-style-type: none"> • Identifying safe adults and different sources of help. • Recognising bullying, unkind behaviour and exclusion. • Practising saying no, expressing needs and asking for help. • Understanding privacy, personal information and basic online safety.

	<ul style="list-style-type: none"> • Recognising when a situation feels unsafe and telling a trusted adult. • Learning basic emergency awareness and how to get help.
<p>Year 3</p> <p>Recognising risk</p>	<ul style="list-style-type: none"> • Recognising peer pressure and unsafe choices. • Understanding respectful friendships, conflict and bullying. • Developing assertiveness and communicating boundaries. • Identifying risks in familiar environments and when out and about. • Understanding online contact, privacy and what to do when something feels wrong. • Building confidence in reporting worries and seeking support.
<p>Year 4</p> <p>Managing risk and relationships</p>	<ul style="list-style-type: none"> • Recognising controlling, coercive, manipulative or harmful behaviours in age-appropriate contexts. • Understanding consent, personal boundaries and respect. • Recognising unsafe online interactions, scams and requests for personal information. • Understanding how to respond to bullying and discrimination. • Developing strategies for managing pressure and making safer decisions. • Knowing how to report concerns about themselves or others.
<p>Year 5</p> <p>Recognising manipulation</p>	<ul style="list-style-type: none"> • Understanding peer pressure, influence and manipulation. • Recognising potentially abusive relationships and inappropriate behaviour. • Exploring consent, boundaries, privacy and bodily autonomy in greater depth. • Understanding online risks, image sharing, privacy settings and digital footprints.

	<ul style="list-style-type: none"> • Recognising misinformation, scams and online financial harms. • Knowing how to access trusted adults and appropriate support services.
<p>Year 6</p> <p>Applying safeguarding knowledge</p>	<ul style="list-style-type: none"> • Recognising abuse, exploitation, manipulation and unsafe relationship dynamics. • Applying knowledge of consent, boundaries and respect to increasingly complex situations. • Understanding online image-sharing risks, pressure and strategies for refusing requests. • Making informed decisions about personal safety, including travel, roads, railways and water. • Understanding how to access help, report concerns and support peers safely. • Preparing for greater independence and the transition to secondary school.

SEND adaptations within the Year-by-Year Safeguarding Progression

Safeguarding education at RMS is inclusive and accessible to all pupils. We recognise that children with special educational needs and disabilities (SEND) may need additional teaching, repetition, visual support or alternative ways to communicate in order to understand safeguarding concepts and express concerns.

Safeguarding learning is adapted to reflect each pupil's communication style, developmental stage, sensory needs, understanding and individual circumstances. Where appropriate, staff work with the SENCO, families and relevant professionals to plan support. Pupils are taught that they have the right to feel safe, that their bodies and personal boundaries matter, and that they can seek help if something worries them.

Adaptations may include visual supports, symbols, communication boards or devices, social stories, modelling, role play, simplified language, repetition, pre-teaching, concrete examples and additional processing time. Staff use

each pupil's established communication methods and ensure that non-speaking pupils and pupils who communicate differently have accessible ways to indicate discomfort, refuse, ask for help or report a concern.

Nursery

SEND focus: Building early understanding of safety and communication

- Use photographs, symbols, objects and simple visual stories to introduce trusted adults and familiar safe places.
- Teach body-part names and PANTS rules through accessible songs, pictures, dolls, stories and repeated activities.
- Support children to recognise and communicate basic feelings using objects of reference, facial-expression cards, Colour Monsters or individual communication systems.
- Model simple ways to communicate "stop", "no", "help" and "I don't like that", accepting speech, gestures, signs, symbols or communication devices.
- Provide consistent routines and familiar adults to help children feel secure enough to seek help.

Reception

SEND focus: Recognising feelings, trusted adults and unkind behaviour

- Revisit trusted adults regularly using photographs, names and visual prompts.
- Use emotion cards, visual scales, sensory tools and co-regulation strategies to help children recognise and express feelings.
- Teach bullying and unkind behaviour through concrete, familiar examples, stories, puppets and supported discussion.
- Practise identifying a trusted adult and asking for help using each child's preferred communication method.
- Use repetition and short, structured activities to reinforce personal space, privacy and simple safety messages.

Year 1

SEND focus: Recognising safety and communicating discomfort

- Teach safe and unsafe situations using clear pictures, familiar scenarios and practical demonstrations.
- Rehearse how to identify trusted adults and communicate “stop”, “no”, “help” or “I feel worried”.
- Use visual body maps, anatomically accurate illustrations and accessible vocabulary to teach body-part names and privacy.
- Provide structured opportunities to practise personal space and boundaries, with explicit teaching where social cues may be difficult to interpret.
- Break online and everyday safety messages into small steps, revisiting them frequently.

Year 2

SEND focus: Speaking up and accessing help

- Develop a personalised network of trusted adults, using photographs, names or a visual help card where helpful.
- Practise saying no, moving away and asking for help through role play, communication aids or scripted phrases.
- Use simple scenarios to distinguish between kind, unkind, unsafe and confusing behaviour.
- Teach privacy and online safety through visual sequences, concrete examples and repeated reminders about personal information.
- Make emergency procedures accessible through visual prompts, rehearsed routines and supported practice appropriate to the pupil.

Year 3

SEND focus: Understanding risk, peer pressure and boundaries

- Use structured scenarios to explore peer pressure, unsafe choices, conflict and respectful friendships.
- Explicitly teach how to recognise pressure, identify personal boundaries and communicate a refusal.
- Support pupils to recognise online risks using clear examples, screenshots or mock scenarios that do not expose them to harmful content.
- Allow additional processing time and check understanding individually rather than relying only on whole-class discussion.

- Rehearse how to report a worry, including how to communicate when a pupil is uncertain about what has happened or finds it difficult to explain.

Year 4

SEND focus: Recognising manipulation and harmful behaviour

- Explain manipulation, controlling behaviour and discrimination through concrete, age-appropriate examples, carefully sequenced stories and visual supports.
- Teach that consent and boundaries apply to everyday interactions and that a person can change their mind.
- Explore online requests, scams and pressure using step-by-step examples and supported decision-making.
- Provide clear reporting routes and opportunities to practise seeking help from more than one trusted adult.
- Check that pupils understand that they should tell an adult even if someone asks them to keep a worrying secret or threatens consequences.

Year 5

SEND focus: Recognising pressure, manipulation and online harm

- Use accessible scenarios to explore peer influence, manipulation, inappropriate behaviour, privacy and bodily autonomy.
- Explicitly teach the difference between a safe surprise and an unsafe secret, and reinforce that pupils can always seek help.
- Use visual guides and repeated practice to teach image-sharing risks, digital footprints, privacy settings and online scams.
- Provide accessible explanations of consent, personal boundaries and relationships, checking understanding without relying on abstract language alone.
- Identify appropriate support routes and practise how to contact a trusted adult or relevant service with support where needed.

Year 6

SEND focus: Applying safeguarding knowledge and preparing for transition

- Rehearse realistic scenarios involving relationships, exploitation, online pressure and personal safety, adapting complexity to the pupil's understanding.
- Teach practical strategies for refusing requests, leaving unsafe situations, reporting concerns and accessing help independently or with support.
- Use photographs, maps, visual sequences, social stories or supported visits to prepare for secondary-school transition and changes in routines.
- Practise travel safety, road, rail and water safety using clear, sequential instructions and supported real-life examples where appropriate.
- Ensure pupils know who they can approach at their new school and how to communicate a concern if their usual support arrangements change.

Whole-school SEND safeguarding principles

Across all year groups, RMS will:

- Ensure safeguarding learning is accessible to pupils with communication, sensory, physical, cognitive, social or emotional needs.
- Use each pupil's preferred communication methods, including augmentative and alternative communication (AAC), where appropriate.
- Teach personal boundaries, privacy, consent, bodily autonomy and help-seeking explicitly and revisit these concepts regularly.
- Avoid assuming that a pupil understands a concept because they can repeat a phrase; check understanding through accessible examples and practical application.
- Recognise that some pupils may be particularly vulnerable to bullying, exploitation, manipulation or abuse, and respond to individual risks without stereotyping.
- Ensure pupils who are non-speaking or have communication difficulties have meaningful ways to express discomfort, refuse, identify a trusted adult and report concerns.
- Follow the school's safeguarding and child protection procedures whenever a concern or disclosure arises. Staff must not promise secrecy or rely on a pupil being able to provide a detailed verbal account before taking a concern seriously.

- Work with the SENCO, designated safeguarding lead (DSL), families and relevant professionals, sharing information appropriately and in line with safeguarding requirements.
- Review adaptations as pupils develop and when needs, circumstances or risks change.

Intended outcome: Every pupil, including pupils with SEND, develops an age- and developmentally appropriate understanding of safety, personal boundaries and help-seeking, and has an accessible way to communicate a concern and receive protection.