MANCHESTER COMMUNICATION PRIMARY ACADEMY

CURRICULUM ASPECT OVERVIEW

Safeguarding

Curriculum



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WHAT

At MCPA we believe that one of the most important aspects of what we do is keeping your children safe (Safeguarding). For your child to be happy and thrive in school they need to feel safe, cared for and valued. In order for us to keep your child safe we follow guidance that is set out in 'Keeping Children safe in Education. This guidance states that we all must ensure that we are:

- **Protecting children from maltreatment**
- **Preventing impairment of children's mental and physical health or development**
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- **Taking action to enable all children to have the best outcomes**

All staff at MCPA endeavour to ensure the above guidance is followed and will take action to ensure that all children **in our care achieve their best outcomes. When doing this we will always take into consideration the age, culture, physical needs, gender, language, racial origin, religious beliefs and sexual identity of your child. This is achieved by having clear procedures in place and ensuring that all disclosures or allegations are taken seriously, recorded correctly and thoroughly investigated.**

WHY

Safeguarding is at the heart of everything we do at MCPA, not only because it underpins the positive outcomes we wish for our children but it is also a statutory duty for all schools.

Like any community school we consider positive themes and those that may require improvement in our area and also the surrounding area. At MCPA we will refer to these areas when deciding where the focus should lie when planning our curriculum. We take into consideration not just national guidance but also local authority guidance and information from our partner agencies, including social care and GMP. Getting Safeguarding right for our children is imperative and the information below is the tip of what Safeguarding could look like for our children:

barnardos.org.uk have produced information/data recently that informs us of what may happen when robust safeguarding protocols are not in place:

SEND & Exclusions

- SEND pupils remain disproportionately represented in serious safeguarding incidents (national review data).
- SEND children continue to be over-represented in exclusion figures and social care involvement.

Children in Care

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- 360+ children were involved in serious safeguarding incidents in 2024–25.
- 60% of these incidents involved **neglect**.
- 51% involved **domestic abuse**.

Mental Health

- **1 in 5** children involved in serious safeguarding incidents had a diagnosable mental health condition.
- **58%** of 16–17-year-olds in serious incidents had a mental health condition.

ACES

- Children with **4+ ACEs** remain significantly more likely to experience adult health-harming behaviours, chronic illness, and criminal justice involvement.

Sexual Abuse

- Sexual abuse continues to be a significant category in serious safeguarding incidents.
- Online sexual harm is increasingly present in national reviews.

Online Harm

- Online grooming, sexual image sharing, and coercive control are now common features in serious safeguarding incidents.

Child Protection Plans (National – 2025)

- **49,420** children on Child Protection Plans nationally.

Child Protection Plans (North West – 2025)

- **8,280** children on CP plans.
    - **Neglect:** 4,120
    - **Emotional Abuse:** 3,290
    - **Physical Abuse:** 460
    - **Sexual Abuse:** 370

Serious Safeguarding Incidents (2024–25)

- **274** rapid reviews completed.
- **360+** children affected.
- **34%** of cases involved babies under 1.
- Leading causes of death:
    - Sudden unexpected death in infancy
    - Suicide
    - Intrafamilial assault

HOW

At MCPA, what we include in our curriculum is very important to us and we will always ensure that pupil safeguarding and the promotion of our community qualities are at the core of our work. We place great importance on identifying opportunities through our curriculum that provide pupils with the opportunities to experience life in all its diversity, to enable pupils to acquire knowledge, understanding and the skills that significantly impact on **their own personal development, behaviour and welfare and that equips every child with the ability to safeguard themselves. We are sensitive to curriculum topics, such as PSHE, to ensure that sensitive topics are taught at an age appropriate level, or at a small group. In some instances, we may address these on a 1:1 level where a more urgent need arises.**

Our curriculum planning at MCPA is designed to constantly challenge our children to think carefully and deeply about safeguarding matters, including their own personal physical and mental wellbeing. We create space for children to develop their own thoughts, ideas and concerns and value their questioning. We provide opportunities across the curriculum to explore values, personal rights, responsibilities and equal opportunities that develop moral concepts that impact positively on safeguarding, promote British values and prevent radicalisation and extremism.

There are many opportunities throughout our learning in school to explore safeguarding issues including:

- **Rights Respecting Schools Award (New 2021)**
- **Peace Foundation (Jonathon Ball)**
- **Fireworks safety (visit for whole school assembly) GMFS & GMP**
- **Forest school visits**
- **Quiet spaces**

- **DEN/ NEST/ HUB**
- **School councillors**
- **Family Partnership team**
- Attendance officer
- Staff training by the safeguarding team/ leads
- Child Protection in Education - Online course for all staff and trainees
- **FGM parent breakfast - in summer term**
- **Shape Shifter play - awareness of sexual exploitation**
- **Swimming lessons**
- **Online safety course for parents and access to the national online safety app**

MCPA PSHE Long Term Curriculum 2026 - 2027

	Relationships Pol-Ed	Keeping Safe Pol-Ed	Understanding the Law Pol-Ed	Wellbeing Pol-Ed	RSE imatters	Careers SK
EYFS ***Think Equal*** *Nursery level 1* *Reception level 2*	**1. I Have a Strong Sense of Who I Am** • Global Citizenship, Self-Esteem, Resilience, Empowerment, Self-Acceptance, Diversity. **2. I Am Able to Look After Myself** • The Things I Can Do, Self-Regulation, Emotional Literacy, Self-Awareness, Finding Positive Solutions, The Choices I Make and Their Outcomes. **3. I Am Able to Look After Others** • Kindness and Friendship, Inclusion, Perspective-Taking, Taking Care of Nature/Animals, Using Empathy, Being an Up-stander. **4. I Am Able to Communicate** • Recognising Feelings, Self-Confidence, Active Listening, Expressing Needs and Ideas. **5. I Am Able to Contribute and Create** • Self-Expression, Creativity, Collaboration, Turn-Taking, Sharing Ideas, Using Head/Heart/Hands to Help. **6. I Am a Critical Thinker** • Creating Strategies, Problem-Solving, Self-Knowledge, Similarities and Differences, Peaceful Conflict-Resolution, Gender Equality.					What jobs do people do? What can I learn about jobs by pretending to do them? Why are different people's jobs important? What am I good at? How can I help in the classroom and why does it matter? What does a good day look like with time for school, play and rest?

Year 1	How can I make friends? What if my friends are making me feel sad? How can I be an empathy expert? How can I be an ally? What makes me special? What do feelings feel like? Why are safe hands important? Story: **Chrysanthemum** — *Kevin Henkes*	How can I keep safe in new places? How can I use things at home safely? What is private information? Who are my trusted adults? How can I speak up? How can I share my feelings? Story: **"I Can Be Safe"** — *Pat Thomas*	How can I be responsible? What is bullying? Why is name calling unkind? What do the police do? What is 999? Why have different rules in different places? What can happen when rules are broken? Story: **"What If Everybody Did That?"** — *Ellen Javernick*	What makes me special? What do feelings feel like? How can I share my feelings? How can I be an empathy expert? Recognising money *MCPA dive* Environment *MCPA drive* Story: **"The Colour Monster"** — *Anna Llenas*	Who are the people in my life who love and care for me? What are the differences and similarities between people? What are the differences and similarities between girls and boys? *Lost and bereavement part 1* *MCPA drive* *Lost and bereavement part 2* *MCPA drive* Story: **"Families, Families, Families!"** — *Suzanne & Max Lang*	What skills do I use every day? How can I match tools to the jobs that use them? What goal can I set and how will I reach it? How can I design something useful for others? How do people balance work, rest and fun? How do different jobs help our community? *Izzy Gizmo* by Pip Jones

Year 2	How can I deal with change? How are we the same? How are we different? How can I work with different people? What is a family? How do I share family worries? Why are relationships important? Story: **"All Are Welcome"** — *Alexandra Penfold*	Why does age matter? What is the internet? How can I keep safe online? What are the risks of video gaming? What are different types of meetings? What are medicines? What is fire safety? Story: **"Staying Safe Online"** — *Louise Spilsbury*	What are needs and wants? What is a job? *Finance link* What is money? Spending money MCPA drive Story: **"Those Shoes"** — *Maribeth Boelts*	What does it mean to be healthy? How can I look after my body? Why is sleep important? When do I need to take a break? Looking after the environment *MCPA drive* **Story: "Ruby's Worry"** — *Tom Percival*	What is private? (body parts) What happens when the body grows young to old? What is fair, unfair, kind and unkind? *Lost and bereavement part 1* *Lost and bereavement part 2* Story: **"My Body! What I Say Goes!"** — *Jayneen Sanders*	How are my skills growing as I get older? What can I learn by listening to someone who does a job? How do I choose the right tools or strategies? How can I design a stall or idea people would enjoy? Why do rest, hobbies and friendships matter? How are jobs in school similar to and different from jobs outside? Story: **"The Most Magnificent Thing"** — *Ashley Spires*

Year 3	Who are my key people? How should we treat people? What can I do when friendships go wrong? What do we mean by consent in friendships? How does school help me? Story: **"Be Kind"** — *Pat Zietlow Miller*	What are emergency services? What are emergency situations? What do we mean by risk? When should I break a secret? What words can I use to talk about my feelings? How can I share my worries? *Bullying - link* Story: **"The Huge Bag of Worries"** — *Virginia Ironside*	How can I be a responsible citizen? What is the law and why do we have it? How do we enforce the law? What are children's rights? What is bullying? Work and money. MCPA drive Story: **"What If Everybody Did That?"** — *Ellen Javernick*	How can vaccinations support our health? What is mental health? How can intense feelings feel? What am I good at? Litter picking session *Environment* *MCPA drive* Story: **"The Boy with Big, Big Feelings"** — *Britney Winn Lee*	What is personal space? What does a healthy relationship look like? Why is being equal important in relationships? *Lost and bereavement part 1* *Lost and bereavement part 2* ***The Invisible String*** *— Patrice Karst*	What are my strengths, interests and things I want to learn? What kinds of jobs exist in STEM, arts, sport and service roles? How can I plan and complete a learning challenge? How can my team design and pitch an idea to improve school? How do different jobs affect people's time and responsibilities? How are jobs in the UK similar to or different from jobs elsewhere? "What Do You Want to Be When You Grow Up?" — by Richard Scarry

Year 4	How can we be role models? What is a healthy friendship? What is peer influence? Who makes up my community? What are protected characteristics? What is discrimination? What is hate crime? “The Day You Begin” — Jacqueline Woodson & Rafael López	How can I keep safe in my local area? How can I respect my environment? Sustainability *Environment* *MCPA drive* Who do I encounter? How can we keep safe on the road? What are hazards in the home? What is first aid? “Izzy Gizmo and the Invention Convention” — Pip Jones & Sara Ogilvie	Looking after money MCPA drive “Lemonade in Winter: A Book About Two Kids Counting Money” — Emily Jenkins & G. Brian Karas	How do my choices help me to be healthy? What are healthy habits? Why is food fuel? How can I be a hygiene hero? What is my body trying to tell me? How does school build my character? What can I be? “I Can Do Hard Things: Mindful Affirmations for Kids” — Gabi Garcia	What is diversity? Do boys and girls have different roles? What changes happen to my body? *Lost and bereavement part 1* *Lost and bereavement part 2* “All Are Welcome” — Alexandra Penfold & Suzanne Kaufman	How has my learning journey changed over time? How do school subjects link to real jobs? How can I plan and evaluate a multi-step project? How can I help improve something in our school community? How do people look after their wellbeing while working? How is technology changing the jobs people do? “What Do You Do With an Idea?” — Kobi Yamada & Mae Besom

Year 5	How can my adult relationships affect my future? Why are our special people important? How do rules help our community? What are my personal boundaries? What is peer pressure? What are online friendships? What is grooming? How do words have power? ***The Boy at the Back of the Class* by Onjali Q. Raúf**	What are the risks with money? What is gambling? How can we keep our things safe? How can we use our phones sensibly? What can and can't I do on the internet? What is media literacy? What are deep fakes? What is media influence? What do I know about drugs? ***The Last Firefox* by Lee Newbery**	What does it mean to be British? *MCPA drive* Enterprise *MCPA drive* Plastic Planet *Environment* *MCPA drive*	What is my personal identity? How might being online impact the way I feel? How might my activity levels impact the way I feel? How might school impact the way I feel? How can drugs and alcohol make people feel? ***Front Desk* by Kelly Yang**	What is puberty? What are the different relationships in my life? What is unwanted touch? *Lost and bereavement part 1* *Lost and bereavement part 2* *The Great Big Book of Families* by Mary Hoffman & Ros Asquith	What do my strengths, interests and values say about me? What can I discover about different job sectors? How can I make informed choices when faced with options? How can I create, cost and promote a product? How do adults manage their time and responsibilities? How do global events influence the jobs people do? *What Do You Want To Be When You Grow Up?* by Nicola Barber

Year 6	What is a debate? How can we respect different relationships? What does the law say about marriage? How can we be allies against racism? How can we challenge sexism? What is my relationship with authority? Grooming and exploitation (not POL- ed) *The Undefeated* by Kwame Alexander & Kadir Nelson	Why does media have age restrictions? How is my data shared? How can I seek support for my mental health? What does the law say about legal drugs? What is the issue with addiction? (Vaping/ smoking)? *Mindful Me: Mindfulness and Wellbeing for Kids* by Whitney Stewart ***Bonfire Night Lesson*** ***Halloween Lesson***	What different types of crime are there? What is antisocial behaviour? What is a weapon? What is shop theft? Managing money *MCPA drive* *Oceans and plastic* *Environment* *MCPA drive* *The Accidental Detective by Melinda Salisbury*	How can I manage moving to high school positively? How can I get ready for secondary relationships? What does adulthood look like? How can I re-frame my Thinking? What is grief? ***The Boy Who Made Everyone Laugh* by Helen Rutter**	What changes happen in my life? What happens in a loving relationship and what is forced marriage Is arranged marriage covered? *How is a baby made? Move to science* *What is FGM moved from Y5 to Y5* What are the physical and emotional changes of puberty? *Lost and bereavement part 1* *Lost and bereavement part 2* *The Colour of Home* by Mary Hoffman	How can I use my strengths to prepare for secondary school? What can I learn by researching a job in depth? How do I weigh up options and consequences? How can I lead and organise an event for others? What might my future lifestyle look like and how will I manage it? Why does learning continue throughout life and how does it shape opportunities? *You Are Awesome* by Matthew Syed

IMPACT

MCPA's focus on safeguarding ensures that:

- **We improve school attendance of pupils from particular groups with support from the Family Support worker**
- **We reduce prejudice-related bullying and the use of derogatory language and follow up on any situations immediately, on an individual basis, using the school's anti-bullying policy**
- We improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity
- **We improve children's knowledge on values and keeping safe so that they develop their own worth and** confidence and feel safe and secure in school
- We improve staff knowledge and understanding of the signs of abuse and how to report appropriately
- **We ensure that all safeguarding concerns are all thoroughly investigated and, where necessary, a multi agency approach is taken**
- **We work closely with parents/ carers to ensure the best outcomes for families**