

Curriculum Intent

To provide all of our children with knowledge that will enable them to make informed decisions about their well-being health and relationships. This will ensure that they are ready to embrace the challenges of creating a happy and successful adult life in modern Britain. To ensure high quality teaching and learning through a coherently planned curriculum which provides children opportunities to learn new skills, practise and apply embedded skills and allows children quality time to reflect on what it means to them.

Implementation

The Programme of Study has been taken from the PSHE association and adapted to fit the needs of the children across Hales Valley Trust. It includes suggested resources, training and quality key texts and is supported by the United Nations Convention of the rights of the child (UNCRC).

The Programme of study is broken down into three core themes:

- Core theme 1. Relationships (R) – Autumn Term
- Core theme 2. Living in the Wider World (L) – Spring Term
- Core theme 3. Health and Wellbeing (H) – Summer Term

Each term will have a core theme focus to ensure consistency across year groups and phases and to provide a clear progression from EYFS to Year 6. Assemblies, focus days and other whole school events can be centred around the core themes.

Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe

The Programme of Study ensures thorough coverage of the statutory guidance set out by the Department for Education for Relationships and Sex Education (RSE) and Health Education. This has been embedded within the Programme of Study whilst ensuring a broad and balanced curriculum is being delivered.

Long Term Plan

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a Community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
EYFS	Understand what a family is and what it means to them. Understanding about similarities and differences between ourselves and others	How to show feelings. Seeking help from trusted adults should they need to.	Self-confidence and how to feel good about self-success. Understand how to adjust behaviour to different situations.	Talk about own and others' behaviour and its consequences. Understand how to work as a group and understand what rules are.	Understanding that a range of technology is used in places such as homes and schools.	Jobs in familiar environments such as their family and their school.	Understanding basic hygiene including dressing and going to the toilet.	Understand how good practices regarding sleep, exercise, eating and hygiene help with healthy growth.	Understand the need for safety when tackling new challenges. Considering and managing relevant risks such as at home or in the playground.
resources	<i>Module 3 – Making and breaking relationships</i>	<i>Module 2 – Communication</i>	<i>Module 1 – Feelings Module 4 – Conflict Resolution</i>	<i>Module 4 – Conflict Resolution</i>				<i>Module 5 – Dealing with change and loss</i>	<i>Module 2 – Communication Module 4 – Conflict Resolution Module 6 – We cope</i>
	Zippy's Friends Module 1 – Feelings, Module 2 – Communication, Module 3 – Making and breaking relationships			Zippy's Friends Module 4 – Conflict Resolution			Zippy's Friends Module 5 – Dealing with change and loss, Module 6 – We cope		
Year 1	Roles of different people, families. Feeling cared for.	Recognising privacy; Staying safe. Seeking permission.	How behaviour affects others. Being polite and respectful.	What rules are. Caring for others' needs. Looking after the environment.	Using the internet and digital devices. Communicating online.	Strengths and interests. Jobs in the community.	Keeping healthy. Food and exercise. Hygiene routines. Sun safety.	Recognising what makes them unique and special. Feelings. Managing when things go wrong.	How rules and age restrictions help us. Keeping safe online.
resources	<i>Module 1 – Feelings Module 3 – Making and breaking relationships</i>	<i>Module 2 – Communication Module 4 – Conflict Resolution</i>	<i>Module 2 – Communication Module 4 – Conflict Resolution</i>	<i>Zippy's Friends rules Zippy's Friends Golden Rules</i>			<i>Module 6 – We cope</i>	<i>Module 1 – Feelings Module 5 – Dealing with change and loss</i>	
	Zippy's Friends Module 1 – Feelings, Module 2 – Communication, Module 3 – Making and breaking relationships			Zippy's Friends Module 4 – Conflict Resolution			Zippy's Friends Module 5 – Dealing with change and loss, Module 6 – We cope		
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help, recognising hurtful behaviour	Recognising things in common and differences. Sharing opinions	Belonging to a group. Roles and responsibilities. Being the same and different in the community.	The internet in everyday life. Online content and information	What money is. Needs and wants. Looking after money	Why sleep is important? Medicines and keeping healthy. Managing feelings and asking for help.	Growing older. Naming bod parts. Moving class or year.	Safety in different environments. Risk and safety at home. Emergencies.
resources	<i>Module 1 – Feelings Module 3 – Making and breaking relationships</i>	<i>Module 1 – Feelings Module 2 – Communication</i>	<i>Module 2 – Communication</i>	<i>Zippy's Friends rules Zippy's Friends Golden Rules</i>			<i>Module 1 – Feelings Module 2 – Communication Module 4 – Conflict Resolution</i>	<i>Module 5 – Dealing with change and loss</i>	<i>Module 6 – We cope</i>
	Zippy's Friends Module 1 – Feelings, Module 2 – Communication, Module 3 – Making and breaking relationships			Zippy's Friends Module 4 – Conflict Resolution			Zippy's Friends Module 5 – Dealing with change and loss, Module 6 – We cope		

Year 3	What makes a family. Features of family life.	Personal boundaries. Safely responding to others. The impact of hurtful behaviour.	Recognising respectful behaviour. The importance of self-respect. Courtesy and being polite.	The value of rules and laws. Rights. Freedoms and responsibilities.	How the internet is used? Assessing information online.	Different jobs and skills. Job stereotypes. Setting personal goals.	Health choices and habits. Knowing what affects feelings and expressing feelings.	Personal strengths and achievements. Managing and re-framing setbacks.	Risks and hazards. Safety in the local environment and unfamiliar places.
resources	Module 1 – Feelings Module 3 – Friendship	Module 1 – Feelings Module 3 – Friendship	Module 2 – Communication Module 6 – Moving forward	Module 2 – Communication Module 4 – Solving problems			Module 1 – Feelings Module 4 – Solving problems	Module 1 – Feelings Module 5 – Changes Module 6 – Moving forward	
	Apple's Friends Module 1 – Feelings, Module 2 – Communication, Module 3 – Friendship			Apple's Friends Module 4 – Solving problems			Apple's Friends Module 5 – Changes, Module 6 – Moving forward		
Year 4	Positive friendships, including online.	Responding to hurtful behaviour. Managing confidentiality. Recognising risks online.	Respecting differences and similarities. Discussing differences sensitively.	What makes a community? Shared responsibilities.	How data is shared and used	Making decisions about money. Using and keeping money safe.	Maintaining a balanced lifestyle. Oral hygiene and dental care.	Personal identity. Recognising individuality and different qualities. Mental wellbeing.	Medicines and household products. Drugs common to everyday life.
resources	Module 3 – Friendship	Module 3 – Friendship Module 4 – Solving problems	Module 1 – Feelings Module 3 – Friendship	Module 2 – Communication Module 3 – Friendship			Module 5 – Changes	Module 1 – Feelings Module 6 – Moving forward	
	Apple's Friends Module 1 – Feelings, Module 2 – Communication, Module 3 – Friendship			Apple's Friends Module 4 – Solving problems			Apple's Friends Module 5 – Changes, Module 6 – Moving forward		
Year 5	Managing friendships and peer influence	Physical contact and keeping safe	Responding respectfully to a wide range of people. Recognising prejudice and discrimination.	Protecting the environment. Compassion towards others.	How information online is targeted. Different media types, their role and their impact.	Identifying job interests and aspirations. What influences career choices. Workplace stereotypes.	Healthy sleep habits. Sun safety. Medicines, vaccinations, immunisations and allergies.	Physical and emotional changes in puberty. External genitalia. Personal hygiene routines.	Keeping safe in different situations, including responding in emergencies and first aid.
resources	Module 1 – Emotions Module 2 – Communication	Module 2 – Communication	Module 3 – Difficult Situations Module 4 – Fairness, Justice What is Right	Module 1 – Emotions Module 4 – Fairness, Justice and What is Right				Module 5 – Change and Loss	Module 3 – Difficult Situations
	Passport Module 1 – Emotions, Module 2 – Communication, Module 3 – Difficult situations			Passport Module 4 – Fairness, Justice and What is Right			Passport Module 5 – Change and loss		
Year 6	Attraction to others. Romantic relationships, civil partnerships and marriage.	Recognising and managing pressure. Consent in different situations.	Expressing opinions and respecting others' points of view including discussing topical issues.	Valuing diversity. Challenging discrimination and stereotypes.	Evaluating media sources. Sharing things online.	Influences and attitudes to money. Money and financial risks.	What affects mental health and ways to take care of it. Managing change, loss & bereavement.	Human reproduction and birth. Increasing independence. Managing transition.	Keeping personal information safe. Regulations & choices. Drugs & the law. Drugs & media.
resources	Module 1 – Emotions	Module 2 – Communication Module 3 – Difficult Situations	Module 2 – Communication	Module 4 – Fairness, Justice and What is Right	Module 3 – Difficult Situations		Module 5 – Change and Loss	Module 5 – Change and Loss	
	Passport Module 1 – Emotions, Module 2 – Communication, Module 3 – Difficult situations			Passport Module 4 – Fairness, Justice and What is Right			Passport Module 5 – Change and loss		

Supporting resources

The Programme of Study is supported by a bank of quality resources including core texts, websites and programmes.

Skills Builder



The Skills Builder framework builds essential skills to prepare children for success both in school and beyond. Teachers can audit their class' competence in each skill and tailor sessions accordingly through short sessions, discussion and projects. Many of our key objectives from across the 3 core themes can be taught using skills builder as a context.

Partnership for Children – Skills for life programmes



Zippy's friends is taught in EYFS and KS1, Apples friends is taught in LKS2 and Passport is taught in UKS2. The programmes are evidence based, social, emotional and well-being programmes which develop skills for life. The majority of this Programme of Study is supported by the delivery of each programme.

Quality Key Texts

Reading is at the heart of the PSHE curriculum and is a key element in the delivery of the Programme of Study. Quality texts have been sourced to underpin each key question and will enable staff to pitch each theme at the right level.

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a Community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
EYFS	Understand what a family is and what it means to them. Understanding about similarities and differences between ourselves and others.	How to show feelings. Seeking help from trusted adults should they need to.	Self-confidence and how to feel good about self-success. Understand how to adjust behaviour to different situations.	Talk about own and others' behaviour and its consequences. Understand how to work as a group and understand what rules are.	Understanding that a range of technology is used in places such as homes and schools.	Jobs in familiar environments such as their family and their school.	Understanding basic hygiene including dressing and going to the toilet.	Understand how good practices regarding sleep, exercise, eating and hygiene help with healthy growth.	Understand the need for safety when tackling new challenges. Considering and managing relevant risks such as at home or in the playground.
Quality texts in school	Usborne: All about families by Felicity Brooks	Usborne: All about feelings by Felicity Brooks	Tomorrow I'll be kind by Jessica Hische	What if everybody did that? By Ellen Javernick	Clicker the Cat by Kyla Cullinane	What do grown ups do all day? By Virginie Morgand	We can get dressed by Marion Cocklico	The children's book of healthy habits by Sophie Giles	Floss the Playground Boss by Corrine Averiss
Year 1	Roles of different people, families. Feeling cared for.	Recognising privacy; Staying safe. Seeking permission.	How behaviour affects others. Being polite and respectful.	What rules are. Caring for others' needs. Looking after the environment.	Using the internet and digital devices. Communicating online.	Strengths and interests. Jobs in the community.	Keeping healthy. Food and exercise. Hygiene routines. Sun safety.	Recognising what makes them unique and special. Feelings. Managing when things go wrong.	How rules and age restrictions help us. Keeping safe online.
Quality texts in school	<i>Usborne: All about families by Felicity Brooks</i>	<i>My Body Belongs To Me From My Head To My Toes by Dagmar Geisler</i>	<i>Have You Filled A Bucket Today? By Carol McCloud</i>	<i>Green Green by Marie Lamba</i>	<i>Chicken Clicking By Jeanne Willis</i>	<i>A Focus on People Who Help Us By John Wood</i>	<i>Use Science books from library</i>	<i>Usborne: All about feelings by Felicity Brooks</i>	<i>Chicken Clicking By Jeanne Willis</i>
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help, recognising hurtful behaviour	Recognising things in common and differences. Sharing opinions	Belonging to a group. Roles and responsibilities. Being the same and different in the community.	The internet in everyday life. Online content and information	What money is. Needs and wants. Looking after money	Why sleep is important? Medicines and keeping healthy. Managing feelings and asking for help.	Growing older. Naming bod parts. Moving class or year.	Safety in different environments. Risk and safety at home. Emergencies.
Quality texts in school	<i>How to Be a Friend - By Laurie Krasny Brown</i>	<i>Some secrets should never be kept by Jayneen Sanders</i>	<i>All are Welcome by Alexandra Penfold</i>	<i>All are Welcome by Alexandra Penfold</i>	<i>Goldilocks (A Hashtag Cautionary Tale) (Online Safety Picture Books) by Jeanne Willis and Tony Ross</i>	<i>The children's money book of sense by Sophie Giles</i>	<i>Daisy The Hedgehog - by Tracey Thomson</i>	<i>Use Science books from library</i>	<i>Staying safe at the Playground by Lucia Tarbox Raatma</i>
Year 3	What makes a family. Features of family life.	Personal boundaries. Safely responding to others. The impact of hurtful behaviour.	Recognising respectful behaviour. The importance of self-respect. Courtesy and being polite.	The value of rules and laws. Rights. Freedoms and responsibilities.	How the internet is used. Assessing information online.	Different jobs and skills. Job stereotypes. Setting personal goals.	Health choices and habits. Knowing what affects feelings and expressing feelings.	Personal strengths and achievements. Managing and re-framing setbacks.	Risks and hazards. Safety in the local environment and unfamiliar places.

Quality texts in school	<i>Usborne: All about families by Felicity Brooks</i>	<i>Marlene, Marlene, Queen of Mean by Jane Lynch</i>	<i>The way I act by Steve Metzger</i>	<i>Children who changed the world by Marcia Williams</i>	<i>Usborne Staying Safe Online by Louie Stowell</i>	<i>My Daddy is a Nurse by Kerrine Bryan</i>	<i>The Children's Book of Healthy Habits by Sophie Giles</i>	<i>My mixed emotions: learn to love your feelings by DK</i>	<i>I can be safe by Pat Thomas</i>
Year 4	Positive friendships, including online.	Responding to hurtful behaviour. Managing confidentiality. Recognising risks online.	Respecting differences and similarities. Discussing differences sensitively.	What makes a community? Shared responsibilities.	How data is shared and used	Making decisions about money. Using and keeping money safe.	Maintaining a balanced lifestyle. Oral hygiene and dental care.	Personal identity. Recognising individuality and different qualities. Mental wellbeing.	Medicines and household products. Drugs common to everyday life.
Quality texts in school	<i>Be Kind By Pat Miller</i>	<i>You, Me and Empathy by Jayneen Sanders,</i>	<i>The truth Pixie by Matt Haig</i>	<i>How to make a better world. By Keilly Swift</i>	<i>Once Upon Online By David Bedford</i>	<i>Usborne: Money for beginners by Eddie Reynolds</i>	<i>Good Enough to Eat: A Kids Guide to Food and Nutrition by Lizzy Rockwell</i>	<i>What's going on inside my head by Molly Potter</i>	<i>Books from the library for different lessons</i>
Year 5	Managing friendships and peer influence	Physical contact and keeping safe	Responding respectfully to a wide range of people. Recognising prejudice and discrimination.	Protecting the environment. Compassion towards others.	How information online is targeted. Different media types, their role and their impact.	Identifying job interests and aspirations. What influences career choices. Workplace stereotypes.	Healthy sleep habits. Sun safety. Medicines, vaccinations, immunisations and allergies.	Physical and emotional changes in puberty. External genitalia. Personal hygiene routines.	Keeping safe in different situations, including responding in emergencies and first aid.
Quality texts in school	<i>Be Kind By Pat Miller</i>	<i>No means No! by Jayneen Sanders</i>	<i>No difference between us by Jayneen Sanders</i>	<i>Caring for the Environment – I'm a Global Citizen by Georgia Amson-Bradshaw</i>	<i>Tek: The modern Cave Boy by Patrick McDonnell</i>	<i>What do you see? By Samantha Ball</i>	<i>Listening to my body by Gabi Garcia</i>	<i>Usborne: What's happening to me? Boys and Girls versions.</i>	<i>The Children's Book of first aid skills by Sophie Giles</i>
Year 6	Attraction to others. Romantic relationships, civil partnerships and marriage.	Recognising and managing pressure. Consent in different situations.	Expressing opinions and respecting others' points of view including discussing topical issues.	Valuing diversity. Challenging discrimination and stereotypes.	Evaluating media sources. Sharing things online.	Influences and attitudes to money. Money and financial risks.	What affects mental health and ways to take care of it. Managing change, loss and bereavement.	Human reproduction and birth. Increasing independence. Managing transition.	Keeping personal information safe. Regulations and choices. Drug use and the law. Drug use and the media.
Quality texts in school	<i>The Boy, The Mole, The Fox and The Horse by Charlie Mackesy</i>	<i>Lets talk about body boundaries Consent and respect by Jayneen Sanders</i>	<i>My mouth is a volcano by Julia Cook</i>	<i>Welcome to our World by Moira Butterfield</i>	<i>Dr Christian's Guide to Growing Up online by Dr Christian Jessen</i>	<i>Finance 101 for kids (money lessons children cannot afford to miss) By Walter Andal</i>	<i>Stand Tall Like A Mountain by Suzy Reading</i>	<i>Usborne: What's happening to me? Boys and Girls versions.</i>	<i>Once Upon Online By David Bedford</i>

Programme of Study

Highlighted statements are covered in Skills for Life programmes

EYFS – Autumn Term - Relationships

Topic	Key Objectives	RRSA focus	Teacher notes
Families and friendships Understand what a family is and what it means to them. Understanding about similarities and differences between ourselves and others. <i>What is a family?</i> PoS Refs: R1, R2, R3, R4, R5	Including statutory guidance and ELGs <ul style="list-style-type: none"> That families are important for children growing up to look after them A family gives love and keeps each other safe Understand that families can look different to each other. Understand that families around the world will look different from each other and have different traditions and living conditions To recognise that is any kind of relationship is making them feel unsafe, then they must seek help from a trusted adult 	Article 9 You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.	
Safe relationships How to show feelings. Seeking help from trusted adults should they need to. <i>Who keeps me safe?</i> PoS Refs: R10, R13, R15, R16, R17	<ul style="list-style-type: none"> To understand who a trusted adult might be. To recognise that is any kind of relationship is making them feel unsafe, then they must seek help from a trusted adult About ways that they can show feelings by talking. What to do if they find talking hard. In what other ways can they show their feelings? 	Article 19 You have the right to be protected from all types of harm.	
Respecting ourselves and others Self-confidence and how to feel good about self-success. Understand how to adjust behaviour to different situations. <i>Why is it cool to be me?</i> PoS Refs: R21, R22	<ul style="list-style-type: none"> About why it is important to feel good about themselves. What do they like about themselves? What are they proud of? About how they can express kindness to others by noticing good in others. what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel about what respect means about class rules, being polite to others, sharing and taking turns 	Article 3 All adults should do what is best for you. When adults make decisions, they should ALL think about how their decisions will affect ALL children.	

EYFS – Spring Term – Living in the Wider World

<u>Topic</u>	<u>Key Objectives</u> Including statutory guidance	<u>RRSA focus</u>	<u>Teacher notes</u>
Belonging to a community Talk about own and others' behaviour and its consequences. Understand how to work as a group and understand what rules are. <i>What does 'together' mean?</i> PoS Refs: L1, L2, L3	<ul style="list-style-type: none"> about examples of rules in different situations, e.g. class rules, rules at home, rules outside Link to our Trust values and pay particular attention to our 'together value'. Who works together to make a difference? At school? At home? In the community? What does it mean to be a Change Maker? 	Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.	
Media literacy and Digital resilience Understanding that a range of technology is used in places such as homes and schools. <i>How can I find out more?</i> PoS Refs: L7, L8	<ul style="list-style-type: none"> What the internet is. Where can the internet be found? On a phone, a tablet, a computer, a watch sometimes... how and why people use the internet the benefits of using the internet and digital devices That, like the playground or any other environment, the internet is somewhere that needs to have rules to keep everyone safe. What might these rules be? 	Article 17 You have the right to get information that is important to your well-being, from radio, newspapers, books, computers and other sources. Adults should make sure that the information that you are getting is not harmful, and help you find and understand the information you need.	
Money and Work Jobs in familiar environments such as their family, their classroom and their school. <i>What is a job?</i> PoS Refs: L14, L16, L17	<ul style="list-style-type: none"> What is a job? Why do people have a job? About what they would like to be when they grow up about people whose job it is to help us in the community about different jobs and the work people do about the jobs in their family. 	Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.	

EYFS – Summer Term – Health and wellbeing

<u>Topic</u>	<u>Key Objectives</u> Including statutory guidance and ELGs	<u>RRSA focus</u>	<u>Teacher notes</u>
Physical health and Mental wellbeing Understanding basic hygiene including dressing and going to the toilet. <i>Whose job is it to keep me clean and fresh?</i> PoS Refs: H1, H2, H3, H5, H8, H9, H10	<ul style="list-style-type: none"> that different people have different needs about the rights of a child. Why is the right to best possible health care one of children's rights? About simple self-care techniques and becoming more independent. About who basic hygiene protects. About how washing our own hands for example helps to keep others safe as well as ourselves. 	Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.	
Growing and changing Understand how good practices regarding sleep, exercise, eating and hygiene help with healthy growth. <i>In what ways do I take care of me?</i> PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24	<ul style="list-style-type: none"> About the importance of regular exercise for both our body and how we feel on the inside. What does a healthy diet look like? About the consequences of poor diet on how we feel and physical effects such as eating too much sugar leading to tooth decay. About whose job it is to keep them healthy. In what ways can they help themselves to make good choices for their own health. Going to bed on time, cleaning their teeth, eating fruit and vegetables etc. 	Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.	
Keeping safe Understand the need for safety when tackling new challenges. Considering and managing relevant risks such as at home or in the playground. <i>What does it mean to stay safe?</i> PoS Refs: H28, H34	<ul style="list-style-type: none"> How do they feel when they are safe? What do adults do to keep them safe at school/at home/in the playground/in the park? What is their job in terms of keeping themselves safe in a variety of different situations? I.e.. stranger danger, not touching the cooker at home, showing good listening, . 	Article 19 You have the right to be protected from all types of harm.	

Year 1 – Autumn Term - Relationships

<u>Topic</u>	<u>Key Objectives</u> Including statutory guidance	<u>RRSA focus</u>	<u>Teacher notes</u>
Families and friendships Roles of different people; families; feeling cared for <i>Who is special to me?</i> PoS Refs: R1, R2, R3, R4, R5	<ul style="list-style-type: none"> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children’s lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone — and how to tell them — if they are worried about something in their family 	<p>Article 5 Your family has the responsibility to help you learn to exercise your rights and to ensure that your rights are protected.</p> <p>Article 9 You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.</p>	
Safe relationships Recognising privacy; staying safe; seeking permission <i>What makes me feel safe?</i> PoS Refs: R10, R13, R15, R16, R17	<ul style="list-style-type: none"> about situations when someone’s body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask for permission to touch others how to ask for and give/not give permission 	<p>Article 16 You have the right to privacy</p> <p>Article 3 The best interests of the child must be a top priority in all things that affect children.</p>	
Respecting ourselves and others How behaviour affects others; being polite and respectful <i>What does respect mean to me?</i> PoS Refs: R21, R22	<ul style="list-style-type: none"> what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel about what respect means about class rules, being polite to others, sharing and taking turns 	<p>Article 19 You have the right to be protected from all types of harm.</p> <p>Article 3 The best interests of the child must be a top priority in all things that affect children.</p>	

Year 1 – Spring Term – Living in the Wider World

<u>Topic</u>	<u>Key Objectives</u> Including statutory guidance	<u>RRSA focus</u>	<u>Teacher notes</u>
Being a Change Maker What rules are; caring for others' needs; looking after the environment <i>In what ways am I a Change Maker?</i> PoS Refs: L1, L2, L3	<ul style="list-style-type: none"> about examples of rules in different situations, e.g. class rules, rules at home, rules outside that different people have different needs how we care for people, animals and other living things in different ways how they can look after the environment, e.g. recycling what does it mean to be a Change Maker? about the rights of a child. Are they different to human rights? 	Article 1 Everyone under 18 has the rights set out in the UNCRC Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously. Article 13 Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.	
Media literacy and Digital resilience Using the internet and digital devices; communicating online <i>How do I stay safe online?</i> PoS Refs: L7, L8	<ul style="list-style-type: none"> how and why people use the internet the benefits of using the internet and digital devices how people find things out and communicate safely with others online 	Article 19 You have the right to be protected from all types of harm.	
Money and Work Strengths and interests; jobs in the community <i>Why is that job important?</i> PoS Refs: L14, L16, L17	<ul style="list-style-type: none"> that everyone has different strengths, in and out of school about how different strengths and interests are needed to do different jobs about people whose job it is to help us in the community about different jobs and the work people do 	Article 3 All adults should do what is best for you. When adults make decisions, they should ALL think about how their decisions will affect ALL children.	

Year 1 – Summer Term – Health and Wellbeing

<u>Topic</u>	<u>Key Objectives</u> Including statutory guidance	<u>RRSA focus</u>	<u>Teacher notes</u>
Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety <i>What does it mean to be healthy?</i> PoS Refs: H1, H2, H3, H5, H8, H9, H10	<ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun 	Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.	
Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong <i>What makes me special?</i> PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24	<ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave 	Article 8 You have the right to an identity – an official record of who you are. Nobody should take this away from you.	
Keeping safe How rules and age restrictions help us; keeping safe online <i>What does it mean to stay safe online?</i> PoS Refs: H28, H34	<ul style="list-style-type: none"> • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared 	Article 17 You have the right to get information that is important to your well-being, from radio, newspapers, books, computers and other sources. Adults should make sure that the information that you are getting is not harmful, and help you find and understand the information you need.	

Year 2 – Autumn Term - Relationships

<u>Topic</u>	<u>Key Objectives</u> Including statutory guidance	<u>RRSA focus</u>	<u>Teacher notes</u>
Families and friendships Making friends; feeling lonely and getting help <i>What is the recipe for a good friend?</i> PoS Refs: R6, R7 R8, R9, R24	<ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else 	Article 15 Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.	
Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour <i>Who and what keeps me safe?</i> PoS Refs: R11, R12, R14, R18, R19, R20	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use 	Article 3 The best interests of the child must be a top priority in all things that affect children.	
Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions <i>What does respect mean to me?</i> PoS Refs: R21,24,25	<ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	Article 19 You have the right to be protected from all types of harm. Article 13 Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.	

Year 2 – Spring Term – Living in the Wider World

<u>Topic</u>	<u>Key Objectives</u> Including statutory guidance	<u>RRSA focus</u>	<u>Teacher notes</u>
Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community <i>In what ways am I a Community Warrior?</i> PoS Refs: L2,4,5,6	<ul style="list-style-type: none"> about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups about different rights and responsibilities that they have in school and the wider community about how a community can help people from different groups to feel included to recognise that they are all equal, and ways in which they are the same and different to others in their community 	Article 15 Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights. Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.	
Media literacy and Digital resilience The internet in everyday life; online content and information <i>How do I make the internet work for me?</i> PoS Refs: L8,9	<ul style="list-style-type: none"> the ways in which people can access the internet e.g. phones, tablets, computers to recognise the purpose and value of the internet in everydaylife to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos that information online might not always be true 	Article 17 Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.	
Money and Work What money is; needs and wants; looking after money <i>Does money matter?</i> PoS Refs: L10, L11, L12, L13, L15	<ul style="list-style-type: none"> about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments how money can be kept and looked after about getting, keeping and spending money that people are paid money for the job they do how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants 	Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.	

Year 2 – Summer Term – Health and Wellbeing

<u>Topic</u>	<u>Key Objectives</u> Including statutory guidance	<u>RRSA focus</u>	<u>Teacher notes</u>
Physical health and Mental wellbeing Why sleep is important. Medicines and keeping healthy. keeping teeth healthy; managing feelings and asking for help. <i>What keeps me happy and healthy?</i> PoS Refs: H4,6,7,16,17,18,19,20	<ul style="list-style-type: none"> about routines and habits for maintaining good physical and mental health why sleep and rest are important for growing and keeping healthy that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies importance of, and routines for, brushing teeth and visiting dentist about food and drink that affect dental health how to describe and share a range of feelings ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others when and how to ask for help, and how to help others, with their feelings 	Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.	
Growing and changing Growing older. Naming body parts. Moving class or year. <i>Does my body always look the same?</i> PoS Refs: H11, 12, 13, 14, 15, 21, 22, H23, H24	<ul style="list-style-type: none"> about the human life cycle and how people grow from young to old how our needs and bodies change as we grow up to identify and name the main parts of the body including external genitalia (e.g. vagina, penis, testicles) about change as people grow up, including new opportunities and responsibilities preparing to move to a new class and setting goals for next year. 	Article 13 Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.	
Keeping safe Safety in different environments; risk and safety at home; emergencies <i>Who's job is it to keep me safe?</i> PoS Refs: H28, H34	<ul style="list-style-type: none"> how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products about things that people can put into their body or onto their skin (e.g. medicines and creams) how these can affect how people feel how to respond if there is an accident and someone is hurt about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say 	Article 19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them. Article 24 Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.	

Year 3 – Autumn Term - Relationships

<u>Topic</u>	<u>Key Objectives</u> Including statutory guidance	<u>RRSA focus</u>	<u>Teacher notes</u>
Families and friendships What makes a family; features of family life <i>What does family mean to me?</i> PoS Refs: R1, R6, R7, R8, R9	<ul style="list-style-type: none"> to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents that being part of a family provides support, stability and love about the positive aspects of being part of a family, such as spending time together and caring for each other about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty to identify if/when something in a family might make someone upset or worried what to do and whom to tell if family relationships are making them feel unhappy or unsafe 	Article 9 Children must not be separated from their parents unless it is in their best interests (for example, if a parent is hurting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.	
Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour <i>Who and what keeps me safe?</i> PoS Refs: R19, R22, R24, R30	<ul style="list-style-type: none"> What is appropriate to share with friends, classmates, family and wider social groups including online about what privacy and personal boundaries are, including online basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision that bullying and hurtful behaviour is unacceptable in any situation about the effects and consequences of bullying for the people involved about bullying online, and the similarities and differences to face-to-face bullying what to do and whom to tell if they see or experience bullying or hurtful behaviour 	Article 19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.	
Respecting ourselves and others Recognising respectful behaviour. The importance of self-respect, courtesy and being polite <i>Do we have a responsibility to respect ourselves and others?</i>	<ul style="list-style-type: none"> to recognise respectful behaviours e.g. helping or including others, being responsible how to model respectful behaviour in different situations e.g. at home, at school, online the importance of self-respect and their right to be treated respectfully by others what it means to treat others, and be treated, politely the ways in which people show respect and courtesy in different cultures and in wider society 	Article 19 You have the right to be protected from all types of harm.	

Year 3 – Spring Term – Living in the Wider World

<u>Topic</u>	<u>Key Objectives</u> Including statutory guidance	<u>RRSA focus</u>	<u>Teacher notes</u>
Belonging to a community The value of rules and laws; rights, freedoms and responsibilities <i>What is the rule of law?</i> PoS Refs: L1,2,3	<ul style="list-style-type: none"> the reasons for rules and laws in wider society the importance of abiding by the law and what might happen if rules and laws are broken what human rights are and how they protect people? to identify basic examples of human rights including the rights of children Link to the Lutley charter. Who is responsible for the rule of law at Lutley? 	Article 15 Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights. Article 19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.	
Media literacy and Digital resilience How the internet is used; assessing information online <i>Is a virtual world a positive to mankind?</i> PoS Refs: L11, L12	<ul style="list-style-type: none"> how the internet can be used positively for leisure, for school and for work to recognise that images and information online can be altered or adapted and the reasons for why this happens strategies to recognise whether something they see online is true or accurate to evaluate whether a game is suitable to play or a website is appropriate for their age-group to make safe, reliable choices from search results how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication 	Article 17 Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.	
Money and Work Different jobs and skills; job stereotypes; setting personal goals <i>What's in a job?</i> PoS Refs: L25, L26, L27, L30	<ul style="list-style-type: none"> about jobs that people may have from different sectors e.g. teachers, business people, charity work that people can have more than one job at once or over their lifetime about common myths and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work about some of the skills needed to do a job, such as teamwork and decision-making to recognise their interests, skills and achievements and how these might link to future jobs how to set goals that they would like to achieve this year e.g. learn a new hobby 	Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.	

Year 3 – Summer Term – Health and Wellbeing

<u>Topic</u>	<u>Key Objectives</u> Including statutory guidance	<u>RRSA focus</u>	<u>Teacher notes</u>
<p>Physical health and Mental wellbeing Health choices and habits. What affects feelings? Expressing feelings.</p> <p><i>Why should I make healthy choices?</i> PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p>	<ul style="list-style-type: none"> about the choices that people make in daily life that could affect their health to identify healthy and unhealthy choices what can help people to make healthy choices and what might negatively influence them about habits and that sometimes they can be maintained, changed or stopped the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally that regular exercise has positive benefits for their mental and physical health about the things that affect feelings both positively and negatively strategies to identify and talk about their feelings about some of the different ways people express feelings e.g. words, actions, body language 	<p>Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</p>	
<p>Growing and changing Personal strengths and achievements; managing and reframing setbacks</p> <p><i>In what ways do I aim high even when the going gets tough?</i> PoS Refs: H27, H28, H29</p>	<ul style="list-style-type: none"> that everyone is an individual and has unique and valuable contributions to make to recognise how strengths and interests form part of a person's identity how to identify their own personal strengths and interests and what they're proud of (in school, out of school) to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again 	<p>Article 13 Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.</p>	
<p>Keeping safe Risks and hazards; safety in the local environment and unfamiliar places</p> <p><i>What keeps us safe?</i> PoS Refs: H38, H39, H41</p>	<ul style="list-style-type: none"> how to identify typical hazards at home and in school how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen about fire safety at home including the need for smoke alarms the importance of following safety rules from parents and other adults how to help keep themselves safe in the local environment or unfamiliar places, including rd, rail, water and firework safety 	<p>Article 19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.</p>	

Year 4 – Autumn Term - Relationships

<u>Topic</u>	<u>Key Objectives</u> Including statutory guidance	<u>RRSA focus</u>	<u>Teacher notes</u>
Families and friendships Positive friendships, including online. <i>Have you got a friend in me?</i> PoS Refs: R10, R11, R12, R13, R18	<ul style="list-style-type: none"> about the features of positive healthy friendships such as mutual respect, trust and sharing interests strategies to build positive friendships how to seek support with relationships if they feel lonely or excluded how to communicate respectfully with friends when using digital devices how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know what to do or whom to tell if they are worried about any contact online 	Article 15 Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.	
Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online <i>Should I ignore a bully?</i> PoS Refs: R20, R23, R27, R28	<ul style="list-style-type: none"> to differentiate between playful teasing, hurtful behaviour and bullying, including online how to respond if they witness or experience hurtful behaviour or bullying, including online recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable how to manage pressures associated with dares when it is right to keep or break a confidence or share a secret how to recognise risks online such as harmful content or contact how people may behave differently online including pretending to be someone they are not how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online 	Article 19 You have the right to be protected from all types of harm	
Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively <i>Why is it good to be me?</i> PoS Refs: R32, R33	<ul style="list-style-type: none"> to recognise differences between people such as gender, race, faith to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations about the importance of respecting the differences and similarities between people a vocabulary to sensitively discuss difference and include everyone 	Article 19 You have the right to be protected from all types of harm.	

Year 4 – Spring Term – Living in the Wider World

<u>Topic</u>	<u>Key Objectives</u> Including statutory guidance	<u>RRSA focus</u>	<u>Teacher notes</u>
Belonging to a community What makes a community; shared responsibilities <i>What does it mean to be a Community Warrior?</i> PoS Refs: L4, L6, L7	<ul style="list-style-type: none"> the meaning and benefits of living in a community to recognise that they belong to different communities as well as the school community about the different groups that make up and contribute to a community about the individuals and groups that help the local community, including through volunteering and work how to show compassion towards others in need and the shared responsibilities of caring for them 	Article 15 Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.	
Media literacy and Digital resilience How data is shared and used <i>What is a digital footprint?</i> PoS Refs: L13, 14	<ul style="list-style-type: none"> that everything shared online has a digital footprint that organisations can use personal information to encourage people to buy things to recognise what online adverts look like to compare content shared for factual purposes and for advertising why people might choose to buy or not buy something online e.g. from seeing an advert that search results are ordered based on the popularity of the website and that this can affect what information people access 	Article 19 You have the right to be protected from all types of harm.	
Money and Work Making decisions about money; using and keeping money safe <i>Does money make the world turn around?</i> PoS Refs: L17, L19 L20, L21	<ul style="list-style-type: none"> how people make different spending decisions based on their budget, values and needs how to keep track of money and why it is important to know how much is being spent about different ways to pay for things such as cash, cards, e-payment and the reasons for using them that how people spend money can have positive or negative effects on others e.g. charities, single use plastics 	Article 3 All adults should do what is best for you. When adults make decisions, they should ALL think about how their decisions will affect ALL children.	

Year 4 – Summer Term – Health and Wellbeing

<u>Topic</u>	<u>Key Objectives</u> Including statutory guidance	<u>RRSA focus</u>	<u>Teacher notes</u>
Physical health and Mental wellbeing Maintaining a balanced lifestyle. Oral hygiene and dental care <i>What does it mean to be healthy?</i> PoS Refs: H2, H5, H11	<ul style="list-style-type: none"> to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally what good physical health means and how to recognise early signs of physical illness that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary how to maintain oral hygiene and dental health, including how to brush and floss correctly the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health 	Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.	
Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing <i>What makes us different from each other?</i> PoS Refs: H16, H25, H26, H27	<ul style="list-style-type: none"> about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes how to recognise, respect and express their individuality and personal qualities ways to boost their mood and improve emotional wellbeing about the link between participating in interests, hobbies and community groups and mental wellbeing 	Article 8 You have the right to an identity – an official record of who you are. Nobody should take this away from you.	
Keeping safe Medicines and household products; drugs common to everyday life <i>Are all medicines good for us?</i> PoS Refs: H10, H38, H40, H46	<ul style="list-style-type: none"> the importance of taking medicines correctly and using household products safely to recognise what is meant by a ‘drug’ that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects to identify some of the risks associated with drugs common to everyday life that for some people using drugs can become a habit which is difficult to break how to ask for help or advice 	Article 33 Governments must protect children from the use of illegal drugs.	

Year 5 – Autumn Term - Relationships

<u>Topic</u>	<u>Key Objectives</u> Including statutory guidance	<u>RRSA focus</u>	<u>Teacher notes</u>
Families and friendships Managing friendships and peer influence <i>What makes a healthy friendship?</i> PoS Refs: R14, R15, R16, R17, R18, R26	<ul style="list-style-type: none"> what makes a healthy friendship and how they make people feel included strategies to help someone feel included about peer influence and how it can make people feel or behave the impact of the need for peer approval in different situations, including online strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication that it is common for friendships to experience challenges strategies to positively resolve disputes and reconcile differences in friendships that friendships can change over time and the benefits of having new and different types of friends how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable when and how to seek support in relation to friendships 	Article 13 Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.	
Safe relationships Physical contact and feeling safe <i>What makes me feel safe?</i> PoS Refs: R9, R25, R26, R27, R29	<ul style="list-style-type: none"> to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations how to ask for, give and not give permission for physical contact how it feels in a person's mind and body when they are uncomfortable that it is never someone's fault if they have experienced unacceptable contact how to respond to unwanted or unacceptable physical contact that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about whom to tell if they are concerned about unwanted physical contact 	Article 16 You have the right to privacy	
Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination <i>Why should we challenge discrimination?</i> PoS Refs: R20, R21, R31, R33	<ul style="list-style-type: none"> to recognise that everyone should be treated equally why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own what discrimination means and different types of discrimination e.g. racism, sexism, homophobia to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment the impact of discrimination on individuals, groups and wider society ways to safely challenge discrimination how to report discrimination online 	Article 19 You have the right to be protected from all types of harm.	

Year 5 – Spring Term – Living in the Wider World

<u>Topic</u>	<u>Key Objectives</u> Including statutory guidance	<u>RRSA focus</u>	<u>Teacher notes</u>
Belonging to a community Protecting the environment; compassion towards others <i>In what ways am I a Change Maker?</i> PoS Refs: L4, L5, L19	<ul style="list-style-type: none"> about how resources are allocated and the effect this has on individuals, communities and the environment the importance of protecting the environment and how everyday actions can either support or damage it how to show compassion for the environment, animals and other living things about the way that money is spent and how it affects the environment to express their own opinions about their responsibility towards the environment 	Article 1 Everyone under 18 has the rights set out in the UNCRC	
Media literacy and Digital resilience How information online is targeted; different media types, their role and impact <i>Is my information safe online?</i> PoS Refs: L12, L14	<ul style="list-style-type: none"> to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased that some media and online content promote stereotypes how to assess which search results are more reliable than others to recognise unsafe or suspicious content online how devices store and share information 	Article 19 You have the right to be protected from all types of harm.	
Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes <i>Do I have a dream job?</i> PoS Refs: L14, L16, L17	<ul style="list-style-type: none"> to identify jobs that they might like to do in the future about the role ambition can play in achieving a future career how or why someone might choose a certain career about what might influence people's decisions about a job or career, including pay, working conditions, strengths and qualities, family, values the importance of diversity and inclusion to promote people's career opportunities about stereotyping in the workplace, its impact and how to challenge it that there is a variety of routes into work e.g. college, apprenticeships, university, training 	Article 3 All adults should do what is best for you. When adults make decisions, they should ALL think about how their decisions will affect ALL children.	

Year 5 – Summer Term – Health and Wellbeing

<u>Topic</u>	<u>Key Objectives</u> Including statutory guidance	<u>RRSA focus</u>	<u>Resources</u> <u>Teacher notes</u>
Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies <i>What does it mean to be healthy?</i> PoS Refs: H8, H9, H10, H12	<ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment 	Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.	
Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty <i>What makes me special?</i>	<ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty 	Article 8 You have the right to an identity – an official record of who you are. Nobody should take this away from you.	
Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and FGM <i>Whose responsibility is it to keep me safe?</i>	<ul style="list-style-type: none"> • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services • 	Article 19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.	

Year 6 – Autumn Term - Relationships

<u>Topic</u>	<u>Key Objectives</u> Including statutory guidance	<u>RRSA focus</u>	<u>Teacher notes</u>
Families and friendships Attraction to others; romantic relationships; civil partnership and marriage <i>What is love?</i> PoS Refs: R1, R2, R3, R4, R5, R7	<ul style="list-style-type: none"> what it means to be attracted to someone and different kinds of loving relationships that people who love each other can be of any gender, ethnicity or faith about the qualities of healthy relationships ways in which couples show their love and commitment to one another, including those who are not married or who live apart what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults that people have the right to choose whom they marry or whether to get married that to force anyone into marriage is illegal. How and where to report forced marriage or ask for help if they are worried 	Article 39 Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.	
Safe relationships Recognising and managing pressure; consent in different situations <i>In what ways do we show that we care?</i> PoS Refs: R26, R28, R29	<ul style="list-style-type: none"> to compare the features of a healthy and unhealthy friendship strategies to respond to pressure from friends including online how to assess the risk of different online 'challenges' and 'dares' how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable how to get advice and report concerns about personal safety, including online what consent means and how to seek and give/not give permission in different situations 	Article 19 You have the right to be protected from all types of harm.	
Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues <i>Should respect be earned?</i> PoS Refs: L8,9,10, R21	<ul style="list-style-type: none"> about the link between values and behaviour and how to be a positive role model how to discuss issues respectfully how to listen to and respect other points of view how to constructively challenge points of view they disagree with ways to participate effectively in discussions online and manage conflict or disagreements 	Article 19 You have the right to be protected from all types of harm.	

Year 6 – Spring Term – Living in the Wider World

<u>Topic</u>	<u>Key Objectives</u> Including statutory guidance	<u>RRSA focus</u>	<u>Teacher notes</u>
Belonging to a community Valuing diversity; challenging discrimination and stereotypes <i>Why stand up for what is right?</i>	<ul style="list-style-type: none"> what prejudice means to differentiate between prejudice and discrimination how to recognise acts of discrimination strategies to safely respond to and challenge discrimination how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups how stereotypes are perpetuated and how to challenge this 	Article 1 Everyone under 18 has the rights set out in the UNCRC	
Media literacy and Digital resilience Evaluating media sources; sharing things online <i>In what ways can I keep myself and others safe online?</i> PoS Refs: H37, L11, L13, L15, L16	<ul style="list-style-type: none"> about the benefits of safe internet use e.g. learning, connecting and communicating how and why images online might be manipulated, altered, or faked how to recognise when images might have been altered why people choose to communicate through social media and some of the risks and challenges of doing so that social media sites have age restrictions and regulations for use why some media and online content is not appropriate for children how online content can be designed to manipulate people's emotions and encourage them to read or share things about sharing things online, including rules and laws relating to this how to recognise what is appropriate to share online how to report inappropriate online content or contact 	Article 19 You have the right to be protected from all types of harm. Article 17 Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.	
Money and Work Influences and attitudes to money; money and financial risks <i>What is my attitude to money?</i> PoS Refs: L18, L22, L23, L24	<ul style="list-style-type: none"> about the role that money plays in people's lives, attitudes towards it and what influences decisions about money about value for money and how to judge if something is value for money how having or not having money can impact on a person's emotions, health and wellbeing about common risks associated with money, including debt, fraud and gambling how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk how to get help if they are concerned about gambling or other financial risks 	Article 3 All adults should do what is best for you. When adults make decisions, they should ALL think about how their decisions will affect ALL children.	

Year 6 – Summer Term – Health and Wellbeing

<u>Topic</u>	<u>Key Objectives</u> Including statutory guidance	<u>RRSA focus</u>	<u>Teacher notes</u>
<p>Physical health and Mental wellbeing What affects mental health and ways to take care of it. Managing change, loss and bereavement.</p> <p><i>Can I control how I am feeling?</i> PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24</p>	<ul style="list-style-type: none"> that mental health is just as important as physical health and that both need looking after to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support how negative experiences such as being bullied or feeling lonely can affect mental wellbeing positive strategies for managing feelings that there are situations when someone may experience mixed or conflicting feelings how feelings can often be helpful, whilst recognising that they sometimes need to be overcome to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available identify where they and others can ask for help and support with mental wellbeing in and outside school the importance of asking for support from a trusted adult about the changes that may occur in life including death, and how these can cause conflicting feelings about strategies that can help someone cope with the feelings associated with change or loss 	<p>Article 19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.</p>	
<p>Growing and changing Human reproduction and birth. Increasing independence and managing transitions</p> <p><i>How is a baby made?</i> PoS Refs: H30, H31, H32, H34</p>	<ul style="list-style-type: none"> to recognise some of the changes as they grow up e.g. increasing independence about the transition to secondary school and how this might affect their feelings about how relationships may change as they grow up or move to secondary school practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school identify the links between love, committed relationships and conception what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb about the responsibilities of being a parent or carer and how having a baby changes someone's life 	<p>Article 8 You have the right to an identity – an official record of who you are. Nobody should take this away from you.</p>	

<p>Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p><i>In what ways should I keep myself safe?</i></p> <p>PoS Refs: H38, H43, H44, H45</p>	<ul style="list-style-type: none"> • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions 	<p>Article 33 Governments must protect children from the use of illegal drugs.</p> <p>Article 19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.</p>	
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Making sure that children are taught about how to keep themselves safe.

Article 19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

The Legal Context for Safeguarding Education

These duties are set out in the 2002 Education Act (the 2010 Academies Act also refers to the broad and balanced curriculum). Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). The Equality Act 2010 also places duties on schools to help to reduce prejudice-based bullying and in doing so to keep protected characteristic groups safe. PSHE education plays an important part in fulfilling all the responsibilities (see further detail on PSHE education and safeguarding, below).

All schools have responsibilities relating to the safety of children in their care. Paragraph 41 of statutory guidance - Keeping Children Safe in Education, the Department for Education states:

“Schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE ...”



Our PSHE Programme of Study has been taken from the PSHE association and adapted to fit the needs of the children at Lutley. It includes suggested resources, training and quality key texts and is supported by the United Nations Convention of the rights of the child (UNCRC) and Keeping Children Safe in Education.

The Programme of study is broken down into three core themes:

- Core theme 1. Relationships – Autumn Term
- Core theme 2. Living in the Wider World – Spring Term
- Core theme 3. Health and Wellbeing – Summer Term



Key Stage One	Suggested Training / Resources / Books	Article
<u>Bullying (including peer on peer abuse)</u> <i>Physical harm, cyber bullying</i> POS Autumn: Relationships <ul style="list-style-type: none"> • Friendships and families • Safe relationships • Respecting ourselves and others 	<ul style="list-style-type: none"> • Ollie and the Golden Stripe by Alison Knowles • Tomorrow I'll be kind by Jessica Hische • Have You Filled A Bucket Today? by Carol McCloud • How to Be a Friend - By Laurie Krasny Brown 	Article 19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
<u>Extremism and Radicalisation</u> POS Autumn: Relationships <ul style="list-style-type: none"> • Safe relationships POS Spring: Living in the wider world <ul style="list-style-type: none"> • Belonging to a community POS Summer: Health and wellbeing <ul style="list-style-type: none"> • Keeping safe 	<ul style="list-style-type: none"> • Fairytales Gone Wrong: You're Not Ugly, Duckling! A Story about Bullying by Steve Smallman • And tango makes three by Justine Richardson • All are Welcome by Alexandra Penfold • What if everybody did that? By Ellen Javernick • www.educateagainsthate.com <p><u>Suggested Training</u></p> <ul style="list-style-type: none"> • Prevent 	Article 2 The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from. Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.
<u>Discrimination</u> <i>Faith abuse</i> POS Autumn: Relationships <ul style="list-style-type: none"> • Respecting ourselves and others • Safe relationships POS Spring: Living in the wider world <ul style="list-style-type: none"> • Belonging to a community 	<ul style="list-style-type: none"> • My world, your world by Melanie Walsh • Tomorrow I'll be kind by Jessica Hische • All are Welcome by Alexandra Penfold <p><u>History Curriculum</u> – Rosa Parkes (year 2)</p>	Article 2 The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from. Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right. Article 15 Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
<u>Drugs and substance abuse</u> POS Summer: Health and wellbeing <ul style="list-style-type: none"> • Keeping safe • Physical health and mental wellbeing 	<ul style="list-style-type: none"> • The children's book of healthy habits by Sophie Giles <p><u>Suggested Training:</u> Parental drug and alcohol misuse and safeguarding children</p>	Article 33 Governments must protect children from the use of illegal drugs.
<u>Mental wellbeing</u> POS Summer: Health and wellbeing <ul style="list-style-type: none"> • Physical health and mental wellbeing • Growing and changing • Keeping safe 	<ul style="list-style-type: none"> • How are you feeling today? by Molly Potter • My Many Coloured Days by Dr Seuss • Little Meerkat's Big Panic by Jane Evans • Monkey Needs to Listen - A book about paying attention by Sue Graves • Anna Angrysaurus: A Children's Book About Dealing with Anger by Brian Moses • The Huge Bag of Worries by Virginia Ironside 	Article 19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

<p><u>Relationships and sex education</u> <i>Child Sexual Exploitation (CSE)</i></p> <p>POS Autumn: Relationships</p> <ul style="list-style-type: none"> • Friendships and families • Safe relationships • Respecting ourselves and others <p>POS Summer: Health and wellbeing</p> <ul style="list-style-type: none"> • Growing and changing • Keeping safe 	<ul style="list-style-type: none"> • Hands are not for Hitting by • Martine Agassi • Kit Kitten and the Topsy-Turvy Feelings: A Story About Parents Who Aren't Always Able to Care by Jane Evans • The Great Big Book of Families by Mary Hoffman • Usborne: All about families by Felicity Brooks • My Body Belongs To Me From My Head To My Toes by Dagmar Geisler • Some secrets should never be kept by Jayneen Sanders <p><u>Suggested training:</u></p> <ul style="list-style-type: none"> • Protecting children from sexual abuse • Child Sexual Exploitation and Trafficking • Domestic Violence and Abuse • Domestic abuse and the impact on children and the toxic trio • Forced Marriage, honour based violence and female genital mutilation • NSPCC PANTS rule 	<p>Article 9 Children must not be separated from their parents unless it is in their best interests (for example, if a parent is hurting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.</p> <p>Article 10 Governments must act quickly and sympathetically if a child or their parents want to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit both of them.</p> <p>Article 11 Governments must do everything they can to stop children being taken out of their own country illegally or being prevented from returning.</p> <p>Article 16 Every child has the right to privacy. The law should protect the child's private, family and home life.</p> <p>Article 34 Governments must protect children from sexual abuse and exploitation.</p> <p>Article 37 No child shall be tortured or suffer other cruel treatment or punishment.</p> <p>Article 39 Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.</p>
<p><u>Safety</u> <i>Child Criminal Exploitation, Child missing in education, Domestic violence, Fabricated and induced illness, Abuse (including physical, emotional, sexual, domestic and neglect).</i></p> <p>POS Autumn: Relationships</p> <ul style="list-style-type: none"> • Friendships and families • Safe relationships • Respecting ourselves and others <p>POS Summer: Health and wellbeing</p> <ul style="list-style-type: none"> • Growing and changing • Keeping safe 	<ul style="list-style-type: none"> • My Body Belongs To Me From My Head To My Toes by Dagmar Geisler • Some secrets should never be kept by Jayneen Sanders • Floss the Playground Boss by Corrine Averiss • <i>My Body Belongs To Me From My Head To My Toes by Dagmar Geisler</i> • <i>Staying safe at the Playground by Lucia Tarbox Raatma</i> <p><u>Suggested Training:</u></p> <ul style="list-style-type: none"> • Neglect • Fabricated and Induced Illness • Safeguarding children 	<p>Article 19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.</p> <p>Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.</p>
<p><u>Safety in a digital world</u></p> <p>POS Autumn: Relationships</p> <ul style="list-style-type: none"> • Safe relationships <p>POS Spring: Living in the wider world</p> <ul style="list-style-type: none"> • Media literacy and digital resilience <p>POS Summer: Health and wellbeing</p>	<ul style="list-style-type: none"> • Chicken Clicking by Jeanne Willis • Chicken Clicking by Jeanne Willis • Goldilocks (A Hashtag Cautionary Tale) (Online Safety Picture Books) • by Jeanne Willis and Tony Ross • Webster's friend by Hannah Whaley 	<p>Article 17 Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.</p>

<ul style="list-style-type: none"> Physical health and mental wellbeing Keeping safe 	 <p>SOL Safety Online: Featuring the Hero Husky by Ria Cairns</p> <ul style="list-style-type: none"> https://www.ceop.police.uk/safety-centre/  <p>www.Thinkuknow.co.uk</p> <ul style="list-style-type: none"> Digital Parenting Magazine published by Vodafone Thinkuknow PowerPoint Thinkuknow Steps to Protection A guide to social media Media lives by age: a snapshot <p><u>Suggested Training:</u></p> <ul style="list-style-type: none"> Introduction to online safety Safeguarding children in a digital world 	
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Key Stage Two	Suggested Resources / Books	Article
<p><u>Bullying (including peer on peer abuse)</u> <i>Physical harm, cyber bullying, sexual violence and harassment, gender-based violence and sexting.</i></p> <p>POS Autumn: Relationships</p> <ul style="list-style-type: none"> Friendships and families Safe relationships Respecting ourselves and others <p>POS Summer: Health and wellbeing</p> <ul style="list-style-type: none"> Physical health and mental wellbeing Keeping safe 	<ul style="list-style-type: none"> Marlene, Marlene, Queen of Mean by Jane Lynch Be Kind By Pat Miller The way I act by Steve Metzger My mouth is a volcano by Julia Cook You, Me and Empathy by Jayneen Sanders, 	<p>Article 19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.</p>
<p><u>Extremism and Radicalisation</u></p> <p>POS Autumn: Relationships</p> <ul style="list-style-type: none"> Safe relationships <p>POS Spring: Living in the wider world</p> <ul style="list-style-type: none"> Belonging to a community <p>POS Summer: Health and wellbeing</p> <ul style="list-style-type: none"> Keeping safe 	<ul style="list-style-type: none"> Let's talk about body boundaries Consent and respect by Jayneen Sanders No means No! by Jayneen Sanders www.educateagainsthate.com <p><u>Suggested Training</u></p> <ul style="list-style-type: none"> Prevent 	<p>Article 2 The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.</p> <p>Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right</p>

<p><u>Discrimination</u> <i>Faith abuse</i></p> <p>POS Autumn: Relationships</p> <ul style="list-style-type: none"> Respecting ourselves and others Safe relationships <p>POS Spring: Living in the wider world</p> <ul style="list-style-type: none"> Belonging to a community 	<ul style="list-style-type: none"> No Difference Between Us: Teach children about gender equality, respectful relationships, feelings, choice, self-esteem, empathy, tolerance by Jayneen Sanders Skin I'm in by Pat Thomas The Journey by Francesca Sanna 	<p>Article 2 The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.</p> <p>Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.</p> <p>Article 15 Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>
<p><u>Drugs and substance abuse</u></p> <p>POS Summer: Health and wellbeing</p> <ul style="list-style-type: none"> Keeping safe Physical health and mental wellbeing 	<ul style="list-style-type: none"> The Children's Book of Healthy Habits by Sophie Giles I can be safe by Pat Thomas <p><u>Suggested Training:</u></p> <ul style="list-style-type: none"> Parental drug and alcohol misuse and safeguarding children 	<p>Article 33 Governments must protect children from the use of illegal drugs.</p>
<p><u>Mental wellbeing</u></p> <p>POS Summer: Health and wellbeing</p> <ul style="list-style-type: none"> Physical health and mental wellbeing Growing and changing Keeping safe 	<ul style="list-style-type: none"> Elemental Island by Kathy Hoopmann Billy Bramble and The Great Big Cook Off by Sally Donovan <i>Not Today, Celeste!</i> by Liza Stevens The Huge Bag of Worries by Virginia Ironside When Sophie Gets Angry-Really, Really Angry by Molly Bang Anna Angrysaurus: A Children's Book About Dealing with Anger by Brian Moses The Boy Who Built a Wall Around Himself by Ali Redford 	<p>Article 19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.</p>
<p><u>Relationships and sex education</u> <i>Child Sexual Exploitation (CSE), FGM and Forced marriage.</i></p> <p>POS Autumn: Relationships</p> <ul style="list-style-type: none"> Friendships and families Safe relationships Respecting ourselves and others <p>POS Summer: Health and wellbeing</p> <ul style="list-style-type: none"> Growing and changing Keeping safe 	<ul style="list-style-type: none"> The Great Big Book of Families by Mary Hoffman Usborne: What's happening to me? Boys and Girls versions. Dudley Safeguarding: Sexting information, guidance and resources 'Sexting' in schools: advice and support around self-generated images '<u>Alright Charlie</u>': This resource is designed for use with children aged 9-11 in primary schools and aims to highlight the warning signs of grooming in an age appropriate way. The film is seen through the eyes of Charlie who is groomed by Danny. The resource was designed in consultation with CSE professionals, primary schools teachers and children in years 5 and 6 in primary schools. The resource is accessible 	<p>Article 9 Children must not be separated from their parents unless it is in their best interests (for example, if a parent is hurting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.</p> <p>Article 10 Governments must act quickly and sympathetically if a child or their parents want to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit both of them.</p> <p>Article 11 Governments must do everything they can to stop children being taken out of their own country illegally or being prevented from returning.</p> <p>Article 16 Every child has the right to privacy. The law should protect the child's private, family and home life.</p> <p>Article 34 Governments must protect children from sexual abuse and exploitation.</p> <p>Article 37 No child shall be tortured or suffer other cruel treatment or punishment.</p> <p>Article 39</p>

	<p>to girls AND boys with the viewer never discovering Charlie's gender. The work book and teacher guidance to accompany the resource is available to download for free from the Blast website</p> <p><u>Suggested training:</u></p> <ul style="list-style-type: none"> • Protecting children from sexual abuse • Child Sexual Exploitation and Trafficking • Domestic Violence and Abuse • Domestic abuse and the impact on children and the toxic trio • Forced Marriage, honour-based violence and female genital mutilation 	<p>Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.</p>
<p><u>Safety</u> <i>Child Criminal Exploitation (including county lines, trafficking and modern slavery), Child missing in education, Domestic violence, Fabricated and induced illness, Abuse (including physical, emotional, sexual, domestic and neglect).</i></p> <p>POS Autumn: Relationships</p> <ul style="list-style-type: none"> • Friendships and families • Safe relationships • Respecting ourselves and others <p>POS Spring: Living in the wider world</p> <ul style="list-style-type: none"> • Belonging to a community <p>POS Summer: Health and wellbeing</p> <ul style="list-style-type: none"> • Growing and changing • Keeping safe 	<ul style="list-style-type: none"> • The Children's Book of Healthy Habits by Sophie Giles • I can be safe by Pat Thomas • Lets talk about body boundaries Consent and respect by Jayneen Sanders • The Children's Book of first aid skills by Sophie Giles • <p><u>Suggested Training:</u></p> <ul style="list-style-type: none"> • Neglect • Fabricated and Induced Illness • Safeguarding children 	<p>Article 19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.</p> <p>Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.</p>
<p><u>Safety in a digital world</u> <i>Sexting, age restrictions, personal data, online abuse, grooming and live streaming.</i></p> <p>POS Autumn: Relationships</p> <ul style="list-style-type: none"> • Safe relationships <p>POS Spring: Living in the wider world</p> <ul style="list-style-type: none"> • Media literacy and digital resilience <p>POS Summer: Health and wellbeing</p> <ul style="list-style-type: none"> • Physical health and mental wellbeing • Keeping safe 	<ul style="list-style-type: none"> • Troll stinks by Jeanne Willis • Webster's friend by Hannah Whaley • SOL Safety Online: Featuring the Hero Husky by Ria Cairns • Usborne Staying Safe Online <div>  https://www.ceop.police.uk/safety-centre/ </div> <div>  www.Thinkuknow.co.uk </div>	<p>Article 17 Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.</p>

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| | <ul style="list-style-type: none">• Sexting Information, Guidance and Resources :
http://www.dudleygraphicsstudio.org.uk/assets/sexting-resources-and-guidance-nov-2016.pdf• Digital Parenting Magazine published by Vodafone• Thinkuknow PowerPoint• Thinkuknow Steps to Protection• A guide to social media• Media lives by age: a snapshot• Dudley Safeguarding: Sexting information, guidance and resources• 'Sexting' in schools: advice and support around self-generated images | |
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Suggested Training:

- Introduction to online safety
- Safeguarding children in a digital world
- Dfe: Teaching online safety in school

UN Convention on the Rights of the Child In Child Friendly Language



Article 1
Everyone under 18 has these rights.

Article 2
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4
The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6
You have the right to be alive.

Article 7
You have the right to a name, and this should be officially recognised by the government. You have the right to a nationality (to belong to a country).

Article 8
You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10
If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11
You have the right to be protected from kidnapping.

Article 12
You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15
You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16
You have the right to privacy.

Article 17
You have the right to get information that is important to your well being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18
You have the right to be raised by your parent(s) if possible.

Article 19
You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20
You have the right to special care and help if you cannot live with your parents.

Article 21
You have the right to care and protection if you are adopted or in foster care.

Article 22
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25
If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

"Rights" are things that every child should have or be able to do. All children have the same rights. These rights are listed in the United Nations (UN) Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about the rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30
You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.

Article 31
You have the right to play and rest.

Article 32
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33
You have the right to protection from harmful drugs and from the drug trade.

Article 34
You have the right to be free from sexual abuse.

Article 35
No one is allowed to kidnap or sell you.

Article 36
You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37
No one is allowed to punish you in a cruel and harmful way.

Article 38
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39
You have the right to help if you've been hurt, neglected, or badly treated.

Article 40
You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41
If the laws of your country provide better protection of your right than the articles in this Convention, those laws should apply.

Article 42
You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Article 43 to 54
These articles explain how governments and international organisations like UNICEF will work to ensure children are protected with their rights.



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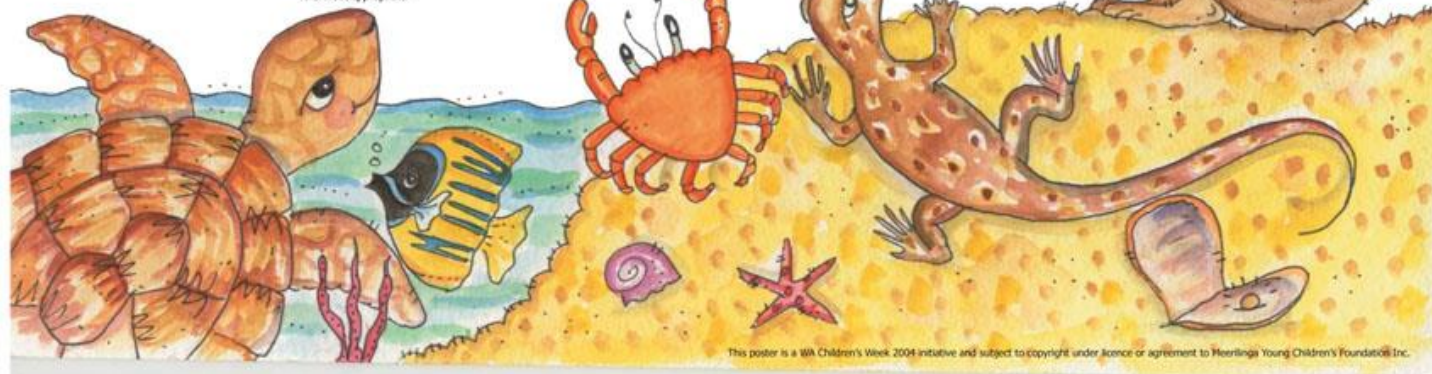
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S

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Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online.



M

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Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.



A

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Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!



R

RELIABLE

Information you find on the internet may not be true, or someone online may be lying about who they are.



T

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Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

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