

South Lee Prep School,
Bury St Edmunds

PSHEE Department Handbook

Last Updated: December 2023 By: Sarah Catchpole

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South Lee Prep Safeguarding Statement

Safeguarding is everyone's responsibility. Early help is key.

South Lee Prep School & Nursery, Bury St Edmunds is committed to ensuring the well-being and safety of all our pupils while they are in school. We firmly uphold the belief that every student has the fundamental right to receive their education within a nurturing, caring, and secure environment which includes the right to protection from all types of abuse; where staff are trained to remain vigilant for any signs of distress in our pupils and are confident and well-prepared to apply our safeguarding procedures effectively to prevent and alleviate any potential issues or problems.

Safeguarding is about ensuring that everyone within our school community is safe from harm - safe from bullying, safe from people who could abuse, safe from discrimination or harassment – and that we all feel safe in our environment. It is our mission to create an atmosphere where everyone feels safe and protected. Should you ever have concerns regarding the safety or well-being of anyone within our school, please do not hesitate to approach one of our Designated Safeguarding Leads (DSLs).



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Concerned about a pupil? - Report to Kaylee Williams (DSL)
Or Mrs Donna Macfarlane (Deputy DSL)
Concerned about a member of staff? - Report to Sarah Catchpole (Head)
Concerned about the Head or SMT? - Report to Mr Steve Honeywood (Chair of Governors)

If none of the above are available and you are worried about a child, contact the Multi Agency Safeguarding Hub (MASH): 0300 500 80 90.

If none of the above are available and you are worried about a member of staff, contact the Local Area Designated Officer (LADO): 0300 123 2044 or email: lado@suffolk.gov.uk

Our school's commitment to safeguarding and promoting children's welfare extends to all staff, parents and volunteers associated with us. To fulfil this commitment, we have established a comprehensive Safeguarding and Child Protection policy, as well as associated procedures. All staff are inducted in our safeguarding procedures and all staff employed here undergo strict safer recruitment practice in accordance with KCSIE 2023.

PSHEE at South Lee Prep School

PSHEE is incorporated throughout our PSHEE Curriculum. PSHEE is central in providing opportunities for the children at South Lee to develop the spiritual, moral, social and cultural skills they need to lead a fulfilling and independent life. PSHEE is seen as an integral part of the whole school curriculum and is intrinsically linked to all aspects of life at South Lee. The messages given by the environment, ethos and relationships in school have a profound influence on the development of children's values and attitudes therefore the PSHEE curriculum and the Pastoral aspects of school life are interlinked at every opportunity. Indeed, the flexibility of our PSHEE curriculum allows any pastoral issues that arise to be followed up and discussed during the next formal PSHEE lesson.



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At South Lee we aim to meet the developmental needs of all our pupils with regard to the learning of spiritual, moral, social and cultural skills.

The PSHEE curriculum includes RSHE and aims to promote self-esteem, responsibility, autonomy, ownership, independence, co-operation, self-respect and respect for others. To that end, the nature of the language, relationships and communication in the classroom and throughout school have a great influence on the effectiveness of the PSHEE curriculum and provides essential opportunities for addressing these particular aspects of a child's development. There is a huge amount of care and emphasis given to the pastoral side of life at South Lee. This whole school approach feeds into the PSHEE curriculum, giving them the flexibility to be both proactive in their delivery and content, as well as reactive to issues significant to the children at any given time.

The ethos of South Lee is based on the truth that every child is a unique individual with his or her own strengths, personality and individual needs. The school is concerned with the whole development of the child. In partnership with the parents, the staff will endeavour to provide an environment to nurture each individual child so that he or she will grow up into the person he/she is destined to be. The pastoral welfare of the children at South Lee is at the heart of the school and is one of its many strengths. From the moment a child enters the Nursery at the age of 2 to the time they leave, he or she will encounter daily some aspect of personal, social and health education through the 'hidden curriculum' of personal interactions with the children and adults or through some formal element of the PSHEE programme.

The aims of the PSHEE and RSHE curriculum are:

- To support children's emotional and social development.
- To give children the knowledge, skills and understanding of the need to lead confident, healthy, independent lives.
- To enable children to recognise their own worth, work well with others and become increasingly responsible for their own actions and learning.
- To enable children to reflect on their own experiences and understand how they are developing personally and socially, tackling many of the moral, social, and cultural issues that are part of growing up.



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- To prepare children to play active, responsible roles as members of their community and as citizens of the wider world.
- To enable children to understand and respect our common humanity, diversity and differences so that they can develop fulfilling relationships which are an essential part of life and learning.
- To present a balanced view to the children at all times so they gain a respect for other people’s cultures, opinions and lifestyle choices. The teaching of PSHEE precludes the promotion of partisan political views. A balanced presentation of opposing views will be offered when any political issues are raised in lessons or during any discussions with the children.

In Reception the above aims of the PSHEE curriculum are planned for and covered as an integrated part of the approach to the EYFS framework. At this age group, particular attention is made to children’s development against these aims and interventions are put in place to support development at age related expectations.

APPROACHES TO TEACHING AND LEARNING

We see PSHEE as being at the centre of the teaching and learning for our children. It has a positive influence on the ethos, learning and relationships in the school and therefore receives the full commitment and involvement of the school community as a whole.

‘Unless they are ‘growing up’ personally and emotionally, gaining in self-confidence (and being allowed to regress when it is needed), pupils cannot make the best of the academic curriculum on offer, no matter how well they might be taught.’ (Prof. John Tomlinson ‘Values: The Curriculum of Moral Education.’)

STAFFING & CURRICULUM TIME

In Reception the form teacher is responsible for the delivery of PSHEE. The Deputy Head teaches the whole school Prep school PSHEE.

Training

Staff training is an ongoing procedure that takes place in a variety of forms, from discussion with colleagues to short training sessions. We also seek guidance from



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our local RSHE advisor Jane Stannard. We are also able to use the RSHE portal. All form tutor staff have access to this portal.

Teaching

Yr 1& 2 Receive 40 minutes per week

Yr 3- 8 Receive 60 minutes per week

CROSS-CURRICULAR LINKS

In this section, lay out how you include any of the following elements in your teaching:

Linguistic	<ul style="list-style-type: none"> - Encourage students to express their thoughts and feelings through writing reflective journals in PSHEE classes., - Analyse and discuss relevant texts or articles related to health, relationships, or societal issues, fostering critical thinking and communication skills.
Mathematical	<ul style="list-style-type: none"> Use statistical data to analyse trends in health behaviours, such as smoking rates or exercise habits, promoting data interpretation and numeracy skills., - Incorporate budgeting exercises into discussions about financial literacy, teaching students how to manage money and make informed financial decisions.
Scientific	<ul style="list-style-type: none"> - Explore topics such as human biology, mental health, and the effects of substances on the body to integrate scientific understanding into discussions about personal well-being., - Investigate scientific research on topics like nutrition or exercise, emphasising evidence-based decision making in relation to health choices.



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Technological	<ul style="list-style-type: none"> - Utilise online resources, educational apps, or multimedia presentations to deliver information and engage students in interactive learning experiences within PSHEE lessons., - Discuss the impact of technology on mental health, cyberbullying, and online safety, promoting digital literacy and responsible technology use.
Aesthetic and Creative	<ul style="list-style-type: none"> - Engage students in creative projects such as designing posters or creating multimedia presentations to express ideas and messages related to personal and social well-being., - Explore art forms such as music, drama, or visual arts to express emotions, promote empathy, and explore themes of identity and relationships.
Speaking, listening, literacy & numeracy	<p>Conduct group discussions, debates, or role-playing activities to enhance speaking and listening skills while addressing topics such as conflict resolution, empathy, and communication.</p> <ul style="list-style-type: none"> - Analyse and interpret graphs, charts, and data related to public health information, promoting both literacy and numeracy skills in understanding statistical information., - Develop literacy skills through reading and discussing articles, case studies, or personal narratives related to health, relationships, and societal issues.

DIFFERENTIATION, GIFTED & SEND

In our PSHEE department at South Lee Prep School, we are committed to meeting the diverse needs of all our students, ensuring that every child can fully engage and benefit from our curriculum. We employ various strategies to differentiate instruction, stretch and challenge gifted pupils, and provide effective support for students with Special Educational Needs and Disabilities (SEND).



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Differentiation:

Differentiation by Outcome: Assigning tasks or projects of varying complexity based on students' abilities and learning goals. For example, providing different writing prompts for reflective journals or essays to suit individual needs.

Differentiation by Process: Offering alternative methods for students to engage with the content, such as providing visual aids, group discussions, or practical activities to accommodate different learning styles.

Differentiation by Support: Providing additional support through one-on-one assistance, peer tutoring, or differentiated resources tailored to students' specific needs, ensuring all students can access the curriculum effectively.

Differentiation by Resources: Adapting resources, such as providing audio recordings or simplified texts for students with literacy difficulties, or offering extension materials for gifted students to deepen their understanding.

Differentiation by Questioning: Using probing questions at different cognitive levels to challenge students appropriately and encourage critical thinking skills.

Differentiation by Task: Offering a choice of tasks or activities that allow students to demonstrate their understanding in various ways, catering to individual interests and strengths.

Stretching and Challenging Gifted Pupils:

Providing enrichment activities, extension tasks, or independent research projects to stimulate and engage gifted students, allowing them to explore topics in greater depth.

Encouraging gifted students to take on leadership roles within group discussions or projects, fostering their communication and teamwork skills while providing intellectual challenge.

Offering opportunities for gifted students to mentor or support their peers, reinforcing their own understanding while developing empathy and social skills.

Supporting SEND Pupils:

Collaborating closely with the SEND department to implement Individual Education Plans (IEPs) tailored to each student's specific needs, ensuring appropriate accommodations and support are provided in PSHEE lessons.



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Adapting teaching strategies and resources to accommodate different learning styles and abilities, including visual aids, multisensory approaches, and differentiated tasks.

Providing additional support and guidance during PSHEE lessons, as well as access to pastoral care and counselling services to address social, emotional, or behavioural challenges.

Styles of Learning:

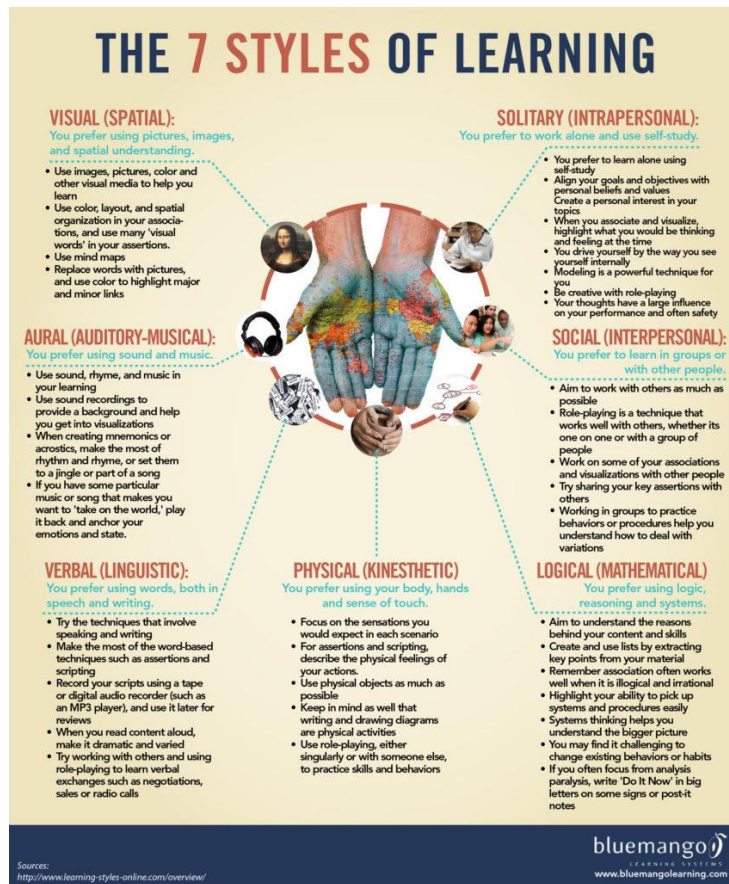
Recognising and accommodating diverse learning styles, including auditory, visual, kinaesthetic, and tactile learners, by incorporating a variety of teaching methods and activities.

Offering opportunities for experiential learning through role-playing, simulations, and real-life scenarios, allowing students to apply theoretical knowledge to practical situations.

Encouraging self-directed learning and reflection through activities such as journaling, goal-setting, and peer feedback, promoting autonomy and metacognitive skills.



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In our PSHEE department at South Lee Prep School, we are dedicated to nurturing the holistic development of our students, equipping them with essential life skills and fostering positive attitudes towards learning, collaboration, and hard work. We utilise resources from The PSHEE Association to ensure our curriculum is comprehensive, relevant, and engaging.

Metacognition:

We place a strong emphasis on metacognition, encouraging students to reflect on their own thinking processes, learning strategies, and emotional responses. Through activities such as reflective journaling, goal-setting exercises, and peer feedback, we empower students to develop self-awareness, self-regulation, and effective learning habits.

Scaffolding:

Scaffolding is integral to our teaching approach, as we recognise the importance of providing appropriate support and guidance to help students achieve their learning



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goals. We scaffold learning experiences by breaking down complex topics into manageable steps, offering structured guidance and feedback, and gradually increasing the level of challenge as students demonstrate progress and confidence.

Deep Questioning:

We employ deep questioning techniques to stimulate critical thinking, provoke meaningful discussions, and encourage students to explore complex concepts from multiple perspectives. By posing open-ended questions, challenging assumptions, and encouraging curiosity, we promote intellectual curiosity, analytical skills, and a deeper understanding of the issues addressed in PSHEE.

Teaching Independent Learning:

To promote independent learning, we provide opportunities for students to take ownership of their learning journey, make informed decisions, and pursue areas of interest autonomously. We encourage self-directed research, project-based learning, and inquiry-based investigations, fostering curiosity, resourcefulness, and a lifelong love of learning.

Encouraging Collaboration:

Collaboration is a key focus in our PSHEE curriculum, as we believe in the importance of developing interpersonal skills, empathy, and teamwork abilities. Through group discussions, cooperative learning activities, and collaborative projects, students learn to communicate effectively, resolve conflicts constructively, and appreciate diverse perspectives, preparing them for active participation in society.

Instilling a Positive Attitude to Hard Work:

We cultivate a positive attitude towards hard work by celebrating effort, perseverance, and resilience. Through inspirational stories, role models, and real-life examples, we demonstrate the value of determination, grit, and ambition in achieving personal and academic success. We also provide opportunities for students to set and achieve goals, overcome obstacles, and develop a growth mindset that embraces challenges as opportunities for growth.

At South Lee Prep School, our PSHEE department is committed to empowering students to become confident, compassionate, and responsible individuals who are equipped to navigate the complexities of the modern world with integrity and resilience. Through a holistic approach to education, grounded in the principles of



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metacognition, scaffolding, deep questioning, and collaborative learning, we strive to inspire lifelong learners who are committed to making a positive difference in their communities and beyond.

PROGRESS, TRACKING & ASSESSMENT & FEEDBACK

At South Lee Prep, we are committed to ensuring that every child makes progress in PSHEE (Personal, Social, Health, and Economic Education). Our approach involves careful tracking, assessment, and feedback, all guided by the resources and principles set forth by the PSHEE Association.

Ensuring Progress:

We employ a variety of strategies to monitor students' progress in PSHEE. These include regular assessments, ongoing observations, and reflective practices. We believe that each child's journey is unique, and progress is not solely measured by academic achievement but also by personal development and growth.

Mark Schemes:

Our mark schemes are designed to align with the objectives and outcomes outlined by the PSHEE Association. These schemes provide clear criteria for assessing students' understanding, skills, and attitudes across various topics, such as health education, relationships, and economic well-being.

Tracking:

Subject-Based Tracking: Our department utilises subject-based tracking methods to monitor students' progress in specific areas of PSHEE. This includes tracking their understanding of key concepts, their application of skills in real-life situations, and their personal growth and development.

Assessment:

Informal Assessment: Informal assessment methods, such as class discussions, group activities, and self-reflection exercises, are integral to our teaching approach. These methods allow us to gauge students' understanding, engagement, and attitudes towards PSHEE topics in a supportive and interactive environment.

Formal Assessment: Formal assessments, including quizzes, presentations, and projects, are conducted at regular intervals to evaluate students' knowledge, skills, and application of PSHEE concepts. These assessments provide valuable feedback for both students and teachers and help to identify areas for further development.



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At South Lee Prep, our PSHEE programme is not just about imparting knowledge but also about fostering personal growth, resilience, and well-being in every child. Through careful tracking, assessment, and feedback, we strive to ensure that every student progresses on their journey towards becoming confident, responsible, and compassionate individuals, equipped to navigate the complexities of the modern world.

Reporting

We complete interim reports for parents in PSHEE each term.

RISK ASSESSMENT FOR YOUR DEPARTMENT

This risk assessment for PSHEE is reviewed annually to ensure its effectiveness in identifying and mitigating potential risks associated with teaching sensitive topics related to personal, social, health, and economic education. Regular review allows for adjustments to be made based on feedback, changes in student needs, and emerging trends to ensure the safety and well-being of all students and staff involved in PSHEE lessons.

SOUTH LEE PREP SCHOOL'S AIMS & ETHOS

In alignment with the school's aims and ethos, PSHEE plays a pivotal role in nurturing students' holistic development, fostering a supportive and inclusive community, and empowering them to thrive academically and personally, guided by the six pillars of authenticity, communication, community, zest, nurture, and achievement.

Authenticity	PSHEE promotes authenticity by providing a safe and supportive environment for students to explore their personal values, beliefs, and identities. Through honest discussions and reflection, students develop self-awareness and integrity, enabling them to authentically express themselves and make informed decisions.
Communication	PSHEE fosters effective communication skills by encouraging open dialogue, active listening, and respectful interactions among students and with others. Through group discussions, role-playing activities, and presentations, students learn to express their thoughts, emotions, and opinions confidently, enhancing their ability to communicate effectively in diverse contexts.



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Community	PSHEE cultivates a sense of community by fostering positive relationships, empathy, and social responsibility. Through collaborative projects, volunteering opportunities, and discussions on citizenship and community engagement, students develop a deeper understanding of their roles within the school community and society, fostering a culture of inclusivity and support.
Zest	PSHEE ignites zest for learning and personal growth by providing engaging and relevant experiences that inspire curiosity, creativity, and enthusiasm for exploring new ideas and perspectives. By addressing real-life issues and promoting a growth mindset, PSHEE encourages students to embrace challenges, pursue their passions, and strive for continuous self-improvement.
Nurture	PSHEE nurtures students' well-being and resilience by addressing topics such as mental health, emotional literacy, and self-care. Through discussions, mindfulness exercises, and support networks, students develop coping strategies, self-regulation skills, and a sense of belonging, fostering their overall health and happiness both academically and personally.
Achievement	PSHEE contributes to achievement by equipping students with essential life skills, personal competencies, and a positive mindset necessary for academic success and future aspirations. By promoting goal-setting, resilience, and self-motivation, PSHEE empowers students to achieve their potential, fulfil their aspirations, and become confident, responsible individuals ready to make a positive contribution to society.

FUNDAMENTAL BRITISH VALUES

The teaching in the PSHEE department celebrates Fundamental British Values and does not undermine them.

Democracy	Students learn about the democratic process, including the importance of voting and participating in decision-making. Class discussions and activities encourage students to express their opinions, listen to others, and respect differing viewpoints.
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	Students explore the concept of democracy in society, including the roles of government, elections, and human rights.
Rule of Law	Lessons emphasise the importance of laws and rules in maintaining a fair and just society. Students learn about the legal system, rights, and responsibilities, and consequences for breaking the law. Discussions explore ethical dilemmas and scenarios where the rule of law applies, fostering critical thinking and ethical reasoning skills.
Individual Liberty	Students are encouraged to express themselves freely and pursue their interests and aspirations. Lessons promote self-respect, self-discipline, and personal responsibility. Students explore topics such as human rights, freedom of speech, and individual autonomy, understanding the balance between rights and responsibilities in society.
Mutual Respect for and tolerance of different faiths	PSHEE lessons promote respect for diversity and understanding of different cultures, religions, and beliefs. Students learn about the importance of tolerance, empathy, and inclusion in fostering harmonious relationships. Activities encourage students to celebrate cultural diversity, challenge stereotypes, and stand up against discrimination and prejudice.

CURRICULUM MAP

PROGRAMMES OF STUDY



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There is an annual review of the PSHEE and RSHE programme of study.

It is important that there is a flexible approach to the programmes of study depending on the needs and emotional and social development of the class. Occasionally events occur such as the death of a parent or member of staff which mean that the focus of PSHEE time will completely change.

On the first day of each term, the form teachers and tutors revisit the concept of the 'safety circle' with the children. This is part of the Staying Safe programme of study and schemes of work.

**YEAR 1-6
PSHEE/RSHE
LONG-TERM
OVERVIEW**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	Staying Safe Programme What helps us stay healthy?	What can we do with money?	Staying Safe Programme Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	Staying Safe Programme What helps us to stay safe?	Staying Safe Programme What helps us grow and	How do we recognise our feelings?



					stay healthy?	
Year 3	How can we be a good friend?	Staying Safe Programme What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Staying Safe Programme Why should we keep active and sleep well?
Year 4	Staying Safe Programme What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	Staying Safe Programme How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	Staying Safe Programme What makes up a person's identity?	What decisions can people make with money?	Staying Safe Programme How can we help in an accident or emergency?	How can friends communicate safely?	How can substances common to everyday life affect health?	What jobs would we like?
Year 6	Staying Safe programme How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

YEAR 7 & 8 PSHEE/RSHE : LONG-TERM OVERVIEW



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Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Staying safe programme Personal safety Personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Staying Safe Programme Health and puberty Healthy routines, influences on health, puberty, unwanted contact,	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Staying Safe Programme Drugs and alcohol Alcohol and drug misuse and pressure	Community and careers Equality of opportunity in careers and life choices, and different types and	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability	Staying Safe Programme Emotional wellbeing Mental health and emotional wellbeing, including body image and	Identity and relationships Gender identity, sexual orientation,	Digital literacy Online safety, digital literacy, media reliability,



NURTURE
ACHIEVEMENT
COMMUNITY
COMMUNICATION
ZEST
AUTHENTICITY

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	es relatin g to drug use	patterns of work	y, discrimi nation, sexism, homoph obia, biphobi a and transph obia	coping strategies	conse nt, 'sexin g', and an introd uction to contra ceptio n	
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WHOLE SCHOOL STAYING SAFE PROGRAMME

This unit of work is presented separately due to the importance of safety work within the curriculum, including Child Protection. It forms part of our whole PSHEE curriculum and goes alongside our whole PSHEE curriculum. Particular attention is given to the safe use of technology and is incorporated wherever possible as well as in the more formal dedicated lessons in ICT and PSHEE. Issues around cyberbullying are raised regularly both in class discussions and when the safety circles/networks are revisited each term. In this section we consider staying safe work throughout the whole school.

This unit of the PSHEE aims to give the children the knowledge, understanding and skills they need to keep themselves safe. It is based on Cambridgeshire County Council's Personal Development Program as recommended by the NSPCC. The curriculum is delivered using a range of methods such as role play, story and discussion. The teacher is the facilitator, guiding the lesson and ensuring the key teaching points are covered, but the ideas come from the children themselves. Personal Safety work also runs through other areas of the PSHEE Curriculum such as Drugs Education and Sex and Relationship Education.

Some aspects of the Staying Safe curriculum, such as 'Worries' and Internet Safety are revisited formally each term, but they are also incorporated more informally into all the work we do. The main body of the curriculum is taught over a two year cycle, as prescribed in the Staying Safe Programme itself.

The Safety Circle forms the basis for all the work we do with regard to Personal Safety and to this end, it is revisited on a termly basis. It is a key activity which is undertaken by all the children, in which they identify and record all the adults who they can turn to for help or reassurance if they have a worry. There is also a lot of discussion around what will happen to the worry once it has been shared with an adult. It is important that the children understand that an adult has a duty of care to protect a child and this may involve sharing the information with parents, the Headmistress and in some cases outside agencies, in order to ensure the safety of the child. It is revisited each term for two main reasons. Firstly, it reminds the children that we care about their worries whatever they may be, and it highlights their need to deal with any worries they may have. Secondly it allows them to review their choice of adult in the safety circle/ network should they wish to do so. It is important to bear in mind that the children should feel no pressure to include who we, as adults, see as the obvious choices. (e.g. a parent or teacher) Indeed, there may be times when a child needs to turn to an adult stranger for help, so it is important that personal safety work does not make a child fearful of all strangers, but rather allows them to seek out the safest way to get help when needed.



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The remainder of the Staying Safe curriculum is taught using the following themes:

Reception– Year 2

Theme 1: All About Me

Similarities and differences in appearance and preferences.

Identifying and naming body parts including genital areas and explaining the rules about touch for genital areas.

Body awareness and self-awareness. Expressing feelings.

Theme 2: Using My Senses to Keep Safer

Identifying the senses and understanding that we have a sixth sense. Learning how the 6th sense can help us to make decisions about whether something feels right to us. Talk about touches that give a 'yes' feeling, a 'no' feeling and an 'I'm not sure' feeling.

Good touches help to keep me well and healthy. I can say 'no' and tell adults in my safety circle about touches I do not like or that I am unsure about.

Theme 3: Out and About

Identifying safe and unsafe places to play.

Making safety plans for different scenarios e.g. If I get lost. Knowing my address and telephone number.

Naming unknown adults to ask for help

Identifying where I am going and who is in charge of me.

Using my 6th sense and safety circle to help me.

Theme 4: Bullying Behaviour

Defining and describing bullying behaviour and understanding that it is always wrong and unacceptable.

Cyberbullying- what does it look like and what to do if it happens to you.

Identifying places in school and out of school where bullying can happen.



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Assessing and keeping safe in bullying situations.

Identifying adults from the worry circle who could be told.

Strategies to deal with being the perpetrator of the bullying and the victim of the bullying.

Theme 5: Secrets, Promises and Tricks

Identifying that there are good and bad secrets and understanding that nobody should ask you or threaten you to keep a secret that makes you feel bad.

You can break a promise to feel safer and stay safer.

You can use your 6th sense to spot a tick. It is not your fault if an adult does trick you.

Identify adults in your safety circle that you can tell secrets that make you feel sad or worried.

Year 3 and Year 4

Theme 1: Knowing Myself, Looking After Myself

Identifying changes in school and personal life.

Name all parts of the body, using the correct names for private parts.

Describe likeable touches and those that one dislikes. Learn how to say 'no' effectively in a range of everyday situations.

Describe occasions when the 6th sense has helped one to feel safer by alerting one to a risk or danger.

Identify adults in your safety circle who you can discuss feelings with.

Identify ways that behaviour can affect others. Identify common reasons for quarrels.

Theme 2: Out and About

Identify the risks associated with all the journeys you make and create a safety plan for them. Use this plan to keep safer even when under pressure.

Identify out of school activities and name the people in charge.



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List any safety rules laid down by the group and add any rules of your own that you think may be good.

Make a list of things I need to find out to make a new activity safe for myself.

Describe what a dare is and how a dare could put you at risk. Find strategies to cope in a situation when you feel you are being forced into doing a dare.

Describe a list of emergencies and say what safer skills we could use to help us.

Theme 3: Bullying Behaviour

Describe different types of bullying behaviour. (including racist, sexist, homophobic, social etc.) and identify where bullying can happen, both in and out of school.

Cyberbullying- what does it look like and what to do if it happens to you.

Describe experiences and feelings when being bullied.

Identify strategies to deal with bullying behaviour.

Theme 4: Promises and Tricks

Identify that kisses, touches and hugs need never be kept secret.

Secrets that make you feel bad need to be told to a person in your safety circle.

Secrets that put you or others at risk should never be kept.

Identify that bribes are tricky and can put you at risk.

Identify that people who try to trick you can never be trusted.

Identify the tricks a person might use to make you break your safety plan of always telling an adult where you are going and find strategies to deal with this.

Use your safety circle to find help.

Identify reasons why people keep secrets and describe how it would make you feel to keep both a good secret and a bad secret.

Theme 5: Telling to Keep Safer



Recognising problems that need adult help. Being able to identify risk using 6th sense.

Using appropriate means to gain an adults attention.

Learn Childline Number 0800 1111 and NSPCC Number 0800 800500 and understand the service they offer

Identify what help and support a child could expect to get from the different adults in their safety circle.

Identify the characteristics of good and poor listeners when in need of help and using this to inform your safety circle.

Year 5 and Year 6

Theme 1: Knowing Myself, Looking After Myself

Identify disagreements we may have at this age and identify strategies to deal with them. Explore the feelings we may have when arguing. Discuss resolutions and compromise.

Exploring personal boundaries: Using touch to convey both positive and negative feelings. Identifying that we use different touches for different relationships we may have. (cultural, family, friendship, gender)

Exploring personal boundaries and identifying the personal differences in the way people feel about touches. Encourage reflection on what our own personal feelings are. Do we like contact sports, hugs etc.?

Identify boundaries in relation to personal safety. No –one should touch the private parts of our bodies except ourselves, unless there are good health or hygiene reasons. Our bodies belong to us and no touch from another person needs to be a secret.

Use our 6th sense to identify a ‘no’ feeling and understand that it is possible to have a change of mind about a touch. (e.g. starts out as a tickle, but progresses to an inappropriate touch)

Always tell an adult from your safety network about an inappropriate touch, even if you could not say ‘no’ at the time.

Childline and NSPCC numbers again as a reminder.

Theme 2: Out and About



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Review basic personal safety strategies learned earlier.

Identify risks, assessing the risks to stay safer. High, medium and low risk categories. Never do something from the high risk categories under any circumstances. There is a risk with the medium category, but this can be managed with a safety plan.

Recognising and dealing with peer group pressure.

Practising assertiveness in the face of pressure.

Theme 3: Bullying Behaviour

Revisit different types of bullying.

Cyberbullying- what does it look like and what to do if it happens to you.

Discuss who should take on the responsibility/ blame for bullying behaviour. Encourage discussion. Is the bystander who witnessed the bullying behaviour but did not tell, in the wrong?

Describe what a stereotype is and how this can be unhelpful at times and ultimately cause bullying.

Identify the long and short term effects bullying has on the victims, the victims' families, the bully and the witnesses.

Identify ways to help peers who are being bullied.

Identify who in your safety network you could go to for help.

Theme 4: Secrets, Promises and Tricks

Identify situations where loyalty to family and friends can put you at risk and understand that personal safety comes before loyalty.

You can change your mind about decisions you make. Unfair pressure can lead you to make the wrong decision.

Learning to look beneath the surface. Recognising that things are not always as they seem. Misleading information can cause risk. (internet)

Theme 5: Telling to Keep Safer



Being aware that your network of support needs regular updating and changes as you change.

Know the location of local sources of age appropriate support.

Encouraging responsible and safe use of the internet.

Identifying local and national organisations offering support.- an adult should check any internet sites out first.

Year 7 and Year 8

All the previous personal safety work is revisited.

Cyberbullying- what does it look like and what to do if it happens to you.- note this is the age where we have seen most inappropriate use of the internet. Lessons to include role plays and real life scenarios.

Exploring change and moving on.

Identifying new risks as we become more independent and looking for strategies to deal with them.

Making the correct choices regarding friendships.

Identifying that our bodies have changed, including hormonal changes and understanding that our emotions still need time to develop further.

Taking responsibility for our actions. Being able to say 'no' in a tricky situation.

Identifying those in our support network with whom to share a worry.

Personal safety will also come under Drugs Education and Sex and Relationships Education. The personal safety work in Year 7 and 8 is slightly more general as it is adapted each year to the particular year group and is driven by things that the children themselves want to discuss. So for example, a topic such as underage sex and the law is not formally on the curriculum, but if a child asks a question on it either during a Personal Safety lesson or a Sex Education lesson, we endeavour to answer as honestly as possible.

Relationship Sex and Health Education



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Sex and Relationships Education is lifelong learning about sex, sexuality, emotions and healthy relationships. The aim of the Sex and Relationships Education is to educate our children so that they make responsible and well informed decisions about their lives. It is to help and support young people through their physical, emotional and moral development, so that they learn to respect both themselves and others as they move through life from childhood through to adolescence and finally adulthood. It is not delivered in isolation, rather it makes up part of both the Science and PSHEE curriculum. Effective Sex and Relationships Education does not encourage early sexual experimentation, rather it encourages children to gain confidence and self-esteem and understand the reasons for delaying sexual activity.

The children are given opportunities to work in gender specific groups during this time, as this enables the children to ask questions which they may feel embarrassed to ask in front of a large group. The children are also supplied with a sealed question box, so they can put anonymous questions in there. The teacher will endeavour to answer all those questions which are reasonable and appropriate.

The Sex and Relationships Education is adapted each year, depending on the needs of the children.

ABOVE & BEYOND

Careers

Careers education is integrated into many aspects of our RSHE curriculum and opportunities available to our children (see Careers Guidance Policy). For those children in Year 7&8, part of the PSHEE programmes of study are used to address Careers.

Mental Health Awareness

PSHEE lessons raise awareness about mental health issues, reducing stigma and promoting help-seeking behaviours. Students learn about common mental health conditions, coping strategies, and the importance of self-care and seeking support. This empowers them to prioritise their mental well-being and support others who may be struggling. We celebrate Mental health Awareness week in February.

Healthy Relationships

PSHEE lessons focus on promoting healthy relationships, including friendships, family dynamics, and romantic relationships. Students learn about communication skills,



boundaries, consent, and respectful behaviour, equipping them with the knowledge and skills to form positive and supportive relationships throughout their lives.



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