



## PSHEE including RSHE Department Handbook

Adapted in February 2021

**This Scheme of Work applies to all pupils in the school, including those in the EYFS**

## **INTRODUCTION**

RSHE 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.

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**

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.

## **RATIONALE AND AIMS**

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.
- 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.

### EYFS

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.

### STAFF

In Reception – Year 3, the form teacher is responsible for the delivery of PSHEE. Prep school staff teach PSHEE.

### Induction

New staff who will be teaching PSHEE will meet with the Deputy/Head of Pre Prep prior to starting their teaching and they are introduced to the PSHEE programme and through joint planning will develop an understanding of what is required.

### Training

Staff training is an ongoing procedure that takes place in a variety of forms, from discussion with colleagues to short training sessions given by Head of Pre Prep. We also seek guidance from our local RSHE advisor Jane Stannard. We are also able to use the RSHE portal. All form tutor staff have access to this portal.

All staff members are encouraged to attend courses and disseminate the information to their colleagues.

### 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.')

## Teaching Styles

PSHEE lessons are delivered in a variety of visual, auditory and kinaesthetic ways depending on the age of the children. Within the curriculum, teachers will need to be selective about the way the content is delivered. It is with the sound and thorough knowledge and understanding of individual learning styles, personalities, maturity and emotional intelligences of a particular group of children that a teacher will best decide at what level and in what detail an area of learning is covered. There are often multiple activities suggested for each learning objective. Individual teachers should consider the activities that best suit their own teaching style and match activities to the needs of their class whilst ensuring that each of the learning objectives is met. They can ask for guidance from the Deputy Head or Head of Pre Prep/Prep. As stated earlier, it is possible that different activities will be used within the year group depending on the social dynamics and emotional development of each Form. For example recovery programmes to help after COVID 19.

## Resources

Teachers are encouraged to bring their own ideas to PSHEE lessons and we always welcome information on good teaching resources available. Teachers are able to submit requests for new resources to enhance their teaching of a topic at a specified time in each term to the Deputy Head or Head of Pre Prep.

## Links to whole School Teaching and Learning Policy

All staff are conversant with the whole school teaching and learning policy and endeavour to incorporate the ideas into their weekly lessons as a matter of routine.

## Expected learning environment

If the PSHEE curriculum is to be effective, it is essential that the whole school, playground and classroom environments are consistent in ethos and with the messages delivered through the curriculum. Relationships are at the heart of good teaching. Aspects of classroom organisation and management which promote self-esteem, responsibility, independence, co-operation and respect will all help to form a stable background for effective PSHEE teaching. Opportunities for reflection need to be incorporated into the lesson.

In the Schemes of Work, particular attention is given to the concept of transferable skills. These are generic skills used in everyday life in order to maintain healthy and effective relationships, to be aware of ourselves and to reduce risk in our lives. The transferable skills identified are:

Emotional Wellbeing

Managing Change

Communication and Participation

Self Awareness

Relationships and Valuing difference.

If we are to be successful in teaching the children these transferable skills, it is imperative that the learning environment is one of mutual respect, of valuing individual input and where there is never

undue pressure put on a child to participate in a discussion they may find difficult. PSHEE should be relaxing and fun, where one feels valued regardless of how 'emotionally' intelligent one is. It is the responsibility of the teacher to manage the ethos of the classroom well and to reflect on this regularly, so that the children feel safe, secure and confident to contribute to a lesson.

### **Safety Circles**

At South Lee on the first day of each term, all children spend the whole morning with their form teachers. There is also time to explore questions such as what makes a happy, co-operative class. With their teacher, the children establish their own class agreement which encapsulates the following ideals:

- Do be kind and gentle
- Do be helpful
- Do work hard and try your best
- Do listen to one another
- Do be honest
- Do look after property and the school environment.
- Rewards and Sanctions

The PSHEE lesson gives the children the opportunity to express their ideas/feelings and listen to the feelings/ideas of others. Therefore it is important that the children feel affirmed. The teacher will give praise to those children who listen well and show empathy to their peers. The teacher will also offer praise to those pupils who work co-operatively within small groups.

The children are aware of the mutual respect needed for a successful PSHEE lesson and the teacher will quietly discuss any inappropriate behaviour with the child concerned as soon as an opportunity arises within the lesson or at the end of the lesson.

All teachers have received Child Protection training and if a disclosure is made during a PSHEE , the child will be asked to continue the conversation at the end of the lesson. The teacher will then refer the disclosure to the DSL for Child Protection

### **Appropriate methods of teaching**

When teaching any aspect of PSHEE, the approaches to teaching and learning and the methods used are as important as the content. Whole class discussion and responding to incidents as they arise are valid opportunities for addressing PSHEE issues, but skills, attitudes and behaviour will be developed more effectively if a variety of strategies are used. For example, a child gains knowledge and understanding about making friendships through listening to the teacher or reading about it in a fiction book. However, to develop the skills for making friendships, they need to practise them through participating in small group work and role play.

Below are examples of teaching and learning approaches which may be used in the teaching of PSHEE:

#### **1. Discussion**

The purpose of discussion is to offer each child the opportunity to give an opinion if they wish and to increase the self-esteem of the individual and the group as a whole. In order for the discussion to be effective, active listening skills need to be taught early on.

## 2. Role Play and Drama

Role Play is particularly significant in allowing children to practise skills, and as such is a very important part of the PSHEE programme. At South Lee, the children receive specialist drama teaching from Reception to Form 8, so they feel comfortable, safe and secure doing such an activity. The teacher might model the role play for the children to begin with. The children are encouraged to express their opinions through role play, with feedback from the audience. They always role play in groups, so those children who may feel uncomfortable can have a lesser role within the play, but still feel like they have participated.

## 3. Puppets

These may be used in a PSHEE environment, enabling the children to approach difficult subject areas. They are a useful device for encouraging turn-taking and help children with expressive language skills.

## 4. Freeze Framing

This is a useful technique to use when children are less able to structure their role play. Children are asked to freeze during their role-play and other children then suggest what another character might say or do. The children find this particularly enjoyable.

## 5. Hot seating

This technique enables children to verbalise the thoughts and concerns of someone else. The teacher may like to model this technique at the beginning of the lesson. One child is put in the 'hot seat' and takes on a character. Other children ask the character their reactions and feelings.

## 6. Tunnel of thoughts

A child walks between two lines of children, having been given a particular problem or character. The children facing inwards in lines are the walls of the tunnel. The children call out things that the character might be thinking.

## 7. Thought Showers (brainstorm)

The children are given a single word, phrase or an issue. They record their thoughts and then they share their responses as a whole class or working in groups, which then promotes further discussion. There is minimum intervention from the teacher to encourage the widest range of answers.

## 8. Mind-mapping

Mind maps help the children to remain focussed on the main idea/ issue by using both sides of their brains. They can increase concentration and output through mind mapping, which aids their study skills.

## 9 . Pair and Group work

PSHEE provides an ideal opportunity to work in randomly mixed pairs or groups. Groups can be organised in many different ways. PSHEE lessons provide an opportunity to help children to develop their social skills and work effectively in groups. If the teacher perseveres at using different working groups in the classroom, the group ethos and sense of empathy with all the children in the class will

develop. However, the best results are often gained from letting the children choose their own groups.

#### 10. Carousel

This method encourages children to talk and listen in a structured way. The children are arranged in two concentric circles. The children in the inside circle face out, while those in the outside circle face in. Each child will have a partner in the other circle. The children are given a topic e.g. how will you cope with moving if you move to a new school and they each talk for two minutes about the topic. When the task has been carried out, either circle may be moved round to give each child a new partner.

#### 11. Triads

Group the children into threes. One child in the group is the talker, another is the listener and the third child is the observer. The observer may be given a special task: to note down what is said or to look at the body language of the listener or to look at the eye contact of the talker. The observers give feedback to the class.

#### 12. Industrial spies

The purpose is to focus on skills used in a group setting. During a group work task, one member of each group is chosen to be the spy. The teacher gives the spy a particular job, such as to identify the group members who were best at including everyone in the discussion. The spy then feeds back to the teacher who may then praise and reward those group members who showed good use of group work skills.

#### 13. Galleries

This method can be used when the teacher has asked a group to work on paper e.g. making a poster. One or two members of each group take the paper to another group and explain the work they have done. The 'viewing group' may then ask questions or make suggestions.

#### 14. Jigsawing

Divide the class into groups of four or five and set them a task for discussion. When the discussion has finished give each member of each group a number, starting from 1. Then ask all the ones to form a group together, all the 2's to form a group together. In their jigsawed groups ask the children to report back on what they discussed in their first groups.

#### 15. Use of Fiction

A story can give a common understanding of a situation which all the children can comment on. For example, World War 2 literature used in Year 4 encourages the children to understand what it was like to be separated from family or to suffer loss. The use of characters often enables children to share an opinion that they would feel uncomfortable expressing independently.

#### 16. Circle of Feelings

This can be a whole class or small group activity. The children draw a large circle, with an issue e.g. feeling sad or a picture in the middle. Then they brainstorm words and phrases and record them around the circle.

## 17. PSHEE BBC clips

There are a number of good video clips which provide a starting point for class discussion on important issues.

### CURRICULUM

The PSHEE curriculum makes a significant contribution to the awareness of spiritual, social, cultural and moral issues. Although our curriculum is called PSHEE, citizenship, global citizenship, economic wellbeing and careers and health awareness education are also covered in this curriculum. Particular focus is given to the virtual world where possible.

### **Grouping of Children**

The children are taught in separate year groups.

#### Expected Learning Behaviours of the Children

The children are expected to learn and internalise transferable skills. These transferable skills are the skills which we all need to use every day, in order to maintain our relationships, be aware of ourselves and to reduce unwise risks. These transferable skills can be categorised under the following headings:

Emotional well-being (e.g. recognising and naming a range of emotions, developing perseverance, developing resilience, empathy)

Managing change (e.g. accepting and understanding changes in life, relationships, schools, loss)

Managing risk (e.g. assessing levels of risk, anticipating risky situations,, recognising positive outcomes of some risks)

Communication and participation (e.g. active listening, turn taking, responding to others' opinions, negotiating, debating.)

Self-awareness (e.g. developing and understanding self-image, developing independence, understanding body language.)

Relationships and valuing difference (understanding qualities of friendship, building relationships, resolving conflicts, expressing tolerance.)

### Specific Learning Difficulties SEND

The school ethos is based on the premise that every child is an individual and every child has individual needs. There is very little recording in PSHEE, therefore children with specific learning difficulties which affect their reading and writing are not disadvantaged. Children who have difficulty processing spoken language or expressing their ideas verbally may find the discussion component of lessons quite challenging. The teacher should be aware of their needs and encourage them to work with a partner. Children whose emotional development is not at the same level as their intellectual ability may find some aspects of the lessons challenging such as turn taking, working co-operatively or showing empathy. It is the teacher's responsibility to differentiate the lesson appropriately.

## Continuity and Progression

The Deputy Head and the Head of Pe Prep have collaborated closely to develop a curriculum which ensures continuity and progression from Reception through to Form 8.

## Display

Posters are often used around school to reinforce PSHEE topics and these change regularly. They prompt positive discussion between the children, teachers and parents. Anti-bullying Leaflets are on display and there are Childline posters around the school.

## Literacy

The skills of good communication are an important feature the PSHEE curriculum.

As mentioned above, a range of literature is available in the Pre Prep PSHEE library as an introduction to certain topics. This library is updated regularly as part of the budget.

## Numeracy

When appropriate, the children are asked to collate data to produce bar chart or other graphical displays. For example, following the Healthy eating programme of study, the children may produce a pie chart or bar graph with the assistants to show their choice of food for a healthy meal.

## Home- School Links

The role of parents in their children's learning is particularly relevant in PSHEE, where the focus is on the children's emotional and social growth. We encourage the parents to be actively involved in school. We discussed with parents the new additions to the RSHE curriculum. Parents are kept informed of school activities regularly throughout the year. Parents are encouraged to contact school whenever they experience any worries about their children. Parents are invited to attend online safety talks held by the NSPCC. Parents were consulted in the formation of the RSHE curriculum. Resources being used in more sensitive subjects are available for parents to see.

## Reporting

The form teacher or tutor will discuss the personal, social and emotional development of the child with his/her parents in October and February in R – Form 8.

Forms 1-8 receive Michaelmas interim reports. The teachers will refer to the individual child's social and emotional progress in the summary report and in the form teacher/ tutor comment in the end of school year written report.

## Links with the Community

We see working with the community as a two-way process whereby the community is used as a resource and the school also contributes to the community.

## Assessment

The key to effective assessment is the use of appropriate learning objectives. It is not always appropriate or possible to assess the learning of the whole class and care must be taken in passing judgement about the worth of one person's attitude over another. The weekly whole school staff meetings gives the opportunity for staff to assess evidence of changes in behaviour and attitude which reflect learning in this area. Self-assessment has a role in PSHEE, particularly within those topics which relate to personal and social development. It is important to provide opportunities in PSHEE lessons for children to be involved in reflecting on their strengths, their needs, their learning and their development. All assessment is verbal.

## 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.

## PROGRAMMES OF STUDY

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
<b>Year 1</b>	<b>What is the same and different about us?</b>	<b>Who is special to us?</b>	Staying Safe Programme <b>What helps us stay healthy?</b>	<b>What can we do with money?</b>	Staying Safe Programme <b>Who helps to keep us safe?</b>	<b>How can we look after each other and the world?</b>
<b>Year 2</b>	<b>What makes a good friend?</b>	<b>What is bullying?</b>	<b>What jobs do people do?</b>	Staying Safe Programme <b>What helps us to stay safe?</b>	Staying Safe Programme <b>What helps us grow and stay healthy?</b>	<b>How do we recognise our feelings?</b>
<b>Year 3</b>	<b>How can we be a good friend?</b>	Staying Safe Programme <b>What keeps us safe?</b>	<b>What are families like?</b>	<b>What makes a community?</b>	<b>Why should we eat well and look after our teeth?</b>	Staying Safe Programme <b>Why should we keep active and sleep well?</b>
<b>Year 4</b>	Staying Safe Programme <b>What strengths, skills and interests do we have?</b>	<b>How do we treat each other with respect?</b>	<b>How can we manage our feelings?</b>	Staying Safe Programme <b>How will we grow and change?</b>	<b>How can our choices make a difference to others and the environment?</b>	<b>How can we manage risk in different places?</b>
<b>Year 5</b>	Staying Safe Programme <b>What makes up a person's identity?</b>	<b>What decisions can people make with money?</b>	Staying Safe Programme <b>How can we help in an accident or emergency?</b>	<b>How can friends communicate safely?</b>	<b>How can substances common to everyday life affect health?</b>	<b>What jobs would we like?</b>

<b>Year 6</b>	Staying Safe programme <b>How can we keep healthy as we grow?</b>	How can the media influence people?	What will change as we become more independent? How do friendships change as we grow?
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## YEAR 7 & 8 PSHEE/RSHE : LONG-TERM OVERVIEW

	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
<b>Year 7</b>	Staying safe programme <b>Personal safety</b> Personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	Staying Safe Programme <b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact,	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
<b>Year 8</b>	<b>Staying Safe Programme</b> <b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Staying Safe Programme <b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, media reliability,



# 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. 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 6<sup>th</sup> 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 6<sup>th</sup> 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.

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 6<sup>th</sup> sense to spot a trick. 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 6<sup>th</sup> 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.

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 6<sup>th</sup> 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 6<sup>th</sup> 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**

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.

## Staying Safe Programme - Schemes of Work for the Whole School

### Reception

Theme	Learning objective	Learning outcome
All about Me	Form the child's safety circle, emphasising body awareness, identifying individual responses to touch.	To name the people who care for them Identify similarities and differences in appearance between themselves and others; Identify yes and no touches; Say 'no' to people who touch them in a way they do not like and tell a trusted adult at home or school.
Looking after myself	To develop self-help skills and the ability to organise their personal belongings	Demonstrate the use of self-help skills relevant to school Demonstrate an understanding of school routines Name adults at home and at school to whom they can talk about their feelings and ask for help if they need it. Describe possible risks in the home environment and strategies to keep safer.
Out and about	To help children choose safer places to play To teach children ways that will help them to keep safe when playing and how people who care for you can help you. To teach strategies to children who may find they are lost.	Children can say home address and telephone number. Children can identify risk in a number of situations Children can identify strategies for keeping safer in a range of different contexts Children can identify appropriate unknown adults to ask for help if lost Identify strategies for keeping safer from road traffic.

Theme	Learning objective	Learning outcome
Bullying Behaviour Cyberbullying	Identifying what it feels like to be called names. To teach children how to say no. To teach children how to get help when they are sad or frightened. How to say sorry and make amends.	Children can show assertive behaviour, when appropriate, in relationships. Children begin to show empathy and turn taking in relationships with others. Children tell an appropriate adult if they have been hurt or upset.
Secrets and Telling	Identify the difference between good and bad secrets. To teach children the words to use so that adults will listen.	Children can identify good secrets that are safe to keep. Children can identify bad secrets that are not safe to keep. Children can identify the adults in their safety circle. Children can use appropriate language to tell effectively.

**Year 1**

<b>Theme</b>	<b>Learning Objective</b>	<b>Learning Outcome</b>
All about Me	To assist children to produce their individual safety circles. To celebrate the similarities and differences between people.	Children can accurately describe their personal appearance. Children can identify and describe similarities and differences between themselves and others Children can name the adults in their 'Safety Circle' to whom they turn when they needs a listening ear or some help.
Using my senses to keep safer	Identify the five senses and how these help us to find out about the world around us. Teach the purpose of the sixth sense.	Children can use their five senses to help them find out about their surroundings Children can describe their sixth sense and its purpose. Use safety circle.
Out and About	To think ahead and make a basic safety plan	Children can make safety plans for a range of contexts with adult support. Children can explain the finished plans to adults at home.
Bullying behaviour Cyberbullying	Define and describe bullying behaviour To assess and keep safe in bullying situations	Children can identify behaviours that are called bullying, including racist bullying Children can identify places where bullying behaviour happens. Children can identify strategies to use if they are bullied.
Secrets, Promises and Tricks	To recognise good and bad secrets. To revise the safety plan. To identify dangerous tricks	Children can describe what constitutes a good secret, a bad secret and a threat Children can use the safety plan to help them recognise what constitutes a dangerous trick.

**Year 2**

<b>Theme</b>	<b>Learning Objective</b>	<b>Learning outcome</b>
All About Me	Review and revise personal safety circles Identify and name body parts, explaining rules about touch for genital areas.	Children can name the adults in their 'Safety Circle' to whom they turn when they needs a listening ear or some help. Children can identify and describe similarities and differences between themselves and others Children can identify and express feelings, particularly happiness, sadness, fear, anger and happiness.

Using my senses to keep safer	Review the sixth sense. Teaching safer eyes and ears and helping children to plan ahead to keep safer. Distinguish between the positive and negative experiences of touch. Role play how to use assertive voice and body language.	Children learn how to identify safe and unsafe places using their safety eyes and ears. Children can name parts of the body Children can identify touches they like and touches that make them feel uncomfortable Children should be able to say 'No!' using assertive voice and body language.
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Theme	Learning Objective	Learning outcome
Out and About	Review making a basic safety plan. To teach road sense.	Children can explain how adults in their safety circle can help them keep safer when they are out and about. Children can explain their safety plans. Children can show how to cross a road safely (role play) Children can name unknown adults who can help in an emergency. Children can tell the teacher their address and telephone number. Children can role play how to make an emergency phone call. Children can identify the dangers of road traffic.
Bullying behaviour Cyberbullying	To review what is bullying behaviour. To teach responses to bullying behaviour and develop a year group anti bullying code.	Children can identify behaviours that are called bullying, including racist bullying Children can identify places where bullying behaviour happens. Children can identify strategies to use if they are bullied. Children can identify strategies to use if they see someone else bullied. Children can use their safety circle.
Secrets, promises, tricks and telling	Review good and bad secrets, what is a dangerous trick. Teach appropriate vocabulary to tell a bad secret to someone in a child's safety circle.	Children can identify a safety circle of appropriate adults from whom they can seek help if they are hurt, upset or unsure. Children can identify happy things that they like to tell their trusted adults. Through role play children can demonstrate appropriate strategies to gain adult attention, using voice and body language.

<b>Theme</b>	<b>Learning Objective</b>	<b>Learning Outcome</b>
Knowing myself, looking after myself	Identifying trusted adults and reviewing the safety circle. Review the sixth sense. How to express 6 <sup>th</sup> sense feelings Identifying between yes and no touches	Children are in tune with their sixth sense. They can trust their sixth sense to help them to keep safe.
Out and About	Revise and develop the basic guidelines for making a safety plan.	Children are alert to risk and can produce a safety plan to keep them as safe as possible when they are out.
Bullying Behaviour  Cyberbullying	To understand different types of bullying	Children know that: Bullying is always wrong. Bullying makes people unhappy. No one has the right to bully others Telling about bullying helps to stop it happening. Keeping bullying a secret hurts the children and helps the bully.
Secrets, promises and Tricks	Distinguishing between good and bad secrets. Distinguishing between good and bad promises.	Children can describe the kind of secret or promise they would not want to keep. Children can name the trusted adults they can tell about a bad secret. Children can show in role play a situation where they can break a promise in order to keep themselves or a friend safer.
Telling, to keep safer	Review the safety circle. The role of trusted unknown adults e.g. emergency services, Childline.	Children can recognize problems that need adult help. Children can use appropriate strategies to approach a trusted adult to tell. Children understand the purpose of Childline.

#### Year 4

<b>Theme</b>	<b>Learning Objective</b>	<b>Learning Outcome</b>
Knowing myself, looking after myself	Identifying trusted adults and reviewing the safety circle. Identifying and naming body parts, understanding rules about touch. Using assertive voice and body language to say No.	Children can name their trusted adults who can help in an emergency. Children know that they must tell about touches which give them a 'no' feeling. Children can say 'No' to things that give them a 'no' feeling in an assertive way.

Out and About	To learn road sense. To identify and resist a dangerous dare	Children know of safer places to cross the road. Children can identify the risks of cycling or walking. Children can describe what a dare is and say how a dare could put them at risk. Children can describe some of the things they can do when people are pressurizing them to do a dare.
Bullying behaviour Cyberbullying	To produce an anti-bullying leaflet for children.	Children have the strategies and confidence to identify and deal with bullying through the development of an anti-bullying policy for children. Children can identify the areas of the school where bullying is more likely to take place by the mapping exercise.

Theme	Learning Objective	Learning Outcome
Secrets, Promises and Tricks	Review understanding of the differences between good and bad secrets and promises. To recognize bribes and the potential trickery they involve.	Through role play, children can: Show a situation where it is necessary to break a promise in order to keep themselves or a friend safer, and then tell a trusted adult. Show a situation where a person offers a bribe to persuade them to do something. Show saying 'No' to a trick or a bribe, then going to tell a trusted adult.
Telling, to keep safer	Reviewing the adults in their safety circle. Identifying a good listener and a poor listener.	Children can identify the different categories of people in their safety circle. Children can describe through role play someone who listens carefully and someone who is a poor listener. Children can describe the support that Childline offer and where they can find the telephone number.

#### Year 5

Theme	Learning objective	Learning outcome
Knowing Myself, Looking After Myself	To explore personal boundaries of 'touch'.	To understand whether a touch is conveying a positive or negative feeling. Reflection and discussion about personal preferences on being touched. Identify a trusted adult in the safety network to discuss worries with.
Out and About	To review basic personal safety strategies.	Know the keep safe rules.

	To be able to assess risk in order to keep safe.	Describe and review a basic safety plan. Be able to point out the risk in each situation and grade the risks as low, medium, high. Identify a trusted adult in the safety network to discuss worries with.
Bullying Behaviour Cyberbullying	To explore bullying behaviour.	Say what bullying is, including examples of racist, sexist and homophobic bullying. Suggest reasons why people bully. Suggest reasons why some people are bullied. Suggest and demonstrate a range of personal strategies to deal with bullying. Identify a trusted adult in the safety network to discuss worries with.

Theme	Learning objective	Learning outcome
Secrets, Promises and Tricks	To define loyalty and to explore dilemmas involving loyalty. To practise the application of the 'loyalty' questions.	Distinguish between situations where loyalty is not appropriate in order to stay safe. Distinguish between promises made by choice and promises made under threat or coercion. Describe the nature of bribery and the risks posed by accepting a bribe. Identify the moral dilemmas involved in making a decision to tell on a friend or family member. Identify a trusted adult in the safety network to discuss worries with.
Telling to Keep Safer	To revise that telling is always the best and safest option. To take responsibility for updating their safety network. To identify local and national organisations offering support.	Be familiar with their safety network. Describe the support offered by Childline and the NSPCC and know the numbers. Identify local sources of support with their contact details.

#### Year 6

Theme	Learning objective	Learning outcome
Knowing Myself, Looking After Myself	To empathise with other's feelings. To discuss strategies for dealing with disagreements.	Know that emotions can stop us from seeing clearly. Attack the problem and not the person. Ability to compromise. Identify a trusted adult in the safety network to discuss worries with.
Out and about	To recognise and deal with peer group pressure.	Demonstrate through role play, the ability to say 'no'.

	To practise assertiveness in the face of pressure.	Awareness that it is difficult to resist peer pressure. List some strategies to get out of tricky situations. Suggest role play ideas to highlight being assertive. Identify a trusted adult in the safety network to discuss worries with.
Bullying Behaviour Cyberbullying	To explore bullying behaviour.	Children are able to name different types of bullying including racism, sexism and homophobia. Identify typical places where bullying occurs. Identify both the short and long term effects of bullying on the bully, the victim and the witnesses. Identify a trusted adult in the safety network to discuss worries with.

Theme	Learning objective	Learning outcome
Secrets, Promises and Tricks	To learn to look underneath the surface for misleading information and appearances. To know that we should not always take things at face value.	Identify situations where it may be necessary to change your mind about a promise. Identify appropriate strategies to cope when threatened or pressured to keep an unsafe secret. Describe the nature of deception and the role of the 6 <sup>th</sup> Sense in alerting us to it. Identify a trusted adult in the safety network to discuss worries with. To be able to use the internet safely and responsibly.
Telling to Keep Safer	To revise that telling is always the best and safest option. To take responsibility for updating their safety network. To identify local and national organisations offering support.	Be familiar with their safety network. Describe the support offered by Childline and the NSPCC and know the numbers. Identify local sources of support with their contact details.

### Year 7 and 8

Theme	Learning objective	Learning outcome
Knowing Myself, Looking After Myself Out and about Bullying Behaviour Secrets, Promises and Tricks Telling to Keep Safer	To revise all work on personal safety.	Have an up to date safety network that is referred to regularly. List strategies to deal with a variety of risky situations. Explain the 6 <sup>th</sup> sense and what it does. Be able to talk about a safety plan and check list. Be able to explain about appropriate and inappropriate touching.

		Feel confident to take on more responsibility and independence.
Social Skills	<p>To explore change and moving on. Identify new risks as we gain more trust and independence. Identifying that our bodies have changed, including hormonal changes and understanding that our emotions still need time to develop. To take responsibility for our own actions. To understand the consequences of our behaviour and the effect it has on others. To understand that we develop at different rates and that we may be further ahead/behind than our peers.</p>	<p>Suggest role plays to act out feelings and thoughts on moving on. Demonstrate how to interact positively and appropriately with the opposite sex- know the boundaries. Describe the changes both physically and emotionally for this age group. (puberty) Demonstrate how to resolve conflict in a positive way. Be able to discuss how one decision can affect a lot of people and suggest ways in which things could have been done differently. Be able to talk confidently about bullying and suggest ways in which we, as a community, can improve or sustain keeping everyone safe. Demonstrate strategies for dealing with peer pressure relating to dares, bribes or being asked to do something uncomfortable.</p>

Theme	Learning objective	Learning outcome
All about Me	Identifying the people who form the child's safety circle, emphasising body awareness, identifying individual responses to touch.	<p>To name the people who care for them Identify similarities and differences in appearance between themselves and others; Identify yes and no touches; Say 'no' to people who touch them in a way they do not like and tell a trusted adult at home or school.</p>
Looking after myself	To develop self-help skills and the ability to organise their personal belongings	<p>Demonstrate the use of self-help skills relevant to school Demonstrate an understanding of school routines Name adults at home and at school to whom they can talk about their feelings and ask for help if they need it. Describe possible risks in the home environment and strategies to keep safer.</p>
Out and about	To help children choose safer places to play	<p>Children can say home address and telephone number. Children can identify risk in a number of situations</p>

	To teach children ways that will help them to keep safe when playing and how people who care for you can help you. To teach strategies to children who may find they are lost.	Children can identify strategies for keeping safer in a range of different contexts Children can identify appropriate unknown adults to ask for help if lost Identify strategies for keeping safer from road traffic.
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<b>Theme</b>	<b>Learning objective</b>	<b>Learning outcome</b>
Bullying Behaviour Cyberbullying	Identifying what it feels like to be called names. To teach children how to say no. To teach children how to get help when they are sad or frightened. How to say sorry and make amends.	Children can show assertive behaviour, when appropriate, in relationships. Children begin to show empathy and turn taking in relationships with others. Children tell an appropriate adult if they have been hurt or upset.
Secrets and Telling	Identify the difference between good and bad secrets. To teach children the words to use so that adults will listen.	Children can identify good secrets that are safe to keep. Children can identify bad secrets that are not safe to keep. Children can identify the adults in their safety circle. Children can use appropriate language to tell effectively.

## **Relationship Sex and Health Education**

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.



