

Birdlip Primary School

'Helping each other prepare for a bigger world'

Relationship, Sex and Health Education Policy (RHSE)

Adopted: September 2024
Review Date: September 2026, annual
Next Review: September 2027

Relationships Education, Sex Education and Health Education (RSHE) policy

At Birdlip we are committed to delivering a high-quality, inclusive and age-appropriate Relationship, Sex and Health Education (RSE) that supports students to:

- Develop positive respectful relationships
- Understand health, well-being and safety
- Build character, confidence and resilience
- Navigate the complex social and digital world

Primary education focuses on helping students to develop the foundations to develop healthy relationships, emotional wellbeing, personal safety and understanding emotional and physical changes as they grow. Teaching is carefully sequenced, age-appropriate and protective, supporting students to feel safe, valued and to feel confident to seek help from trusted adults.

Our RSE is rooted in our values: **Respect, Kindness** and **Resilience** and is a core component of our wider PSHE curriculum. It ensures that all students are prepared for life in modern Britain.

Our vision is that students will leave Birdlip able to make informed decisions about their physical, mental and sexual health and wellbeing, while showing respect for the rights, safety and wellbeing of others. We are committed to providing a personal development education that enables all students to thrive in life and make a positive contribution to society.

RSE is a key part of our safeguarding provision. It equips students with the knowledge, skills and confidence to recognise risk, seek support and make informed decisions, supporting the prevention of harm and the development of positive character.

Statutory Requirements

This policy reflects statutory guidance issued by the Department of Education.

- Education Act 2002 (Section 80A)
- Education Act 1996(Section 403)
- Equality Act 2010
- DfE Guidance on Online Safety and Filtering & Monitoring Standards (2025)
- DfE Relationships Education, RSE and Health Education Guidance (July 2025)
- Keeping Children Safe in Education (2025)

- Prevent

The updated guidance published in 2025 is statutory from September 2026, and schools must have regard to it. Birdlip Primary must have full regard to this guidance and any updates when preparing delivery of these subjects.

3. Definition of RSE and Health Education

RSE is comprised of Relationships Education, Sex Education and Health Education, which together equip students with the knowledge, skills and values to lead safe, healthy and fulfilling lives.

At Birdlip we believe that to be effective, RSE should be taught within a broader Personal Development programme which includes topics on anti-bullying, physical and mental health, careers and employability education, financial education, together with the development of key skills including oracy and communication, personal responsibility, agency and critical thinking,

a. Relationships Education

Relationships Education focuses on the fundamental building blocks of positive relationships and how to live and work together respectfully.

It includes learning about:

• Friendships, family relationships and relationships with peers and adults including different family structures
• Respect, kindness and mutual understanding
• Boundaries and personal safety, including body autonomy and knowing when and how to ask for help. Recognising unhealthy or unsafe relationships, including abuse
• How to seek help and support, both online and offline.

Relationships Education is statutory for all students and cannot be withdrawn from. It enables students to develop the knowledge and skills to form and maintain healthy, respectful relationships, now and in the future

b. **Sex Education**

Sex Education forms part of the wider RSE curriculum but refers specifically to the non-statutory elements that go beyond the content covered in:

• Relationships Education
• Health Education
• National Curriculum Science

In primary schools, this refers to teaching:

• that supports students to understand physical and emotional changes as they grow, including preparation for puberty.

This content is delivered in an age-appropriate, sensitive and inclusive manner, supporting students to understand safe and healthy relationships.

Parents have the right to request that their child be withdrawn from some or all of this Sex Education. This right does not apply to statutory content delivered through Relationships Education, Health Education or the National Curriculum for Science.

c. Health Education

Health Education is a statutory component of the curriculum that supports students to understand and manage their physical health and mental wellbeing, recognising this as a normal and essential part of everyday life.

It includes learning about:

- Mental health, emotional wellbeing and resilience
- Healthy lifestyles, including nutrition, exercise and sleep
- Personal hygiene and physical health
- Risk, safety and the prevention of harm, including online.

Health Education equips students with the knowledge and skills to maintain their wellbeing, manage challenges and seek support when needed, enabling them to lead healthy, balanced lives.

4. Aims of Relationships and Sex Education (RSE)

Our RSE curriculum aims to equip all students with the knowledge, skills and confidence to navigate relationships, identity and the wider world safely and successfully.

In primary schools, these aims are achieved through a strong focus on emotional literacy, safety, respectful behaviour and building secure foundations for later learning.

Through a coherent and inclusive programme, we aim to:

• **Develop the person**
Build self-awareness, confidence and emotional literacy so students understand who they are, how they feel and how their actions impact others

• **Shape purposeful choices**
Enable students to make informed, responsible decisions about relationships, health and wellbeing, recognising risk and exercising agency — because what they do matters

• **Prepare positive pathways**
Equip students with the understanding and skills to form healthy, respectful relationships, now and in the future, including in online environments

• **Promote safety in a complex world**
Ensure students can recognise, understand and respond to risk, including online harms, exploitation, harmful influences and unhealthy relationship behaviours

• **Champion respect and inclusion**

Foster a culture of respect, equality and belonging, where diversity is understood, valued and protected

• **Strengthen wellbeing and resilience**
Support students to understand and manage their mental and physical health, developing resilience, coping strategies and help-seeking behaviours

• **Enable confident communication and critical thinking**
Give students the language, confidence and critical thinking skills to challenge harmful norms, resist pressure and engage in respectful dialogue

• **Prepare for life in modern Britain**
Develop students as active, informed citizens, able to contribute positively to society and navigate the responsibilities of adult life.

5. Delivery of the curriculum

RSE is delivered through a planned, progressive programme that is primarily taught through discrete PSHE lessons, and reinforced across the wider curriculum, including Science, Religious Education (RE), Physical Education (PE), Computing and assemblies.

RSE is predominantly delivered by familiar, trusted adults, using discussion, stories and activities appropriate to students' emotional and developmental stage. This ensures that key themes are revisited and contextualised in different settings, supporting students to make meaningful connections in their learning.

RSE is delivered by trained staff, including class teachers, who are supported through ongoing professional development to ensure confident and effective delivery. The school may also draw on external specialists and organisations to enhance provision, ensuring that any visitors are appropriately vetted and that all content is aligned with the school's curriculum and safeguarding procedures.

Students will be taught in mixed ability and mixed gender groups but if appropriate some topics or aspects of the curriculum may be delivered in single sex groups.

The teaching of RSE will be handled sensitively by teacher and it will be common practice that:

- Neither teacher or student will be expected or required to answer a personal question
- No-one will be forced to take part in a discussion
- Sensitivity will be shown towards those of faith backgrounds.

A variety of teaching and learning styles will be used to give students relevant information to enable moral issues to be explored through discussion and to acquire appropriate skills.

6. Roles and Responsibilities

a.Governing Body is responsible for:

- Approves the policy and monitors its impact.

b. The Headteacher is responsible for:

- The overall implementation of the policy providing strategic leadership and accountability
- Ensuring staff are suitably trained to deliver the topics and subject and the that it is suitably resourced
- Ensuring that parents, students and staff are consulted on the policy
- Ensuring that parents are aware of what is taught and when particularly in reference to sex education
- Reviewing requests from parents to withdraw their children from components of the subject
- Ensure that safeguarding is embedded across RSE
- Reviewing this policy annually and reporting to the Academy Council on the effectiveness of the policy.

c. The RSE Subject lead will:

- Design and oversee the RSE curriculum
- Ensure alignment with statutory guidance and safeguarding priorities
- Lead staff training and CPD
- Monitor the quality of teaching and the impact of the curriculum
- Support staff with sensitive content and safeguarding concerns
- Ensure the curriculum reflects contextual safeguarding information.

d. Teaching staff will:

- Deliver a high quality and age-appropriate curriculum in a safe respectful and inclusive environment
- Model a positive, open attitude
- Provide opportunities for discussion, critical thinking, reflection and feedback
- Respond appropriately to safeguarding concerns
- Engage in ongoing training and development to ensure engaging, relevant delivery and development of the PD Framework.

7. Working with parents

The school recognises that parents and carers are the primary educators of their children and are key partners in supporting students' learning in Relationships and Sex Education (RSE).

The school will work in partnership with parents by:

- Consulting with parents when developing and reviewing the RSE policy to ensure it reflects the needs of the school community
- Providing clear and accessible information about the RSE curriculum, including what is taught and when
- Offering opportunities for parents to view resources, ask questions and discuss content
- Supporting parents to engage in conversations with their children about relationships, health and wellbeing
- Ensuring that parents understand their rights in relation to withdrawal from sex education.

Information about the RSE curriculum will be made available through the school's website, policy documents and via direct communication with parents. Leaders will ensure that communication is

clear, transparent and appropriately responsive to parental feedback. The school is committed to maintaining an open and constructive dialogue with parents and will take account of views expressed through consultation when reviewing the policy, while ensuring that statutory requirements are met.

8. Parental Right to Withdraw from Sex Education

In primary schools, parents have the right to request that their child is withdrawn from any sex education that is not part of the National Curriculum for science. There is no right to withdraw from Relationships Education or Health Education.

a. Process for Withdrawal

- Parents wishing to withdraw their child should make a request in writing to the Headteacher.
- The Headteacher or a delegated senior leader will arrange a meeting with the parent/carer to:

o Discuss the request
o Clarify the content of the curriculum
o Explore any concerns
o Explain the benefits of receiving RSE.

- Following this discussion, the school will respect the parent's decision, except in the exceptional circumstances outlined below.

b. Exceptional Circumstances

The Headteacher may determine that a student should receive sex education despite a parental request for withdrawal if:

- The student is at risk of harm, or
- It is considered that receiving the education is necessary for the student's safeguarding or wellbeing.

This decision will be made in line with:

- The school's safeguarding duties
- The best interests of the child.

c. Provision for Withdrawn Students

- Students who are withdrawn will be provided with appropriate, purposeful alternative education during this time.
- The school will ensure that withdrawal does not lead to stigma or disadvantage.

d. Record Keeping

- All requests for withdrawal and outcomes of discussions will be formally recorded on the student's school record and CPOMS.

9. Inclusion and Equality

Birdlip Primary is committed to delivering a Relationships and Sex Education (RSE) curriculum that is inclusive, accessible and reflective of the diverse society in which students live. Teaching content and

language are carefully selected to reflect students' developmental stage and emotional maturity. In line with the Equality Act 2010, all students are entitled to receive high-quality RSE, regardless of ethnicity, gender, religion or belief, disability, sexual orientation, or socio-economic background.

a. Inclusive Provision

RSE will be delivered in a way that is inclusive, respectful and responsive to students' needs, ensuring all students feel safe, represented and able to participate.
The RSE curriculum will:

- Reflect and promote diversity, equality and inclusion, modelling positive and respectful behaviours
- Foster a strong sense of belonging and respect for others
- Challenge prejudice, discrimination and harmful stereotypes, including everyday sexism, misogyny, homophobia, other prejudice-based behaviour and gender stereotyping
- Be responsive to contextual safeguarding risks, equipping students to recognise harm, stay safe and access support
- Ensure all students feel represented, valued and included within the curriculum
- Create and maintain a safe, respectful learning environment where all students can engage confidently
- Use language and resources that promote equality and respect
- Take proactive steps to ensure no student feels excluded, stigmatised or marginalised
- Respond appropriately to discriminatory language or behaviour in line with school policy
- Deliver teaching that is sensitive, age-appropriate and accessible to all learners.

b. Supporting Students with SEND

Birdlip Primary recognises that students with Special Educational Needs and Disabilities (SEND) may be more vulnerable to risk and exploitation, and may require additional support to understand relationships, boundaries and safety.
To ensure equitable access, the school will:

- Adapt teaching approaches and materials to meet individual needs
- Use clear, structured and explicit teaching of key concepts
- Provide additional support where needed to develop understanding of consent, communication and personal safety
- Work closely with SEND and safeguarding teams to ensure provision is appropriate and effective.

10. Staff Training

All staff members are trained to ensure they are conversant with the Relationship Education, Health Education and Sex Education curriculum. Members of staff responsible for teaching RSE and PSHE will undergo further training on a termly basis led by the subject leader for RSE/PSHE/Personal Development, to ensure they are fully equipped to teach the subject effectively. They might invite wider professionals to provide support and training for sensitive topics (e.g. sexual health professionals). Additional training of all staff will take place around any updated guidance which may need to be addressed in relation to the curriculum. The RSE lead will work collaboratively with the Designated Safeguarding Lead to give a joined-up approach to contextual safeguarding.

11. Monitoring Evaluation and Review

Governors will monitor the implementation and impact of the RSE policy and curriculum via termly RSE leaders.

At school level, RSE will be monitored through:

- Lesson observations and learning walks
- Curriculum audits and mapping
- Student voice and feedback
- Safeguarding data, trends and contextual intelligence
- Participation and engagement data.

Teachers of RSE/PSHE and subject lead will assess student understanding through a number of means including lesson engagement, discussion, quizzes, PSHE books, scenario assessments and/or student voice.

RSE/PSHE lead will;

- Report termly to the Governors enabling appropriate challenge, support and oversight.
- Monitor the impact on students' knowledge, attitudes and safety
- Use findings to inform curriculum development and safeguarding priorities
- Meet weekly with staff to review emerging needs, share intelligence via the inclusion register and take proactive action to address risks and support students.

This policy will be reviewed annually with parents, staff, students and trustees and will be updated in response to:

- Changes in statutory guidance
- Emerging safeguarding risks
- Evaluation findings and schools' improvement priorities.

12. Safeguarding and Confidentiality

RSE is a key component of the school's safeguarding provision. Through the curriculum, students are supported to recognise risk, understand healthy and unhealthy relationships, and develop the confidence to seek help.

a. Safeguarding

RSE is delivered within a safe, supportive and well-managed environment, where students feel able to engage in discussion and ask questions. Teaching is carefully planned to be age-appropriate and sensitive, recognising the diverse experiences and needs of students. In line with Keeping Children Safe in Education the school uses the curriculum, including RSE, to provide early, evidence based safeguarding education, to enable students to develop socially and emotionally to recognise risk and stay safe, and to refine their thinking skills. In primary schools, safeguarding content is introduced in a reassuring and protective manner, emphasising trusted adults and seeking help.

Leaders will ensure that:

- RSE reflects current safeguarding risks, including online harm, exploitation, peer-on-peer abuse and harmful influences
- Teaching is responsive to contextual safeguarding intelligence, including local and school-based concerns
- Students are explicitly taught how and where to seek help, both within school and externally

- Staff are trained to recognise and respond to signs of vulnerability or disclosure.

All staff delivering RSE understand that safeguarding is paramount and that the curriculum may lead to disclosures or concerns being raised. Any safeguarding concerns will be managed in line with the school's Child Protection Policy, including appropriate recording and referral procedures.

b. Confidentiality

The school recognises that effective RSE requires an environment of trust and openness. Ground rules are established in lessons to support respectful discussion and ensure students feel safe to participate. However, staff cannot offer unconditional confidentiality to students.

Students will be made aware that:

- If they disclose information that suggests they are at risk of harm, or that others may be at risk, staff have a duty to share this information with the Designated Safeguarding Lead (DSL)
- Information will only be shared with those who need to know, to protect and support the student

Staff will:

- Listen sensitively and respond appropriately to disclosures
- Reassure students that they have been heard and supported
- Avoid making promises of confidentiality
- Follow school safeguarding procedures at all times, reporting and recording disclosures in a timely manner

Where appropriate, students will be supported to access additional help and guidance, including pastoral support, safeguarding teams or external services.

To support safeguarding and appropriate discussion, staff will:

- Establish and maintain clear classroom ground rules
- Use distancing techniques (e.g. scenarios) when exploring sensitive issues
- Ensure that no student is required to share personal experiences
- Manage discussions carefully to avoid distress or harm

This policy should be read alongside:

- Birdlip's Child Protection and Safeguarding Policy
- Online Safety Policy
- Behaviour Policy

RSE contributes to a whole-school safeguarding culture, ensuring that students are informed, protected and empowered.

13. Statutory Curriculum content

a. Relationships Education

Families and people who care for me

1. That families are important for children growing up safe and happy because they can provide love, security and stability.

2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.

5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.

2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Students should learn skills for developing caring, kind friendships.

3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.

4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.

6. How to manage conflict, and that resorting to violence is never right.

7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

1. How to pay attention to the needs and preferences of others, including in families and friendships. Students should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.

2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.

4. Students should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.

5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.

7. The conventions of courtesy and manner

8. The importance of self-respect and how this links to their own happiness. Students should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Health and Wellbeing education

General wellbeing

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

2. The importance of promoting general wellbeing and physical health.

3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Students should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

6. That isolation and loneliness can affect children, and the benefits of seeking support.

7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.

8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.

9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

1. That for almost everyone the internet is an integral part of life. Students should be supported to think about positive and negative aspects of the internet.

2. Students should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.

3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and on others' mental and physical wellbeing.

4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.

5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.

6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.

8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.

9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.

10. That they have rights in relation to sharing personal data, privacy and consent.

11. Where and how to report concerns and get support with issues online.

Physical health and fitness

1. The characteristics and mental and physical benefits of an active lifestyle.

2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.

3. The risks associated with an inactive lifestyle, including obesity.

4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

1. What constitutes a healthy diet (including understanding calories and other nutritional content).

2. Understanding the importance of a healthy relationship with food.

3. The principles of planning and preparing a range of healthy meals.

4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.

4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check- ups at the dentist.

5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to students.

Personal safety

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.

2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

1. How to make a clear and efficient call to the emergency services if necessary, including the importance of reporting incidents rather than filming them.

2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

1. Learning about growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.

2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Students should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

4. Year 6 learn the facts about conception and how a baby is born.

PSHE Curriculum

EYFS Birdlip Curriculum Robins Year A&B		
Topic		**Books**
Health and Well-being	**Growing Up** To be able to identify how they have visually changed since they were baby. https://www.ghll.org.uk/index.php?page=rshe-primary-lesson-plans-eyfs-growing-up **Vaccinations** To know what a vaccination is and how vaccinations can help us to stay healthy https://www.ghll.org.uk/rshe-primary-lesson-plans-eyfs-vaccinations/ **Visiting the Dentist** To know why it is important to brush our teeth at least twice a da To learn what happens during a visit to the dentist https://www.ghll.org.uk/rshe-primary-lesson-plans-eyfs-visiting-the-dentist/ **Washing Our Hands** To be able to give reasons as to why it is important to wash our hands To learn to sing the NHS song in order to understand the stages for thorough handwashing https://www.ghll.org.uk/rshe-primary-lesson-plans-eyfs-washing-our-hands/ **Household Substances** To learn about common household substances and the reasons why they need to be stored safely https://www.ghll.org.uk/rshe-eyfs-household-substances/ **What Can Harm My Body** To learn about things which can harm or hurt the body https://www.ghll.org.uk/rshe-eyfs-what-can-harm-my-body/ **Keeping Myself Well** To learn about the people who look after us To learn about some of the reasons why people need medicines https://www.ghll.org.uk/rshe-eyfs-keeping-myself-well/	**Vaccinations:** e-Bug resource

	PANTS Rule https://learning.nspcc.org.uk/research-resources/schools/pants-teaching Ongoing provision:pictures and posters, art activities, dance and music, puppets, role play, small world, visits and visitors, SEAL https://www.ghll.org.uk/rshe-seal-reception/	
Mental Well-Being	**Exploring Feelings** To identify and name different feelings To begin to explore how we can change negative feelings we may have e.g. worry, anger, jealousy, etc. https://www.ghll.org.uk/rshe-primary-lesson-plans-eyfs-exploring-feelings/ **What Makes me feel Happy** To explore what makes us feel happy To identify which of these triggers we can control https://www.ghll.org.uk/what-makes-me-feel-happy/ **Kind Minds EYFS Curriculum: Mindful Moments, Calm Corner, Emotional Literacy, Concentrate, Calm and Connect** **https://kindmindsschool.samcart.com/courses/course/780b4f1b-cfe9-46cb-a2d7-9c4471368e26/lesson/0774e83f-cc4d-4b65-87b8-f3b8b051671f**	**Emotions:** The Colour Monster by Anna Llenas Happy by Pharrell Williams The Happy Owls by Celestino Piatti Have you Filled your Bucket Today? by Carol McCloud My Heart Fills with Happiness by Monique Gray Smith The Jar of Happiness by Alisa Burrow

Relationships	**Recognise the qualities of being a friend** **Being a Good Friend** To recognise the qualities of a good friend To think about how to be a good friend to others **https://www.ghll.org.uk/rshe-primary-lesson-plans-eyfs-being-a-good-friend/** **Good Manners** To understand what manners are and why they are important To learn the importance of being sensitive to their own needs and those of others https://www.ghll.org.uk/rshe-primary-lesson-plans-eyfs-good-manners/ **My Grandma and Grandpa are amazing** To be able to say how they are different to elderly people. To recognise elderly people who are important to them. To understand the importance of respect. https://www.ghll.org.uk/rshe-primary-lesson-plans-eyfs-my-grandpa-and-grandma-are-amazing/ **Classroom Rules** To be able to say why we need class rules To be able to say some of the class rules https://www.ghll.org.uk/rshe-primary-lesson-plans-eyfs-our-class-rules/ **Showing Respect** To understand what is meant by showing respect To think of ways in which they can show respect To explore why it is important to be respectful https://www.ghll.org.uk/rshe-primary-lesson-plans-eyfs-showing-respect/ **Similarities and Differences** To explore the ways in which they are the same as, and different to, others To understand that despite obvious differences, there is a great deal we all have in common https://www.ghll.org.uk/rshe-primary-lesson-plans-eyfs-similarities-and-differences/ **Celebrating Me** To be able to say how they are the same and different to others To be able to recognise that it is good to all be different https://www.ghll.org.uk/rshe-primary-lesson-plans-eyfs-celebrating-me/	**Good Manners:** Penguin Says Please Clifford's Manners Madeleine says Merci Do Unto Otters Interrupting Chicken Mind your Manners, Mr B.B Wolf Emily's Everyday Manners Time to Say "Please!" **Elderly People and Respect** 'My Grandpa is Amazing' and 'My Grandma is Amazing' or you can find versions of these on YouTube **Similarities and Differences** Smeds and the Smoos by Julia Donaldson Mixed *Arree Chung* The Little Panda and his Blue Feet *Paul Boschen* We're All Wonders *R. J. Palacio* Elmer *David McKee* Tusk Tusk *David McKee* **Showing Respect:** Elmer by David McKee Giraffes Can't Dance by Giles Andreae Kind by Alison Green Kindness Grows by Britta Teckentrup Be Kind by Pat Zietlow Miller The Hug by Eoin McLaughlin Do unto Otters by Laurie Keller What if everybody did that? by Ellen Javernick

	Ongoing provision: buddies, role play, assemblies, puppets, art activities, small world, visits and visitors, SEAL https://www.ghll.org.uk/rshe-seal-reception/	I just don't like the sound of No! by Julia Cook Whoever you are by Mem Fox
Living in the Wider World	**Money** To recognise that coins can be used to buy things To recognise that people need jobs in order to have money Ongoing provision: role play, visitors, small world, collecting for charity etc **Environment** To recognise that they have a responsibility towards their environment To recognise that all animals need to be treated with respect To know that some materials can be recycled Ongoing provision: Forest school, tidy-up times, litter picking etc **School and British Values** To know the schools values are: respect, kindness and resilience To know British values are: respect, tolerance, democracy, rule of law, individual liberty, relating them to our school values and begin to understand what each value means	

Birdlip PSHE Curriculum

Our curriculum aims to help children stay safe, healthy, confident, 'prepare for the bigger world."

PSHE (Personal, Social, Health and Economic Education) curriculum There are 3 core strands		
Health and Wellbeing	**Relationships**	**Living in the Wider World**
Children learn how to look after their bodies and minds by learning about: Feelings and emotions Mental well-being and resilience Healthy eating and exercise Personal hygiene Sleep and routines Keeping safe (road safety, water safety, medicines, online safety) Puberty (Upper KS2)	*Children learn about friendships, family, respect, and kindness by exploring:* How to make and keep friends Respect and empathy Families and different family structures Bullying and how to get help Boundaries and consent (age-appropriate) Online relationships	*Children learn about society and their place in it, by learning about:* Rules, rights, and responsibilities British Values Equal opportunities Money basics (saving, spending) Jobs and aspirations Community and belonging: Social and Cultural development Environmental responsibility Digital citizenship-technology and media Development of their own spiritual and moral understanding
By the end of primary, pupils should: ● KS1 Recognise emotions in themselves and in others ● KS1&2 Recognise and talk about emotions ● KS1&2Know how to ask for help ● KS1&2Understand basic physical and emotional changes ● KS1&2 Keep safe (home, road, rail, water, online) ● KS2 Manage stronger emotions ● KS2 Understand body changes and puberty ● KS2 Have a more detailed	**By the end of primary, pupils should be able to:** ● KS1&2 Recognise healthy/unhealthy relationships ● KS1&2 Understand boundaries and consent ● KS1&2 Be able to form simple relationships and resolve conflict ● KS1&2 Understand families and caring relationships	**By the end of primary, pupils should be able to:** ● KS1&2 Know they have rights and responsibilities ● KS1&2 Understand basic economics ● KS1&2 Have an understanding of their community and of cultural diversity across the UK ● KS1&2 Understand their actions have an impact on the environment ● KS1&2 Understand the pros and cons of technology and media ● KS1&2 Have a spiritual and moral sense of themselves ● KS2 Understand money and have future aspirations

understanding of online safety		

In order to meet these expectations teachers follow a yearly curriculum. A variety of resources are used but main sources are:

Ghll (Gloucestershire Healthy Living and Learning)

PA (PSHE Association)

Kind Minds

The PSHE curriculum is delivered through specific lessons, assemblies and ongoing provision.

Kingfishers Year A		
Kingfishers Autumn Term		
Topic		**Books**

Health and Wellbeing	**Asking for Help** To begin to identify when behaviours amongst friends are not positive To have strategies to manage uncomfortable or unkind situations To know where to go for help and support To understand the importance of repeatedly asking until they are heard *Complete Helping Hand* **https://www.ghll.org.uk/rshe-primary-lesson-plans-ks1-y1-asking-for-help/** **My Body is My Body** To be able to name body parts and know which parts should be private To know the difference between appropriate and inappropriate touch To understand the right to say no to unwanted touch To identify who they trust and who they can ask for help https://www.ghll.org.uk/rshe-primary-lesson-plans-ks1-y1-my-body-is-my-body/ Video: Pantosaurus song **Growing Up (EYFS) Lesson 3** :Naming parts of the body **https://pshe-association.org.uk/lesson-plans/changing-and-growing-up-ks2** **Keeping My Body Clean** To understand the importance of keeping our bodies clean To begin to take responsibility for our own personal hygiene https://www.ghll.org.uk/rshe-primary-lesson-plans-ks1-y1-keeping-my-body-clean/ **Unique Me** To understand the meaning of unique To know that each of us is unique and special https://www.ghll.org.uk/rshe-primary-lesson-plans-ks1-y1-unique-me/ Complete a MyProfile **Introduction to 5 Way to Mental Well-Being: Lesson 1** To be able to name the Five Ways to Wellbeing and explain how they can help them to boost their wellbeing *Recap Birdlip Values* **https://www.ghll.org.uk/introduction-to-the-five-ways-to-wellbeing/** **The Importance of Washing Hands** https://pshe-association.org.uk/lesson-plans/handwashing	

	Kind Minds: Set up calm corner, Mindful moments, Emotional Literacy (taught in KS1 assemblies), Concentrate (taught in class Unit5 Year1) https://kindmindsschool.samcart.com/courses/course/780b4f1b-cfe9-46cb-a2d7-9c4471368e26/lesson/0774e83f-cc4d-4b65-87b8-f3b8b051671f Complete mental wellbeing checkin	
Relationships	**Growing up: My Special People and Human life cycle (baby to adult) Lessons 1 and 2:** To be able to identify how they have changed since they were a baby. **https://pshe-association.org.uk/lesson-plans/changing-and-growing-up-ks2**	
Living in the Wider World	**School & British Values:** resources on the drive	
	Kingfishers Year A	
	Kingfishers: Spring Term	
Topic		**Books**

Health and Wellbeing	**Dental Health Lesson 1:** To know how to look after our teeth **https://pshe-association.org.uk/dental-health?hsCtaTracking=0bd8300a-11ec-49e2-b8b2-75aeac078bf4%7Ca45b50c9-fcf6-403a-a9ad-b7aea63ea2aa#lesson-plans** **Healthy food choices and physical activity Lesson 1 and 2** To know how to keep healthy with food and drink and know how being active keeps us healthy **https://pshe-association.org.uk/lesson-plans/health-education-ks1-2** **All About medicines** To learn about the role of medicines in keeping us healthy To learn about the role of doctors, nurses and pharmacists in safely administering medicines **https://www.ghll.org.uk/rshe-ks1-all-about-medicines/** **Different types of medicines** To assess the children's existing knowledge of drugs and drug safety To learn that medicines are drugs To know that adults need to supervise children when taking medicine **https://www.ghll.org.uk/rshe-ks1-different-types-of-medicines/** **Road Safety** **To learn how to keep safe when crossing the road** https://pshe-association.org.uk/lesson-plans/road-rail-safety **Kind Minds:Calm, (taught in class, Unit 5, Year 1)** **https://kindmindsschool.samcart.com/courses/course/780b4f1b-cfe9-46cb-a2d7-9c4471368e26/lesson/0774e83f-cc4d-4b65-87b8-f3b8b051671f**	
Relationships	**What is Bullying?** To begin to understand what 'bullying' means To identify the difference between incidents which have happened on purpose and those that have happened accidentally To understand how to say stop when you don't like what someone is doing or saying **https://www.ghll.org.uk/rshe-primary-lesson-plans-ks1-y1-what-is-bullying/** **This is My Family** To explore what a family is To know the importance of family for children growing up https://www.ghll.org.uk/rshe-primary-lesson-plans-ks1-y1-this-is-my-family/	Bullying Video: Topsy and Tim Help a Friend

Living in the Wider World	**Belonging to a community: Lesson 2** To learn about some people and their jobs to help protect the environment Lesson 2 https://pshe-association.org.uk/lesson-plans/environment-agency-caring-for-environment	
	Kingfishers Year A	
	Kingfishers Summer Term	
Topic		**Books**
Health and Wellbeing	**Keeping safe at home: lesson 1** **To know how to spot hazards and to keep safe at home** https://pshe-association.org.uk/lesson-plans/keeping-safe-at-home-lessons **Fang and the changing seasons (KS1) – growing and changing, preparing to move to a new class / year group** To know how to prepare to move onto a new class https://pshe-association.org.uk/lesson-plans/curiosity-library **The Sleep Factor** https://pshe-association.org.uk/lesson-plans/sleep-factor **Kind Minds: Connect (taught in class Unit 5, Year 1)** **https://kindmindsschool.samcart.com/courses/course/780b4f1b-cfe9-46cb-a2d7-9c4471368e26/lesson/0774e83f-cc4d-4b65-87b8-f3b8b051671f**	

Relationships	**Know there are lots of different types of families** **And Tango Makes Three** To know that there are lots of different types of families To understand that love, along with other emotions, is something we all feel https://www.ghll.org.uk/rshe-primary-lesson-plans-ks1-y1-and-tango-makes-three/ **What is the same and different about us?: Lesson 1 (KS1)** To explore similarities and differences **https://pshe-association.org.uk/lesson-plans/belonging-and-community** **Managing Friendships** To be able to identify characteristics of a healthy friendship To be able to say some sentence stems to help them to manage their friendships To be able to identify steps that they can take if they need support with their friendships **https://www.ghll.org.uk/rshe-primary-lesson-plans-ks1-y1-managing-friendships/** **My Special People** To learn about special people in my life and how we care for each other **https://pshe-association.org.uk/lesson-plans/changing-and-growing-up-ks2**	**Different Families** *And Tango Makes Three* by Justin Richardson and Peter Parnell
Living in the Wider World	**Strengths and interests: Jobs in the community:** **Lesson 1 Everyone has different strengths and interests** To understand that everyone has different strengths and interests https://primaryplatform.careersandenterprise.co.uk/resources/career- **What is money?** To understand what money is https://www.familybuildingsociety.co.uk/docs/librariesprovider3/pdfs/childrens-money-guides/1_c_375_1021_what-is-money_ks1_web.pdf?sfvrsn=fe17970b_10 **Money: learning about saving 2 lessons** To know how to save money file:///C:/Users/Mary/Downloads/Activity%20-%20Saving%20Seekers%20(Ages%205-7).pdf	

Golden Eagles: Year A		
Topic	**Golden Eagles Autumn Term**	**Books**
Health and Wellbeing	**How Can I Keep My Brain Healthy? Five Ways to Mental Wellbeing** To learn about the brain and how it links to our emotions5 https://www.ghll.org.uk/rshe-primary-lesson-plans-ks2-y5-how-can-i-keep-my-brain-healthy/ **The Sleep Factor** To know the importance of sleep and routines to support good quality sleep https://pshe-association.org.uk/the-sleep-factor?utm_campaign=Programme+Builder+tracking+links&utm_source=sleep-factor-ks1-2 **Firework Safety** To know how to manage risks around fireworks https://pshe-association.org.uk/lesson-plans/firework-safety **Kind Minds: Emotional Literacy (taught in KS2 assemblies), Concentrate (taught in class Unit 5 Year 3), Calm Corner** **https://kindmindsschool.samcart.com/courses/course/780b4f1b-cfe9-46cb-a2d7-9c4471368e26/lesson/0774e83f-cc4d-4b65-87b8-f3b8b051671f**	
Relationships	**Consent** To be able to explain what consent is To begin to understand why consent is important https://www.ghll.org.uk/index.php?page=rshe-primary-lesson-plans-ks2-y3-consent **Secrets** To understand when secrets should be kept and when they should be shared. To identify trusted people they can talk to about a secret that they feel they should share. https://www.ghll.org.uk/rshe-primary-lesson-plans-ks2-y3-secrets/ **Table Manners** To understand why we have table manners	

	To be able to practise good table manners https://www.ghll.org.uk/rshe-primary-lesson-plans-ks2-y3-table-manners/	
Living in the Wider World	**School & British Values:** resources on the drive	
	Golden Eagles Year A	
	Golden Eagles Spring Term	
Health and Wellbeing	**Keeping Safe at Home** To know how to manage risk at home https://pshe-association.org.uk/lesson-plans/keeping-safe-at-home-lessons **Medicine and Household Substances** To learn about the safe use of medicines and household products https://www.ghll.org.uk/rshe-ks2-medicine-and-household-substances-safety/ **What Are Drugs?** To be able to define what a drug is To know that some drugs are medicinal To know how to report concerns about drugs https://www.ghll.org.uk/rshe-ks2-what-are-drugs/ **Kind Minds: Calm (taught in class, Unit 5, Year 3), Mindful Moments** https://kindmindsschool.samcart.com/courses/course/780b4f1b-cfe9-46cb-a2d7-9c4471368e26/lesson/0774e83f-cc4d-4b65-87b8-f3b8b051671f	
Relationships	**What Can We Do About Bullying?** To understand what 'bullying' means To have strategies for dealing with difficult situations To know who to tell if you are being bullied or if it is happening to someone else https://www.ghll.org.uk/rshe-primary-lesson-plans-ks2-y3-what-can-we-do-about-bullying/ **The Ups and Downs of Friendships** To know that friendships have their ups and downs, and this is perfectly normal That there are different solutions to solving friendship issues https://www.ghll.org.uk/rshe-primary-lesson-plans-ks2-y3-ups-and-downs-of-friendships/ **What Makes a good friend and Maintaining friendships Lessons 1 and 2** https://pshe-association.org.uk/rselessonpackks1-4	

Living in the Wider World	**Money and Wellbeing** To learn about the role money plays in people's lives Lesson 1 https://pshe-association.org.uk/lesson-plans/money-and-wellbeing **School & British Values:** resources on the drive	
	Golden Eagles Year A	
	Golden Eagles Summer Term	
Health and Wellbeing	**Understanding menstruation and the menstruation cycle** To understand the key facts about the menstrual cycle To know how to look after both physical and mental wellbeing during menstruation https://www.ghll.org.uk/rshe-primary-lesson-plans-ks2-y34-understanding-menstruation-and-the-menstrual-cycle/ **Sun Safety** To know how to manage risk in the sun https://pshe-association.org.uk/lesson-plans/sun-safety-lesson-packs **Kind Minds: Connect (taught in class, Unit 5 Year 3), Mindful Moments** https://kindmindsschool.samcart.com/courses/course/780b4f1b-cfe9-46cb-a2d7-9c4471368e26/lesson/0774e83f-cc4d-4b65-87b8-f3b8b051671f	
Relationships	**Identify characteristics of a healthy family life** **What Makes a Family** To identify characteristics of healthy family life To understand how families are networks of support for each other https://www.ghll.org.uk/rshe-primary-lesson-plans-ks2-y3-what-makes-a-family/ **Families:What is a family, Diverse Families, Family Changes 3 Lessons** https://pshe-association.org.uk/lesson-plans/families **Types of Love** To understand there are different types of love https://www.ghll.org.uk/rshe-primary-lesson-plans-ks2-y3-types-of-love/	

Living in the Wider World	**Budgeting Basics** To know why it is it important to keep track of our money https://www.familybuildingsociety.co.uk/docs/librariesprovider3/pdfs/childrens-money-guides/2_c_398_1021_budgeting-basics_ks2_web.pdf?sfvrsn=111497a6_10 **Career Explorers: Job Skills** Lesson 1:To know that different skills are needed for different jobs **https://primaryplatform.careersandenterprise.co.uk/resources/career-explorers**	

	Ospreys Year A	
Topic	**Ospreys: Autumn Term**	**Books**
Health & Wellbeing	**My Brain and Me** To learn about the brain and how it links to our emotions. https://www.ghll.org.uk/rshe-primary-lesson-plans-ks2-y5-my-brain-and-me/ **Keeping Myself Safe Lessons 1,2&3** To learn that feelings are personal, and people might feel differently about the same thing To understand that our feelings affect the way we behave To review the UN Convention on the Rights of the Child To understand that rights come with responsibilities To learn that they all have the right to feel safe all of the time To identify a place where they feel safe and consider what it is like to feel safe https://www.ghll.org.uk/rshe-primary-lesson-plans-ks2-y6-keeping-myself-safe/ **The Changing Adolescent Body** https://www.bbc.co.uk/iplayer/episode/b0759l4k/operation-ouch-specials-dont-panic-about-puberty https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks2-year5/rshe-primary-lesson-plans-ks2-y5-the-changing-adolescent-body/ **Kind Minds: Emotional Literacy (KS2 assemblies) & Concentrate (taught in class Unit 5, Year 5), Mindful Moments, Calm Corner** https://kindmindsschool.samcart.com/courses/course/780b4f1b-cfe9-46cb-a2d7-9c4471368e26/lesson/0774e83f-cc4d-4b65-87b8-f3b8b051671f	

Relationships	**Similarities and Differences in Families** I can identify the core values of family life I know how to seek advice and support from agencies beyond my trusted adults **https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks2-year5/rshe-primary-lesson-plans-ks2-y5-similarities-and-differences-in-families/** **What Makes a Healthy Friendship?** To consider the reasons why having good friends is important To discuss the healthy signs, warning signs and unhealthy signs in friendships To explore strategies to deal with difficult situations in friendships https://www.ghll.org.uk/rshe-primary-lesson-plans-ks2-y5-what-makes-a-healthy-friendship/ **Restorative Conversations** To know there are many different types of relationships To know that all relationships, including healthy ones, have ups and downs To understand how to manage conflict in relationships To know how to hold a restorative conversation https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks2-year5/rshe-primary-lesson-plans-uks2-restorative-conversations/	
Living in the Wider World	**School & British Values:** resources on the drive	
	Ospreys Year A	
Topic	**Ospreys Spring Term**	**Books**
Health & Wellbeing	**Road Safety** To learn how to take responsibility for personal safety around roads https://pshe-association.org.uk/lesson-plans/road-rail-safety **Kind Minds: Calm (taught in class, Unit 5, Year 5), Mindful Moments** https://kindmindsschool.samcart.com/courses/course/780b4f1b-cfe9-46cb-a2d7-9c4471368e26/lesson/0774e83f-cc4d-4b65-87b8-f3b8b051671f	

Relationships	**Family Life** To understand the importance of families to protect and care for each other To know there are numbers to call or text if they feel unhappy or unsafe https://www.ghll.org.uk/rshe-primary-lesson-plans-ks2-y5-family-life/ **Dementia Awareness and Understanding** Lesson 1 To begin to understand what dementia is and how people living with dementia might feel https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks2-year5/rshe-primary-lesson-plans-ks2-y5-dementia-awareness-and-understanding/ **Understanding Consent** To understand what is meant by consent To understand the importance of gaining, as well as giving, consent To know that consent can be withdrawn at any time https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks2-year5/rshe-primary-lesson-plans-uks2-understanding-consent/	
Living in the Wider World	**Climate Change: Empathy and Agency** Know how connecting to nature and using other strategies can help our mental well-being Know about actions that people can take to help the environment Know about the importance of community and working together to help nature and our local environment https://pshe-association.org.uk/lesson-plans/climate-change-empathy-and-agency	
	Ospreys Year A	
	Ospreys Summer Term	
Topic		**Books**

Health & Wellbeing	**Amazing Me** Body Confidence (3 lessons) https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks2-year5/rshe-key-stage-two-amazing-me/ **Changing and Growing: Puberty Recap: Lesson 1** To understand the changes that happen during puberty **https://pshe-association.org.uk/lesson-plans/changing-and-growing-up-ks2** **Changing and Growing : Change and Becoming Independent Lesson 2** To manage change and becoming independent **https://pshe-association.org.uk/lesson-plans/changing-and-growing-up-ks2** **Kind Minds: Connect (taught in class, Unit 5, year 5), Mindful Moments** **https://kindmindsschool.samcart.com/courses/course/780b4f1b-cfe9-46cb-a2d7-9c4471368e26/lesson/0774e83f-cc4d-4b65-87b8-f3b8b051671f**	
Relationships	**Homelessness (Marginalisation)** To understand the importance of respecting, and supporting, marginalised people To develop skills of empathy https://www.ghll.org.uk/rshe-primary-lesson-plans-ks2-y5-homelessness-marginalisation/ **Changing and Growing: Positive and Healthy Relationships Lesson 3** To know what a healthy and positive relationship looks like **https://pshe-association.org.uk/lesson-plans/changing-and-growing-up-ks2**	
Living in the Wider World	**Money and Wellbeing** To learn about money and emotional wellbeing Lesson 1 https://pshe-association.org.uk/lesson-plans/money-and-wellbeing	

Kingfishers Year B		
Kingfishers Autumn Term		
Topic		**Books**
Health and Wellbeing	**Asking for Help** *Complete Helping Hand* **Ruby's Worry** To understand we sometimes need help coping with our emotions *Zones of Regulation and Worry Monster* **https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks1-year2/rshe-primary-lesson-plans-ks1-y2-rubys-worry/** **Keeping Myself Safe: Lesson 1&2** To learn that different things affect the way we feel To learn that the same situation might make different people have different feelings To learn that our feelings affect the way we behave To learn that it is alright to talk about our feelings, whatever they are To identify a place where they feel safe and consider what it is like to feel safe To recognise the physical feelings we get when we are unsafe **https://www.ghll.org.uk/rshe-primary-lesson-plans-ks1-y2-keeping-myself-safe/** **I am Special** To respect and value our own selves To understand we are all equal, despite our differences https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks1-year2/rshe-primary-lesson-plans-ks1-y2-i-am-special/ **Change, Loss, Grief** https://pshe-association.org.uk/lesson-plans/change-loss-grief **Kind Minds: Concentrate (taught in class) Unit 5 Year 2, Mindful Moments, Calm Corner** https://kindmindsschool.samcart.com/courses/course/780b4f1b-cfe9-46cb-a2d7-9c4471368e26/lesson/0774e83f-cc4d-4b65-87b8-f3b8b051671f Complete mental wellbeing checkin	*Ruby's Worry* by Tom Percival A worry monster/worry jar

Relationships	**My Special People** To understand how caring relationships are key to children's wellbeing To understand the importance of spending time together https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks1-year2/rshe-primary-lesson-plans-ks1-y2-my-special-people/ **Good Manners** To reflect on own manners and consider occasions when they should be used. To explore what 'showing respect' looks like. *Recap Birdlip Values* **https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks1-year2/rshe-primary-lesson-plans-ks1-y2-using-good-manners/**	
Living in the Wider World	**Money and Wellbeing** To learn about spending and saving https://pshe-association.org.uk/lesson-plans/money-and-wellbeing **School & British Values:** resources on the drive	
	Kingfishers Year B	
	Kingfishers: Spring Term	
Topic		**Books**

Health and Wellbeing	**How are you Feeling?** To be able to express feelings using a range of language **https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks1-year2/rshe-primary-lesson-plans-ks1-y2-how-are-you-feeling/** **Keeping Myself Safe: Lessons 3,4,5** To learn that there are different levels of 'feeling scared' and that people might have different feelings about the same thing To start to think about strategies that they might be able to use when they are feeling unsafe To learn to recognise inappropriate touch and what to do in a situation where this occurs To recognise when they might need to share a secret and when it is alright to keep a secret to themselves To learn about personal networks and how these can provide them with help To understand when and how to use a personal network to ask for help **https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks1-year2/rshe-primary-lesson-plans-ks1-y2-keeping-myself-safe/** **Managing Risky Situations** To learn how to manage risky situations involving household substances and medicines **https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks1-year2/rshe-ks1-managing-risky-situations/** **Kind Minds: Calm (taught in class, Unit 5, Year 2), Mindful Moments** **https://kindmindsschool.samcart.com/courses/course/780b4f1b-cfe9-46cb-a2d7-9c4471368e26/lesson/0774e83f-cc4d-4b65-87b8-f3b8b051671f**	
Relationships	**Friendship Code** To be able to identify characteristics of a healthy friendship. To be able to identify some of the rules of the Friendship Code. To be able to use the Friendship Code to help to solve friendship fall outs. **https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks1-year2/rshe-primary-lesson-plans-ks1-y2-friendship-code/** **Asking Permission: Lesson 1** To know what it means to ask for permission https://pshe-association.org.uk/consent	Bullying Video: Topsy and Tim Help a Friend

Living in the Wider World	**Caring for the environment Lesson 1** To understand why it is important to care for the environment https://pshe-association.org.uk/lesson-plans/environment-agency-caring-for-environment	
	Kingfishers Year B	
	Kingfishers Summer Term	
Topic		**Books**
Health and Wellbeing	**What Makes Me Feel Good?** To be able to identify what makes us feel good To be able to name the Five Ways to Wellbeing and understand how they can help improve mood **https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks1-year2/rshe-primary-lesson-plans-ks1-y2-what-makes-me-feel-good/** **Becoming Independent** To consider their responsibilities now and compare these to when they were younger To understand the choices they are able to make in order to keep themselves healthy and safe **https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks1-year2/rshe-primary-lesson-plans-ks1-y2-becoming-independent/** **Illness and Our Emotions** To learn how illness affects our feelings, and the different ways in which we can make ourselves feel better. **https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks1-year2/rshe-ks1-illness-and-our-emotions/** **Rail Safety** To learn about rail safety **https://pshe-association.org.uk/lesson-plans/road-rail-safety** **Kind Minds: Connect (taught in class, Unit 5, Year 2), Mindful Moments** **https://kindmindsschool.samcart.com/courses/course/780b4f1b-cfe9-46cb-a2d7-9c4471368e26/lesson/0774e83f-cc4d-4b65-87b8-f3b8b051671f**	

Relationships	**What is Marriage?** To know what marriage means. To know some values of marriage. **https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks1-year2/rshe-primary-lesson-plans-ks1-y2-what-is-marriage/**	**Different Families** *And Tango Makes Three* by Justin Richardson and Peter Parnell
Living in the Wider World	**Setting Goals** To acknowledge what they have already achieved To consider what I would like to achieve for themselves in the future. **https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks1-year2/rshe-primary-lesson-plans-ks1-y2-setting-goals/** **Career Explorers: Different Jobs** Lesson 2: To know that there are different jobs and work that people do **https://primaryplatform.careersandenterprise.co.uk/resources/career-explorers**	

Golden Eagles: Year B		
Topic	**Golden Eagles Autumn Term**	**Books**

Health and Wellbeing	**How Can Keep My Brain Healthy? Lesson 2&3** To learn about the brain and how it links to our emotions. **https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks2-year4/rshe-primary-lesson-plans-ks2-y5-how-can-i-keep-my-brain-healthy/** **Great to be Me** To recognise attributes in their peers To recognise personal attributes To improve self-esteem and self-respect https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks2-year4/rshe-primary-lesson-plans-ks2-y4-great-to-be-me/ **SEAL Year 4** **Lesson 5: Perseverance** I can tell you how I keep going even when the task is difficult or boring I know when to keep trying and when to try something else I can understand that some thoughts help me reach my goal and some are a barrier I can recognise when I find learning difficult and persevere when I need to https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks2-year4/rshe-seal-year-4/ **First Aid** Bites & Stings, Allergies https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2/ **Kind Minds:Concentrate (taught in class Unit 5, Year 4), Mindful Moments, Calm Corner** https://kindmindsschool.samcart.com/courses/course/780b4f1b-cfe9-46cb-a2d7-9c4471368e26/lesson/0774e83f-cc4d-4b65-87b8-f3b8b051671f	
Relationships	**Kindness** To understand the power of kindness To explore the impact of kind acts on others, and on our own feelings **https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks2-year4/rshe-primary-lesson-plans-ks2-y4-kindness/**	

Living in the Wider World	**Money and Wellbeing** To learn about making decisions about money Lesson 2 https://pshe-association.org.uk/lesson-plans/money-and-wellbeing **School & British Values:** resources on the drive	
	Golden Eagles Year B	
	Golden Eagles Spring Term	
Health and Wellbeing	**Negative Affects of Drinking Alcohol** To learn about the main effects of drinking alcohol **https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks2-year4/rshe-ks2-negative-effects-of-drinking-alcohol/** **Managing Risk: Smoking and Vaping** To learn about the risks associated with smoking and vaping https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks2-year4/rshe-ks2-managing-risks-smoking-and-vaping/ **First Aid** Allergies **https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2/** **Kind Minds: Calm (taught in class, Unit 5, Year 4), Mindful Moments** **https://kindmindsschool.samcart.com/courses/course/780b4f1b-cfe9-46cb-a2d7-9c4471368e26/lesson/0774e83f-cc4d-4b65-87b8-f3b8b051671f**	

Relationships	**Fixing Friendships** To understand that friendships will have ups and downs To explore strategies to repair friendships To understand why it is important to not resort to physical, or verbal, attacks https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks2-year4/rshe-primary-lesson-plans-ks2-y4-fixing-friendships/ **Understanding Respect** To know that in school, and wider society, they can expect to be treated with respect To know that, in turn, they should show respect to others To understand practical steps they can take to support respectful relationships https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks2-year4/rshe-primary-lesson-plans-ks2-y4-understanding-respect/	
Living in the Wider World	**Let's Watch a Film** Know how to make informed choices about what to watch https://pshe-association.org.uk/lesson-plans/bbfc-making-choices-watching-films	

	Golden Eagles Year B	
	Golden Eagles Summer Term	
Health and Wellbeing	**Water safety Lesson 1 and Flooding Lesson 2** To understand how to stay safe around water https://pshe-association.org.uk/lesson-plans/water-safety **SEAL Year 4 Lesson 2: Loss** I know how most people feel when they lose something or someone they love I know some ways to celebrate the life of someone I care about https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks2-year4/rshe-seal-year-4/ **Time to Change: Lesson 1** To know about the physical changes that happen during puberty **https://pshe-association.org.uk/lesson-plans/changing-and-growing-up-ks2** **Kind Minds: Connect (taught in class, Unit 5, Year 4), Mindful Moments**	

	https://kindmindsschool.samcart.com/courses/course/780b4f1b-cfe9-46cb-a2d7-9c4471368e26/lesson/0774e83f-cc4d-4b65-87b8-f3b8b051671f	
Relationships	**Changes within a Family** To understand changes happen at times within families and these changes might impact feelings and affect relationships To explore sources of help and advice https://www.ghll.org.uk/rshe-primary-lesson-plans-ks2-y4-changes-within-a-family/ **Getting Married** To know that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other, which is intended to be lifelong To explore how a marriage ceremony can look very different, depending on the culture, religion, gender and location of the couple, but the promises made are fundamentally the same https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks2-year4/rshe-primary-lesson-plans-ks2-y4-getting-married/	
Living in the Wider World	**Belonging and Community** To understand how a sense of belonging in a community has a positive impact on our wellbeing https://pshe-association.org.uk/belonging-and-community?utm_campaign=Programme+Builder+tracking+links&utm_source=inclusion-belonging-ks1-2 **Career Explorers: Choosing a Career** Lesson 2: To know how people choose a career **https://primaryplatform.careersandenterprise.co.uk/resources/career-explorers**	

	Ospreys Year B	
Topic	**Ospreys: Autumn Term**	**Books**

Health & Wellbeing	**Body Image and Advertising** To understand the purpose of a range of adverts and evaluate their methods. To identify some of the different responses adverts aim to produce in order to sell products, promote ideas or to change viewers' behaviour. To understand how adverts can create enhanced images of people and their lifestyles. https://www.ghll.org.uk/rshe-primary-lesson-plans-ks2-y6-body-image-and-advertising/ **Keeping Myself Safe Lessons 4,5,6&7** To recognise the physical feelings they get when they are not feeling safe To think about why people choose to take risks To explore how people have different feelings about the same thing To recognise the physical feelings they get when they are not feeling safe To recognise when they might need to share a secret and when it is all right to keep a secret to themselves To revisit their personal networks and plan how to contact a network person if needed To learn about 'network review' and revise the skills to enable them to ask for help if they need it To problem solve ways people can keep themselves safe in a range of different situations https://www.ghll.org.uk/rshe-primary-lesson-plans-ks2-y6-keeping-myself-safe/ **First Aid** Basic Life Support, Bleeding, Burns and scalds https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2/ **Kind Minds: Concentrate (taught in class, Unit 5, year 6), Mindful Moments** https://kindmindsschool.samcart.com/courses/course/780b4f1b-cfe9-46cb-a2d7-9c4471368e26/lesson/0774e83f-cc4d-4b65-87b8-f3b8b051671f	

Relationships	**Marriage in Different Families** To know that families all look different To be able to talk about their family and other people's families To understand why some people choose to get married **https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks2-year6/rshe-primary-lesson-plans-ks2-y6-marriage-in-different-families/** **Refugees (Marginalisation)** To know how to seek help and advice, and to keep trying until they are heard. https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks2-year6/rshe-primary-lesson-plans-ks2-y6-refugees-marginalisation/ **Restorative Conversations** To know there are many different types of relationships To know that all relationships, including healthy ones, have ups and downs To understand how to manage conflict in relationships To know how to hold a restorative conversation https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks2-year5/rshe-primary-lesson-plans-uks2-restorative-conversations/	
Living in the Wider World	**School & British Values:** resources on the drive	
	Ospreys Year B	
Topic	**Ospreys Spring Term**	**Books**

Health & Wellbeing	**Vaping** To learn about the law in relation to vaping To begin to understand the risks involved in vaping https://www.ghll.org.uk/rshe-ks2-vaping/ **Rail Safety** To realise how to recognise and manage risk in relation to railways https://pshe-association.org.uk/lesson-plans/road-rail-safety **First Aid: St John's Ambulance** Asthma and Head Injuries https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2/ **Kind Minds: Calm (taught in class, Unit 5, Year 6), Mindful Moments** https://kindmindsschool.samcart.com/courses/course/780b4f1b-cfe9-46cb-a2d7-9c4471368e26/lesson/0774e83f-cc4d-4b65-87b8-f3b8b051671f	
Relationships	**What is the Impact of Bullying?** To consider the impact of bullying on people's physical and mental health To know who to tell if you are being bullied or if it is happening to someone else https://www.ghll.org.uk/rshe-primary-lesson-plans-ks2-y5-what-is-the-impact-of-bullying/	
Living in the Wider World	**Money and Wellbeing** To learn about being a critical consumer Lesson 2 https://pshe-association.org.uk/lesson-plans/money-and-wellbeing	
	Ospreys Year B	
	Ospreys Summer Term	
Topic		**Books**

Health & Wellbeing	**Changing and Growing: Menstruation and Wet Dreams: Lesson 2** To know about biological changes that happen during puberty **https://pshe-association.org.uk/lesson-plans/changing-and-growing-up-ks2** **Changing and Growing: Personal Hygiene Lesson 3** To understand the importance of personal hygiene during puberty https://pshe-association.org.uk/lesson-plans/changing-and-growing-up-ks2 **Changing and Growing:Emotions and Feelings Lesson 4** To understand emotional changes during puberty **https://pshe-association.org.uk/lesson-plans/changing-and-growing-up-ks2** **Changing and Growing: How a Baby is Made Lesson 4** To understand how a baby is made **https://pshe-association.org.uk/lesson-plans/changing-and-growing-up-ks2** **Parents have the right to withdraw their children from this lesson* **Kind Minds: Connect (taught in class, Unit 5, Year 6), Mindful Moments** https://kindmindsschool.samcart.com/courses/course/780b4f1b-cfe9-46cb-a2d7-9c4471368e26/lesson/0774e83f-cc4d-4b65-87b8-f3b8b051671f	
Relationships	**Changing Friendships** To begin to understand the ways in which change in our lives can affect friendships To explore how our feelings can change towards the people in our lives To explore our values around friendships and relationships **https://www.ghll.org.uk/pshe-curriculum/rshe-primary/rshe-primary-resources-and-planning/rshe-primary-lesson-plans-ks2-year6/rshe-primary-lesson-plans-ks2-y6-changing-friendships/**	
Living in the Wider World	**Career Explorers: Career Routes** Lesson 3: To know routes into different jobs and career pathways **https://primaryplatform.careersandenterprise.co.uk/resources/career-explorers**	

KS1 **Keeping Safe Online** **https://pshe-association.org.uk/lesson-plans/nca-ceop-jessie-and-friends** **https://pshe-association.org.uk/lesson-plans/bbfc-watch-out-ks1**

Y5&6 Digital Matters:covered in IT lessons and PC visits

The Digital Matters platform is a free online safety resource designed to help keep children safe online with interactive activities and dynamic storytelling. Through different internet safety activities for school students, teachers can tackle a range of topics from cyberbullying to media literacy. Most of the Interactive Learning and Once Upon Online resources have been quality assured by the PSHE Association and achieved their Quality Mark.

Educators must register for free to access online teaching resources -

https://www.internetmatters.org/digital-matters/

Digital Matters' subjects and lessons are designed to help children navigate online issues in a way that allows them to take risks and explore consequences without real world implications. The platform is split into two sections: Interactive Learning and Once Upon Online. Interactive Learning is the lesson content that students will learn in school while Once Upon Online can be completed multiple times with different results in the classroom and at home with a parent. Each path helps children learn about the subject and achieve defined learning outcomes.

Lessons include:

Self-Image and Identity Lesson

Understand how people can present themselves differently online than off along with issues that could impact individual identity and feelings.

Online Reputation - Introduction to Sharing Online

Learn what it means to create a positive online reputation for yourself and others, including how information about anyone can be created, copied or shared by others.

Health, Wellbeing and Lifestyle

From balancing screen time to managing online peer pressure, learn how to recognise challenges online and when it's time for a break.

Online Bullying

Learn how to recognise bullying behaviours online. Understand how to get support when you or someone you know is experiencing cyberbullying.

Privacy and Security

Learn about privacy and how to stay secure online. From password strength to algorithms, this subject is designed to help users protect their personal information online.

Online Relationships

Learn about the difference between healthy and unhealthy online behaviours and how to appropriately interact with people online.

Managing Online Information

Fake news. Misinformation. Satire. Learn about the different types of information and how to think critically about what you see online.

Lesson Objectives

Self-Image and Identity Lesson - Introduction to Positive Self-Image Online

https://www.internetmatters.org/digital-matters/modules/self-image-identity/

Learn about what self-image means and where to get support before helping out Antoni in 'Under Pressure'.

The objective of the Interactive Learning section is:

- To understand how content online can affect a users' self-image

By the end of the Interactive Learning section, students should be able to:

- explain what is meant by 'identity'
- demonstrate some understanding of self-image
- explain how people can represent themselves in different ways online, including through manipulated or invented content
- describe where to get support when someone feels pressure online

The objective of the Once Upon Online section is:

- To demonstrate knowledge of how to support a positive self-image online

By the end of the Once Upon Online section, students should be able to:

- identify actions someone can take for support with self-image online
- demonstrate understanding of positive choices when creating an online identity
- show understanding of issues that can make someone feel sad, worried or uncomfortable
- think critically about the reliability of content they see online

Online Reputation Lesson - Introduction to Sharing Online

https://www.internetmatters.org/digital-matters/lesson/introduction-to-sharing-online/

Learn about thinking before sharing and how it impacts your online reputation. Then help Joseph navigate his way through "Sharing Gone Wrong".

The objective of the Interactive Learning section is:

- To understand the boundaries to sharing photos and videos with others online

By the end of the Interactive Learning section, students should be able to:

- identify information that is okay to share online
- recognise they should not share videos or photos of others without their permission

- explain what they can do if they're unsure about sharing something online

The objective of the Once Upon Online section is:

- To understand how what we share online can impact our reputation or the reputation of others

By the end of the Once Upon Online section, students should be able to:

- understand the impacts of sharing photos or videos of others without their permission online
- identify ways to get help if something is shared online without permission
- identify actions someone can take to improve their online reputation

Health, Wellbeing and Lifestyle Lesson - Introduction to Balancing Screen Time

https://www.internetmatters.org/digital-matters/modules/health-wellbeing-lifestyle/

Explore what it means to 'balance' screen time and how you can make sure you're making the most of your time online or how to get help if you need it. Then discover how to make good screen time choices through the Once Upon Online Story, A Delicate Balance. How can Emmy make sure she's not missing out on quality time online while keeping things in balance?

The objective of the Interactive Learning section is:

- To understand how screens can impact wellbeing and how we can balance our screen time for positive impacts

By the end of the Interactive Learning section, students should be able to:

- give examples of both positive and negative activities that can be done with screens
- describe ways technology can affect health and wellbeing both positively and negatively
- identify strategies to help with limiting the negative impacts of technology on health
- recognise some features of persuasive design and how they might keep someone on their devices for longer

The objective of the Once Upon Online section is:

- To identify different strategies to help balance screen time with other important activities

By the end of the Once Upon Online section, students should be able to:

- identify and assess strategies to help with balancing the use of screens with important offline activities

- describe some strategies, tips or advice to promote health and wellbeing with regards to technology
- assess and action different strategies to limit the negative impacts of technology on health

Online Bullying - Introduction to Cyberbullying

https://www.internetmatters.org/digital-matters/lesson/introduction-to-cyberbullying/

What is online bullying? How is it different from bullying offline? Where can you go if you need help? This module will help you learn about the different parts of online bullying, including the types and how to get support so that you can keep having positive experiences online.

The objective of Interactive Learning is:

- To identify different types of online bullying behaviours and the positive actions that users online can take to stop these behaviours.

By the end of the Interactive Learning section, students should be able to:

- give examples of how bullying behaviour could appear online
- give examples of how someone can get support, including the resources available (such as talking to a trusted adult, calling a helpline and making use of report/block functions)
- recognise online bullying can be different to bullying in the physical world and can describe some of those differences

The objective of Once Upon Online is:

- To understand the different positive actions bullies, victims and witnesses can take to stop cyberbullying.

By the end of Once Upon Online, students should be able to:

- recognise when someone is upset, hurt or angry online
- understand some ways people can be bullied through text, chat and images
- identify a range of ways to report concerns and access support about online bullying, including talking to a trusted adult and making use of helpline

Privacy and security – Introduction to Protecting Personal Information Online

https://www.internetmatters.org/digital-matters/modules/privacy-and-security/

Learn the basics about passwords, privacy settings, and data with this introductory module to privacy and security. Then help Elan navigate her way through "The Trouble with Sharing".

The objective of the Interactive Learning section is:

- To understand the role privacy and security play in keeping our personal information safe online

By the end of the Interactive Learning section, students should be able to:

- describe simple strategies for creating strong passwords and keeping them private
- describe strategies for keeping personal information private, depending on context
- describe simple ways to increase privacy on apps and services that provide privacy settings

The objective of the Once Upon Online section is:

- To understand the consequences of choices online and how to seek support when it's needed

By the end of the Once Upon Online section, students should be able to:

- understand that online services have terms and conditions that govern their use
- explain what to do if a password is shared, lost or stolen
- give reasons why someone should only share information with people they choose to and can trust
- explain that if they are not sure about something or feel pressured then they should tell a trusted adult

Online Relationships - Introduction to Healthy Behaviours Online

https://www.internetmatters.org/digital-matters/modules/online-relationships/

Understand the different positive and negative actions that can be taken online. How do they impact those with interact with online and how can we build positive relationships?

The objective of the Interactive Learning lesson is:

- To recognise the difference between healthy and unhealthy behaviours online and how they can affect our online experience.

By the end of the Interactive Learning lesson, students should be able to:

- identify examples of how to be respectful to others online
- recognise healthy and unhealthy online behaviours
- explain how someone can get help if they are having problems, including how to identify when to tell a trusted adult

The objective of the Once Upon Online lesson is:

- To understand how to make choices that positively impact relationships and friendships online.

By the end of the Once Upon Online lesson, students should be able to:

- explain why it is important to be careful about who to trust online
- identify examples of how to be respectful to others online, including when it comes to sharing or requesting personal information
- understand how to get help if they are having problems or are concerned about online behaviours

Managing information online - Introduction to Thinking Critically Online

https://www.internetmatters.org/digital-matters/modules/managing-online-information/

Learn what it means to be sceptical and how you can confirm the information you see online is true. Then help Adil navigate his way through "The Secret Identity of HarleeGamez".

The objective of the Interactive Learning lesson is:

- To recognise what type of information online can be considered reliable.

By the end of the Interactive Learning lesson, students should be able to:

- explain the difference between a belief, opinion and fact, and can give examples of how they might be shared online
- understand what it means to be sceptical and why this is important
- explain how and why some people might present opinions or misinformation as fact
- evaluate digital content and explain how to make choices about what is trustworthy

The objective of the Once Upon Online is:

- To analyse information to make a judgement about probable accuracy.

By the end of the Once Upon Online lesson, students should be able to:

- describe and demonstrate how to get help from a trusted adult if they feel upset about content they see online
- explain how misinformation may affect someone's emotions or behaviours, and why misinformation may be harmful
- demonstrate how to analyse and evaluate the validity of information

Resources

To access the resources, email registration is required:

https://www.internetmatters.org/digital-matters/

PSHE overview of the curriculum showing what is taught in the different categories: health & Safety, Mental Well-Being, RSE, Wider World

Year A	Health & Safety	Mental Well-being	RSE	Wider World: Environment, Money and Careers
Autumn				
Kingfishers	Asking for Help: ghll My Body is My Body:PANTASAURUS : ghll Growing Up (EYFS): PsheAss Keeping My Body Clean: ghll The Importance of Washing Hands: ghll	Unique Me ghll Introduction to 5 Way to Mental Well-Being: ghll Kind Mind: Concentrate & Emotional Literacy	Growing up: My Special People and Human life cycle (baby to adult): PA	School & British Values
Golden Eagles	Firework Safety: PA The Sleep Factor PA	How Can I Keep My Brain Healthy? Five Ways to Mental Wellbeing ghll Kind Mind: Concentrate & Emotional Literacy	Consent:ghll Secrets: ghll Table Manners: ghll	School & British Values
Ospreys	Keeping Myself Safe: ghll The Changing Adolescent Body: ghll	My Brain and Me ghll Kind Mind: Connect & Emotional Literacy	Similarities and Differences in Families: ghll What Makes a Healthy Friendship? ghll Restorative Conversations: ghll	School & British Values
SPRING				

Kingfishers	All About medicines: ghll Different Types of Medicine ghll Road Safety:PA Dental Health Lesson 1: ghll Healthy food choices and physical activity ghll	Kind Mind: Calm	What is Bullying? ghll This is My Family ghll	Belonging to a community: PA
Golden Eagles	Keeping Safe at Home pshe Medicine and Household Substances ghll What Are Drugs? ghll	Kind Mind: Calm	What Can We Do About Bullying? :ghll The Ups and Downs of Friendships: ghll What Makes a good friend and Maintaining friendships: PA	Money and Wellbeing:PA
Ospreys	Road Safety PA	Kind Mind: Calm	Family Life: ghll Dementia Awareness and Understanding: ghll Understanding Consent: ghll	Climate Change and Empathy PA
SUMMER				
Kingfishers	Keeping safe at home: ghll The Sleep Factor ghll	Growing and changing, preparing to move to a new class / year group: ghll Kind Mind: Connect 6 lessons unit 5 Year1 Weekly mindful moments	Know there are lots of different types of families: ghll What is the same and different about us? PA Managing Friendships: ghll My Special People:PA	Strengths and interests: Jobs in the community ghll What is Money?:PA Learning about Saving: PA

Golden Eagles	**Sun Safety PA** **Understanding menstruation and the menstruation cycle :ghll**	**Kind Mind: Connect 6 lessons unit 5 Year 3** **Weekly mindful moments**	**Identify characteristics of a healthy family life: ghll** **Families:What is a family, Diverse Families, Family Changes: PA** **Types of Love: ghll**	**Budgeting Basics: PA** **Career Explorers: Job Skills: PA**
Ospreys	**Changing and Growing: Puberty Recap:** PA **Changing and Growing : Change and Becoming Independent:** PA	**Amazing Me: ghll** **Kind Mind: Connect**	**Homelessness (Marginalisation): Ghll** **Changing and Growing: Positive and Healthy Relationships:PA**	**Money and Wellbeing:PA**