

Policy for Relationship, Personal, Social, Health and Economics (RPSHE) Education May 2021

The wider school community was consulted on 18.05.21

Review of Policy	The policy will be reviewed every three years.
Date of this policy	April 2021
Policy agreed by:	Head in consultation with Governors and staff
Date of next review	April 2024

Relationship, Personal, Social, Health and Economics (RPSHE) curriculum Policy

1 Introduction

- Please find a video summary of this policy in BSL on the school website. **Article 30:** Every child has the right to learn and use their own language.
- All primary schools must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.
- Sex education is optional for primary school pupils. Relationship and Health education is statutory for all primary pupils.
- The purpose of this policy is to set out the ways in which Longwill's provision for Relationship and Health Education (RHE) will support pupils through their physical, spiritual, moral, social, and emotional development and prepare them for the opportunities, responsibilities and experiences of life. Longwill School has adopted the Birmingham approach to, Relationship and Health Education resource to support primary schools to meet the requirements of the statutory teaching of relationships and health education in primary schools. There is significant overlap between the RHE and our current Personal, Social, Health and Economics (PSHE) curriculum. As a result, these two areas of the curriculum will be combined and be referred to as the Relationship, Personal, Social, Health and Economics (RPSHE) curriculum
- We want all Longwill pupils, whoever they are, whatever family they are from, to feel valued and respected, and to see themselves reflected in the resources and the relationships that are modelled in our school every day.
- The Equality Act 2010 places a duty on us to have due regard to eliminate discrimination, advance equality of opportunity and to foster good relations. To achieve this, every child in Birmingham should have the best opportunity to go as far as they can in life and education is the key to that success.
- Our RPSHE policy reflects the aims of Longwill school's CONNECTED curriculum and the Unicef Rights of the Child; Article 6,13,17-19,24-27,34 & 36. Our aim is to support and develop confident, engaged, happy and resourceful young Deaf life-long learners. Our RPSHE curriculum will help to enable them to function effectively and safely within both the Deaf and Hearing world and communicate as proud bi-lingual and bi-cultural young people; who are actively engaged and can contribute within a diverse community

Consultation

- There has been significant consultation with both pupils and staff to ensure this document is fit for purpose. Furthermore, a steering group, made up of governors, parents and staff has ensured a balanced representation of all stakeholders is reflected.

Policy Availability

- The policy is available to parents and carers through the school website.
- Please find a video summary of this policy in BSL on the school website.

Entitlement and Equality of Opportunity

- We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by promoting Unicef's Rights of the Child and teaching children to always respect the differences of others. Teaching takes into account the age, cognitive and linguistic ability, readiness to learn, and cultural backgrounds of our children and is delivered in a sign-bilingual way to ensure that all can fully access our RPSHE curriculum.
- We recognise the right for all pupils to have access to RPSHE education learning which meets their needs and therefore deliver lessons in a personalised way that are suitable for each child, with practical and visual elements which are suitable for deaf children.

Intended Outcomes

As a result of our RPSHE curriculum, pupils will:

- Know and understand how to keep themselves and others safe and healthy.
- Know and understand the physical changes their bodies go through during puberty.
- They will be good communicators who are respectful and active in society.
- They will have an in-depth understanding of their rights. Pupils feel proud to be deaf and valued by others.
- They will understand that they have a responsibility to build safe and caring relationships with others both now and in their future lives.

Learning and Teaching: Principles and Methodology

- We will determine pupils' prior knowledge/starting points by completing a (What I **know**, what I **want** to know, what I have **learned**) KWL grid at the beginning of each new topic in RPSHE lessons. The curriculum will be taught through a range of teaching methods, including: role play, access to practical resources and visual aids. We also try to encourage cross-curricular working, including providing opportunities for extended writing. We will ensure that sessions, including those on risky behaviours, remain positive in tone by pitching lessons that are suitable for the age and understanding of the class or individual. Lessons should be informative and beneficial to children's health and wellbeing, but should not aim to shock them into making the correct choices. We will help pupils make connections between their learning and 'real life' behaviours by finding out their views and discussing how topics relate to their own lives. Lessons should always be relevant and show children how this relates to life in the 'real world' (in both the hearing and deaf communities).
- We teach RPSHE on a yearly cycle. Teachers are expected to teach RPSHE topics that may arise over the academic year (where appropriate). Teachers follow a long-term map, which identifies the school RPSHE progression ensuring that all necessary skills are covered over the year. RPSHE topics fall within one of three overarching themes: **relationships, living in the wider world** and **health and wellbeing**. We use the PSHE Association guidelines and materials to ensure our RPSHE provision is current and in-line with government guidelines.

3 Context

- Our RPSHE curriculum is a comprehensive programme that has been created through consultation with pupils, staff, parents and governors. Longwill pupils are taught the importance of RPSHE
 - it is taught in the context of family life;
 - it is part of a wider process of social, personal, spiritual and moral education;
 - children should be taught to have respect for their own bodies;
 - children should learn about their responsibilities to others and be aware of the consequences of keeping themselves safe

- it is important to build positive relationships with others, involving trust and respect, both in person and online;
 - it makes a significant contribution to our duty to safeguard and protect all children;
 - it plays a key role in improving health outcomes for children and young people such as risk-taking behaviour
 - It enables us to address the particular needs of our deaf pupils e.g. understanding what is appropriate touch.
- Our RPSHE curriculum is one of the most important ways we act upon our responsibility to safeguard and protect our children, as set out in our safeguarding policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in *Keeping Children Safe in Education 2021*. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At Longwill we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

Opportunities will be provided for children to **explore their talents and abilities** through:

- developing an appreciation of the arts
- taking part in a wide range of physical activities, sports and games
- developing a sense of self in a non-judgemental, mutually supportive environment
- experiencing music and its intrinsic value for enjoyment and self-expression through performing, singing and the playing of instruments
- experiencing social, moral, spiritual and cultural education that broadens children's awareness and understanding of the world and their place within it
- independent careers advice that inspires and motivates them to fulfil their potential
- promote the fundamental shared values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- help children develop an understanding of all faiths and none, and participate in the celebration of different religious events in understanding and accepting differences
- develop children holistically: their intellectual, practical, aesthetic, spiritual, social and emotional capacities
- ensure an understanding of protected characteristics of the Equality Act and how through diversity they can be celebrated
- develop children to take the lead, accepting responsibility for their behaviour, to show initiative and compassion for others, to make a positive difference in their own lives and in the lives of those living and working in their local, national and global communities

The Rights of the Child:

- In accordance with the principles of the Equality Act (2010) and the UNICEF Rights Respecting Charter which came into force in 1990, we believe that every child is entitled to receive RPSHE regardless of ethnicity, gender, religion, age, cultural heritage, disability, sexuality, language needs or special educational needs. We use an inclusive, whole school approach to ensure RPSHE can be accessed in an age-appropriate way throughout a child's school career. Article 19- Every child has the right to be protected from all forms of violence, abuse, neglect and bad treatment.

Building Learning Power (BLP):

- At Longwill School we encourage children to be resourceful, resilient, reflective and reciprocal learners and members of their community. Through the teaching and learning of the RPSHE curriculum, staff are encouraged to use BLP language and support behaviours such as empathy and listening to one another.

4 Organisation and Content

- We use every opportunity across the curriculum to teach the principles of RSE. However, it is primarily taught in RPSHE lessons and through the statutory science curriculum
- In RPSHE, we use a Thematic Approach of the PSHE Association's Programme of Study alongside the 'Birmingham Approach to Relationship and Health Education'. We use the 'Yasmine and Tom' resources to support our curriculum.
- We teach children about relationships, and we encourage children to discuss the changes that happen as they grow up. We teach about different parts of the body, inappropriate touching, why males and females are different, and we explain to the children what will happen to their bodies during puberty. We encourage the children to ask for help if they need it. By the end of Key Stage 2, we ensure that both boys and girls know why children's bodies change during puberty, how to manage puberty when it happens. We always teach this with due regard for the emotional development of the child. An annual parent meeting is convened for all Year 5 and 6 pupils to gain parental consent.
- Under the National Curriculum for science, teachers inform children about males and females and how a baby is born. In Key Stage 1, we teach children that animals, including humans, produce offspring, which grow into adults, and we also teach them about the main parts of the body. In Key Stage 2, we teach about life processes including reproduction and the main stages of the human life cycle and about the changes experienced in puberty.

5 The role of parents

The school is well aware that the primary role in children's RPSHE lies with parents and carers. We therefore wish to continue building a positive and supporting relationship with the parents of children at Longwill through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents about the school's RPSHE policy and practice;
- answer any questions that parents may have about the RPSHE education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for RPSHE in the school;
- inform parents when particular areas of RPSHE are taught in school to support key messages at home; staff to inform parents via newsletters and the 'What's On Booklet' for example and identify where these discussions are taking place.
- make the RPSHE resources used in our lessons available for viewing.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

- We acknowledge that parents have the right to withdraw their children from all or part of the sex and relationship education taught in the school except for those parts included in the statutory National Curriculum: all children are expected to learn the content of the national science curriculum (see Appendix 1). Parents are encouraged to establish exactly what is covered in the RPSHE lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.
- If a parent wishes their child to be withdrawn from any part of our RPSHE lessons, they should discuss this first with the Headteacher, make it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing. Parents must bear in mind that both the Relationship and Health Education alongside Personal, Social and Health Economic Education are both statutory curriculum areas.

6 The role of other members of the community

- We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the local health authority, such as the school nurse and other health professionals, and our local community police officer, can give us valuable support with our RPSHE programme.

7 Confidentiality

- Teachers conduct RPSHE lessons in a sensitive manner, and in confidence. However, if a child makes a disclosure of a safeguarding nature, then the teacher will follow Longwill's safeguarding/child protection procedures. They will not try to investigate, but will immediately inform the Designated Safeguarding Lead for child protection issues about their concerns. The DSL will then deal with the matter in consultation with health care professionals and other relevant agencies, as set out in our Safeguarding/Child Protection policy.

8 The role of the RPSHE Lead.

- The RPSHE Lead liaises with external agencies regarding the school's RPSHE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- The RPSHE Lead is responsible for identifying any training needs required to deliver this curriculum.
- The RPSHE Lead monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

9 Monitoring and review

- The Headteacher and governing body are responsible for monitoring the delivery of our RPSHE policy. The Headteacher and governors give due consideration to any comments from parents about this curriculum, and require the headteacher to keep a written record of parents' comments.

This policy will be reviewed every three years or earlier if necessary.

Date: 26.04.21

Policy to be reviewed in: April 2024

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	*Safe relationships	Respecting ourselves and others	Media literacy and digital resilience	*Belonging to a community	Money and work	Physical health and Mental wellbeing	*Keeping safe	Growing and changing
Y1	Roles of different people; families; feeling cared for Family relationships & roles	Recognising privacy; staying safe; seeking permission. NSPCC :No Pants Rule.	How behaviour affects others; being polite and respectful	Using the internet and digital devices; communicating online as a deaf child	What rules are; caring for others' needs; looking after the environment	Strengths and interests; jobs in the community	Keeping healthy; food & exercise, Hygiene routines; sun safety. Managing hearing technology & say when not well	How rules and age restrictions help us; keeping safe online Deaf awareness when travelling by road. First Aid	Recognising what makes them unique & special; feelings; managing when things go wrong Deaf pride.
Y2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour. NSPCC: No Pants Rule.	Recognising things in common & differences; playing & working cooperatively; sharing opinions	The internet in everyday life; online content and information	Belonging to a group; roles and responsibilities; being the same & different in the community.	What money is; needs and wants; looking after money	Why sleep is important; medicines & keeping healthy; healthy teeth; managing feelings & asking for help	Safety in different environments; risk & safety at home; emergencies Deaf awareness when travelling by road. First Aid	Growing older; naming body parts; moving class
Y3	What makes a family; features of family life Repair strategy- What do Deaf do if communication breaks down?	Personal boundaries; safely responding to others; the impact of hurtful behaviour. NSPCC: No Pants Rule.	Recognising respectful behaviour; the importance of self-respect; courtesy & being polite	How the internet is used; assessing information online	The value of rules and laws; rights, freedoms & responsibilities The right to an interpreter.	Different jobs & skills; job stereotypes; Setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Risks and hazards; safety in the local environment and unfamiliar places (road, rivers, canals) . Fire Safety	Personal strengths & achievements; Managing & reframing Setbacks. Deaf pride
Y4	Positive friendships, including online with Deaf and hearing peers.	Responding to hurtful behaviour; managing confidentiality; recognising risks online. NSPCC: No Pants Rule..	Respecting differences and similarities; discussing difference sensitively,	How data is shared and used The use of subtitles	What makes a community; shared responsibilities.	Making decisions about money; using & keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care Self –advocacy – The right to a voice	Medicines and household products; drugs common to every day life. First Aid	Physical and emotional changes, personal hygiene routines; support with puberty
Y5	Managing friendships and peer influence	Physical contact and feeling safe. NSPCC: No Pants Rule..	Responding respectfully to a wide range of people; recognising prejudice & discrimination. Gender differences	How information online is targeted; different media types, their role & impact	Protecting the environment; compassion towards others.	Identifying job aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.	Keeping safe in different situations, including responding in emergencies, first aid. Access to work money. First Aid	Personal identity; recognising individuality and different qualities; mental wellbeing, puberty; external genitalia;
Y6	Attraction to others; Building positive relationships, civil partnership and marriage	Recognising& managing pressure; consent in different situations. NSPCC:No Pants	Expressing opinions & respecting other points of view, including discussing topical issues Debating gender	Evaluating media sources; sharing things online	Valuing diversity; challenging discrimination and stereotypes Being 'Hearing	Influences & attitudes to money; money & financial risks	What affects mental health & ways to take care of it; managing change, loss & bereavement; managing time	Keeping personal information safe; regulations and choices; drug use & the law; drug use and the media	*Human reproduction & birth; Increasing independence; managing transition

		Rule.	stereotypes		aware'		online	First Aid	
Our Deaf studies, Rights Respecting School ethos, audiology curriculum profile and SALT profile further support work in these areas of the curriculum. Deaf Awareness Week is celebrated by all pupils. All pupils engage in the SMiLe project throughout the year.									

Appendix 1

RPSHE Elements of the National Science Curriculum

Pupils cannot be disapplied from elements within the Science curriculum

Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

'The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'

Department for Education, September 2013

Appendix 2

Growing Up with Yasmine and Tom online Resource

- We have a range of online resource that we use to support our RPSHE curriculum. Here are some areas of learning taught throughout the curriculum. This resource is not our curriculum but an insight to areas teachers can use to deliver topics identified in the Long Term Plan.
- It is important that our Deaf pupils are explicitly taught about developing positive relationships and the changes they will go through. This is done in a safe environment and we will always teach at the pace of every individual pupil. We will always share with parents any controversial conversations so that you are aware of what is going on and can discuss further at home.
- Each module, will be used to teach pupils according to their cognitive and linguistic developmental stage. The topics and conversations will be led by individual pupils.
- Teachers will communicate closely with parents on the teaching and learning of these modules. Parents will always be told, if there have been controversial questions raised.
- Teachers will bear in mind that all pupils will be coming to this curriculum with varied levels of understanding and experience. Teachers will take this into consideration when planning lessons.

Module One Lessons

My body: Body parts

- To enable the children to identify external body parts.
- Children will be able to list external body parts.
- Children will be able to draw round a hand and write a simple description of some things it can do.

My body: Keeping clean

- To raise awareness about cleanliness and hygiene.
- Children will be aware why we use products such as soap.
- Children will discuss what might happen if we do not keep clean.
- Children will be given the opportunity to create a new brand of soap.

Life cycles: Different ages

- To allow children to think about growing up and changing.
- Children will discuss development at different stages.
- Children will think about the differences between adults and children.

Life cycles: Looking after babies

- To help children consider what babies need to grow and thrive.
- Children will be able to identify five things which help a baby when they are crying.
- Children will think about strategies they could use to make a baby happy.

Keeping safe: In the house

- To help children think about safe and unsafe situations.
- Children will be able to identify unsafe situations.
- Children will talk about how to make a situation safer.

Keeping safe: Out and about

- To help children think about safe and unsafe situations.
- Children will be able to identify unsafe situations.
- Children will talk about what to do in an unsafe situation.

Keeping safe: People who can help me

- To enable children to identify who can help them in an unsafe situation.
- Children will talk about the different people they can call for help.
- Children will identify someone they feel safe talking to.

Feelings: Different emotions

- To discuss emotions and the cause for that emotion.
- Children will identify emotions from facial expressions.
- Children will think about why people feel different emotions.

Feelings: What to do if we feel sad

- To identify ways of feeling better when we feel sad.
- Children will identify when and why someone feels sad.
- Children will think about someone who cheers them up when they are sad.

Relationships: Different families

- To discuss that there are many different types of families.
- Children will identify that all families contain different types of people.
- Children will discuss same-sex parents.

Relationships: Friends

- To discuss what makes a good friend.
- Children will identify things which make someone a good friend.
- Children will think about what qualities they would like in a friend.

Online technology safety: Taking care online: personal details

- To start thinking about being safe on the computer.
- Children will identify that they cannot see other people who are using their computers at the same time (if they do not use their cameras).
- Children will learn what personal information they should not tell someone on a computer.

Online technology safety: Taking care online: Who can help us?

- To identify that there are people who can help us.
- Children will identify good choices to make online.
- Children will think about who they could ask for help if they were worried about something online.

Gender stereotypes/Celebrating difference: Similar and different

- To identify ways in which the children are similar and different.
- Children will identify similarities and differences.
- Children will think how they are similar and different to someone else.

Gender stereotypes/Celebrating difference: Toys

- To raise awareness that toys are marketed at different genders.
- Children will discuss whether toys marketed at different genders is a good thing.
- Children will understand that it is not ok to tease someone for the things they like.

Module Two Lessons

My body: Male body parts

- To identify the male body parts and become familiar with the language.
- Children will identify the male body parts with the correct medical terms.
- Children will discuss other language they have heard used in connection with male body parts.

My body: Female body parts

- To identify the female body parts and become familiar with the language.
- Children will identify the female body parts with the correct medical terms.
- Children will discuss other language they have heard used in connection with female body parts.

My body: Keeping clean

- To discuss why and how to keep clean.
- Children will understand why washing is important.
- Children will know how to keep themselves clean, particularly during puberty.

Life cycles: Growing up and getting older

- To raise awareness of the different stages of life.
- Children will think about the changes that occur as you get older.
- Children will identify some things they like about an older person.

Life cycles: Me, myself and I

- To consider the positive ways their own lives may change as they grow up.
- Children will think about positive attributes they possess and those they aspire towards.
- Children will consider what they need to achieve goals.

Keeping safe: Personal space

- To identify everyone has different personal boundaries.
- Children will identify when someone is physically close to someone else and how that feels.
- Children will practice communicating with someone who is physically close.

Keeping safe: Identifying risk

- To enable children to keep themselves safe when involved with risky activities.
- Children will know how to make things less risky.
- Children will talk about ways of keeping themselves safe.

Keeping safe: People who can help me

- To enable children to keep themselves safe when involved with risky activities.
- Children will consider who they would advise other people to speak to.
- Children will design a poster showing how to tell someone they trust something.

Feelings: Expressing our feelings

- To think about and discuss how we express feelings.
- To enable children to recognise different emotions.
- To understand that it is important to be able to manage these feelings.

Feelings: Managing our feelings

- To help children manage their feelings.
- Children will identify self-help strategies for managing strong emotions.
- Children will be able to do things to make other people feel better.

Relationships: What makes a good friend?

- To explore the friendships that young people have.
- Children will identify things which they like in their friends.
- Children will think about why friendships are important.

Relationships: Getting on with your family

- To explore relationships in families.
- Children will identify that there can be tension in families.
- Children will think about things they like about their family.

Online technology safety: Photos of myself online

- To think about where photos posted online can be seen.
- Children will realise how quickly a picture could travel around the world.
- Children will think about what pictures they post.

Online technology safety: Taking care online: Who can help us?

- To familiarise the group with the CEOP reporting system.
- Children will know that there is a reporting system on the CEOP website that they can use.

Gender stereotypes/Celebrating difference: Jobs we do

- To question the concept that some jobs are for men and some are for women.
- Children will think about different jobs being done by different people.
- Children will think about what job they would like to do in the future.

Gender stereotypes/Celebrating difference: Mothers and fathers

- To look at gender roles within the home.
- Children will look at traditional gender roles within the home.
- Children will think about things they could do to help at home.

Module Three

RPSHE curriculum. Here are some areas of learning taught throughout the curriculum. This resource is not our curriculum but an insight to areas teachers can use to deliver topics identified in the Long Term Plan.

In specific areas of this programme, boys and girls will be taught separately. We will be led by pupil questions and respond taking pupils cognitive and linguistic levels under consideration.

My body: Puberty

- To discuss the physical and emotional changes at puberty.
- The children will identify the physical changes their bodies will go through at puberty.
- The children will discuss emotional changes and someone they can talk to if they feel emotional.

My body: Periods (Girls only)

- To discuss what periods are and how to prepare for them.
- Children will identify the female sexual body parts and learn how they are involved in monthly periods.
- Children will become more familiar with different sanitary protection.

My body: Wet dreams (Boys only)

- To raise awareness about what wet dreams are.
- Children will understand what ejaculation is.
- Children will discuss what boys can do when this happens.

Life cycles: How babies are made –

- Children will understand that a sperm needs to fertilise an egg.
- Children will know the age of consent for sex.
- Children will think about other ways children become part of families.

Life cycles: Multiple births

- To explain what multiple births are and how they occur.
- Children will understand the difference between identical and non-identical multiple births.

Life cycles: How babies are born

- To increase children's awareness of how babies are born.
- Children will understand how pregnancy happens.
- Children will be aware humans gestate for 9 months.

Keeping safe: Assertiveness, saying no

- To practice the skills of being assertive.
- Children will be aware they have a right to say no.
- Children will practise saying no.

Keeping safe: Good and bad touch

- To explore public and private body parts and good and bad touch.
- Children will be able to identify public and private parts of the body.
- Children will understand they need to give consent to be touched on a private part of their body.
- Children will talk about what to do if someone touches them without their consent.

Keeping safe: People who can help me

- To increase knowledge of external services.
- Children will think about who they could talk to outside of the home if they had a problem.
- Children will learn the number for Childline.

Feelings: How easy is it to talk about...?

- To explore what subjects are difficult to talk about.
- Children will discuss things that are difficult to talk about.
- Children will identify ways in which communication could be made easier.

Feelings: Talking to people about how we feel

- To think about the different people we might talk to when we are feeling different emotions.
- Children will identify we might talk to different people about different things.
- Children will practice some of the ways of speaking to people about feelings.

Relationships: Trust

- To talk about what trust is and how we need it in relationships.
- Children will identify why trust is important.
- Children will think about someone they trust.

Relationships: Peer pressure

- To start thinking about what peer pressure is.
- Children will recognise what peer pressure is.
- Children will think about ways to say no to peer pressure.

Online technology safety: Social networking and sending pictures

- To highlight the public nature of social networking.
- Children will be aware that anything they post on a social networking site will be public.
- Children will think about the nature of the pictures they post.

Online technology safety: Cyberbullying

- To explore the issues around cyberbullying.
- Children will know cyberbullying is as bad as bullying in the playground.
- Children will identify someone they could tell if they were a victim of cyberbullying.

Gender stereotypes: Sexual orientation

- Children will be aware that there are different sexual orientations/ **transgender**.
- Children will explore discrimination.

Gender stereotypes: Discrimination and equal opportunities

- To highlight the inequalities some people face.
- Children will identify how their age can cause prejudice.
- Children will design an equalities logo for their class.