

The venue Infant School

RELATIONSHIPS AND HEALTH EDUCATION POLICY

Adopted: _____

Signed on behalf of the Governing Body: Mr Stewart Miller

Position: Chair of Governors

Date: 6th July 2021

Review date: _____

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RELATIONSHIPS AND HEALTH EDUCATION POLICY

School Setting

The Avenue Infant School is a maintained infant school for pupils aged 4-7 years (school years Reception – Year 2). Pupils at The Avenue are mainly from the immediate locality of Wellingborough.

The Avenue Infant School Ethos and Values

The RSE programme at The Avenue Infant School reflects the school ethos of

Developing deep roots to grow the strongest trees

and demonstrates and encourages the school values of:

Responsibility Perseverance Confidence Kindness Respect

Alongside this the school's behaviour policy

- Be ready
- Be respectful
- Be safe

SMSC

Social, moral, spiritual and cultural values are also interwoven throughout the curriculum at every possible opportunity.

Policy Development

The Government has committed to making the health education and relationships education aspects of PSHE compulsory from September 2020.

This policy was developed by Helen Morrall, Headteacher, with the PSHE lead and in consultation with staff and parents.

Different views were taken into account when developing this policy and the Relationships and Health Education (RHE) programme. The consultation and policy development process involved the following steps:

1. Review –PSHE pulled together all relevant information including relevant national and local guidance and began to develop a scheme of work, in consultation with teaching staff and the mental health team.
2. A policy was drawn up in line with the DfE guidance
3. The draft policy was reviewed by staff, along with the relevant guidance, to give the opportunity to comment and make recommendations.

4. The draft policy was made available to parents and carers, along with the relevant guidance, to give the opportunity to comment and make recommendations.
5. Feedback from the consultations were reviewed by the Senior Leadership Team and adjustments made in light of these recommendations ensuring the policy meets the stated guidelines and checklist provided.
6. Governor's consultation (committee level) – to share information on the policy.
7. Staff consultation to look at final version of policy.
8. Ratification – once amendments were made, the policy was shared to governors and ratified.

Aims and Objectives of policy

This policy is a working document which provides guidance and information on all aspects of RHE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand. Other related policies and documents include the PSHE & Citizenship policy, Anti-Bullying Policy, Child Protection and Safeguarding Policy and the Single Equality document.

Definition of RSE

RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective RSE / RHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Schools are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum.

At Early Years and Key Stage One the focus is on Relationships and Health Education. Pupils are introduced to the themes below, building gradually on the content each year from Reception to Year 2 (see Appendix 1).

By the end of Primary school:

Outlined below is the DfE guidance for Relationships, Sex and Health education. As an infant school our curriculum will be working towards these end of Year 6 expectations. Our curriculum scheme of work is detailed in Appendix 1.

Families and people who care for me

Pupils should know

- *that families are important for children growing up because they can give love, security and stability.*
- *the characteristics of healthy family life, 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.*
- *that others' families, 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.*

- *that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.*
- *that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.*
- *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

Pupils should know

- *how important friendships are in making us feel happy and secure, and how people choose and make friends.*
- *the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.*
- *that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.*
- *that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.*
- *how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.*

Respectful relationships

Pupils should know

- *the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.*
- *practical steps they can take in a range of different contexts to improve or support respectful relationships.*
- *the conventions of courtesy and manners.*
- *the importance of self-respect and how this links to their own happiness.*
- *that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.*
- *about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.*
- *what a stereotype is, and how stereotypes can be unfair, negative or destructive.*
- *the importance of permission-seeking and giving in relationships with friends, peers and adults.*

Online relationships

Pupils should know

- *that people sometimes behave differently online, including by pretending to be someone they are not.*
- *that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.*
- *the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.*
- *how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.*
- *how information and data is shared and used online.*

Being safe

Pupils should know

- *what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).*
- *about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.*
- *that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.*
- *how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.*
- *how to recognise and report feelings of being unsafe or feeling bad about any adult.*
- *how to ask for advice or help for themselves or others, and to keep trying until they are heard.*
- *how to report concerns or abuse, and the vocabulary and confidence needed to do so.*
- *where to get advice e.g. family, school and/or other sources.*

Mental wellbeing

Pupils should know

- *that mental wellbeing is a normal part of daily life, in the same way as physical health.*
- *that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.*
- *how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.*
- *how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.*
- *the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.*
- *simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.*
- *isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.*
- *that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.*
- *where and how to seek support (including recognising the triggers for seeking support), including whom 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).*
- *it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.*

Internet safety and harms

Pupils should know

- *that for most people the internet is an integral part of life and has many benefits.*
- *about the benefits of rationing 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 others' mental and physical wellbeing.*
- *how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.*
- *why social media, some computer games and online gaming, for example, are age restricted.*
- *that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.*
- *how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.*
- *where and how to report concerns and get support with issues online.*

Physical health and fitness

Pupils should know

- *the characteristics and mental and physical benefits of an active lifestyle.*
- *the importance of building regular exercise 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, vigorous exercise.*
- *the risks associated with an inactive lifestyle (including obesity).*
- *how and when to seek support including which adults to speak to in school if they are worried about their health.*

Healthy eating

Pupils should know

- *what constitutes a healthy diet (including understanding calories and other nutritional content).*
- *the principles of planning and preparing a range of healthy meals.*
- *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).*
- *the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.*

Health and prevention

Pupils should know

- *how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.*
- *about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.*
- *the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.*
- *about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.*
- *about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.*
- *the facts and science relating to allergies, immunisation and vaccination.*

Basic first aid (not covered until KS2)

Pupils should know:

- *how to make a clear and efficient call to emergency services if necessary.*
- *concepts of basic first-aid, for example dealing with common injuries, including head injuries.*

Changing adolescent body (not covered until KS2- i.e. not during time at The Avenue)

Pupils should know:

- *key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.*
- *about menstrual wellbeing including the key facts about the menstrual cycle.*

Equal Opportunities Statement

Relationships Education and Health Education must be accessible for all pupils and this is particularly important when teaching pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We are aware

that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We tailor content and teaching to meet the specific needs of our pupils who are at different developmental stages. We ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision is allocated to all groups but there may be occasions where certain children are given extra support from staff.

Delivery of RHE

RHE is taught within the personal, social, health, economic (PSHE) education curriculum and it is firmly embedded in all areas of the curriculum.

RHE is normally delivered by the class teacher in class groups. Active learning methods which involve children's full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RHE in school.

- All visitors are familiar with and understand the school's RHE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

RHE Curriculum and resources

At The Avenue we have developed a bespoke PSHE curriculum, including Relationships and Health Education, that meets the needs of our pupils and their particular circumstances. For example, the scheme incorporates Protective Behaviours activities and language of safety have been interwoven into the curriculum.

Other Specific Issues within RHE

Withdrawal

Parents/Carers cannot withdraw their children from the statutory National Curriculum relationships education and health and well-being lessons. This content will be taught in our weekly PSHE sessions. As sex education is not part of the PSHE / RHE programme at The Avenue, withdrawal is not appropriate.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator the Head teacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Safeguarding Pupils

The school has a separate Safeguarding and Child Protection Policy. Effective RHE may bring about disclosures of child protection issues and staff should follow procedures to report their concerns.

Controversial and Sensitive Issues

Staff are aware that views around RHE related issues are varied. However, while personal views are respected, all RHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Dealing with Questions

Both formal and informal RHE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Professional Development

The Avenue Infant School believes in the importance of training for staff delivering RHE. Staff are encouraged to access appropriate training and support to help them deliver effective RHE if they feel they require it.

Roles and Responsibilities

The governing body were involved in the consultation for the RHE policy and it was ratified at the Full Governors' meeting.

The Head teacher is responsible for ensuring that RHE is taught consistently across the school.

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils

Monitoring Arrangements

The delivery of RHE is monitored by the PSHE lead and SLT through:

- Learning Walks
- Monitoring of PSHE written work
- Lesson Observations
- Pupil discussions
- Staff discussions
- Parent, pupil and staff surveys

Review of Policy

This policy will be reviewed by the PSHE Co-ordinator annually. At every review the policy will be ratified by the governing body.

Relationships and Health Education / PSHE Long term plan

Objectives taken from PSHE Association Programme of Study and EYFS

	Reception	Year 1	Year 2
Autumn 1	New beginnings Me and my family		
Autumn 2 <i>Anti-bullying week</i>	Friendships Safer relationships		
Spring 1 <i>Safer Internet Day</i> <i>County mental health awareness day?</i>	Keeping Safe E-safety		
Spring 2	Keeping Healthy -Lifestyles -Mental Health		
Summer 1	Who is in my community? Shared responsibilities: Reception – school Year 1 – Local community Year 2 – Wider community/World		
Summer 2	Going for goals	Going for goals Intro to money	Going for goals Money
	Moving on up (Transition)		

	EYFS	Year 1	Year 2
Autumn 1 – New Beginnings (Ourselves, growing and changing, Respecting self and others, Shared responsibilities)	<p><i>Objectives</i></p> <p>UoW – People and Communities</p> <ul style="list-style-type: none"> - Knows some of the things that make them unique <p>PSED – Making relationships</p> <ul style="list-style-type: none"> - Initiates play, offering cues to peers to join them. - Demonstrates friendly behaviour - Initiates conversations 	<p><i>Objectives</i></p> <p>H21 – To recognise what makes them special</p> <p>H22 – To recognise the ways in which we are all unique</p> <p>H23 – to identify what they are good at</p> <p>H24 – how to manage when finding things difficult</p> <p>R21 – about what is kind and unkind behaviour</p> <p>R22 – how to treat themselves and others with respect, how to be polite and courteous</p> <p>R23 – to recognise the ways in which they are the same and different to others</p> <p>R24 – how to listen to other people and play and work cooperatively</p> <p>L1 – About what rules are, why they are needed.</p>	<p><i>Objectives</i></p> <p>H21 – To recognise what makes them special</p> <p>H22 – To recognise the ways in which we are all unique</p> <p>H23 – to identify what they are good at, what they like and dislike</p> <p>H24 – how to manage when finding things difficult</p> <p>R21 – about what is kind and unkind behaviour, and how this can affect others</p> <p>R22 – how to treat themselves and others with respect, how to be polite and courteous</p> <p>R23 – to recognise the ways in which they are the same and different to others.</p> <p>R25 – how to talk about and share opinions on things that matter to them.</p> <p>L1 – About what rules are, why they are needed</p>
	<p><i>Resources and ideas</i></p> <ul style="list-style-type: none"> - Who am I – me as a baby, me now – use photos - Welcome to Reception - Getting to know my class - Golden Rules - Belonging - home and school 	<p><i>Resources and ideas</i></p> <ul style="list-style-type: none"> - Classroom rules and expectations. - Getting to know me, getting to know you games and activities. - Golden Rules - School Values 	<p><i>Resources and ideas</i></p> <ul style="list-style-type: none"> - Classroom rules and expectations. - Getting to know me, getting to know you games and activities. - Golden Rules - School Values - Explore how there are unwritten social rules (and how some people in society may find these very challenging)

Autumn 1 – Me and my family (Families and close positive relationships)	<p>Objectives:</p> <p>UoW – People and communities</p> <ul style="list-style-type: none"> - Shows interest in the lives of people who are familiar to them - Remembers and talks about significant events in their own experience - Recognises and describes special times or events for family - Enjoys joining in with family customs and routines - Talk about past and present events in their own lives and in the lives of family members 	<p>Objectives:</p> <p>R2 – to identify the people who love and care for them and what they do to help them feel cared for.</p> <p>R3 – about different types of families including those that may be different to their own.</p> <p>R5 – that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</p>	<p>Objectives:</p> <p>R1 – about the roles different people (Eg acquaintances, friends, relatives) play in our lives</p> <p>R4 – to identify common features of family life</p> <p>R5 – that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. (revisit)</p>
	<p>Resources and ideas</p> <ul style="list-style-type: none"> - Who is in my family? – photos (Family in my house/immediate family) - What do you they do to make you happy? - Intro to different family types. - Self-portraits – looking at basic characteristics, comparing with others, being unique. 	<p>Resources and ideas</p> <ul style="list-style-type: none"> - Who is in my family, why are they special, how do they care for me? (Wider family) - Stories about different family types (And Tango makes three, All about families) - Begin to introduce the ‘safe person’ to talk to when they are worried – such as the teacher. 	<p>Resources and ideas</p> <ul style="list-style-type: none"> - Who is in my life? (Family, friends, acquaintances) What do they do? What do they mean to me? - Family Tree - What is family life like for me? Look at traditions, routines; how do they compare to other families? - Revisit who we can talk to when family is making them feel unhappy.

	EYFS	Year 1	Year 2
Autumn 2 – Friendships (Friendships, Managing hurtful behaviour)	<p><i>Objectives</i></p> <p>PSSED – Making relationships</p> <ul style="list-style-type: none"> - Can play in a group, extending and elaborating ideas. - Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. - Play cooperatively, taking turns with others. - Takes into account one another's ideas about how to organise their activity. - Play group games with rules. <p>UoW – People and communities</p> <ul style="list-style-type: none"> - Shows interest in the lives of people who are familiar to them - Recognises and describes special times or events for friends - Know that other children don't always enjoy doing the same things, and are sensitive to this - <i>Know that children have different likes and dislikes and that they may be good at different things. (exceeding)</i> 	<p><i>Objectives</i></p> <p>R6 – about how people make friends and what makes a good friendship</p> <p>R7 – about how to recognise when they feel lonely and what to do.</p> <p>R9 – how to ask for help if a friendship is making them feel unhappy</p> <p>R10 – that bodies and feelings can be hurt by words and actions.</p> <p>R11 – about how people may feel if they experience hurtful behaviour/bullying</p>	<p><i>Objectives</i></p> <p>R6 – Revisit – what makes a good friendship</p> <p>R7 – about how to recognise when someone else feels lonely and what to do</p> <p>R8 – simple strategies to resolve arguments between friends positively</p> <p>R12 – that hurtful behaviour (offline and online) inc teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>

	<p><i>Resources and ideas</i></p> <ul style="list-style-type: none"> -What is a friend? -Making happy and safe friendships -How to be a kind friend – spot positive role models in class. Puppets to role model. Role play friendship scenarios. - Friendship stories (Farmer Duck, Rabbit’s Nap, Elmer, Ugly Duckling, Goldilocks, Rainbow Fish) - Turn-taking games to introduce rules - Friendship potions - Acceptance of individual tastes / likes – challenging gender stereotypes 	<p><i>Resources and ideas</i></p> <p>http://www.anti-bullyingalliance.org.uk/</p> <ul style="list-style-type: none"> - Friendship Stories (Superworm, Sharing a Shell, Smartest Giant in Town) - Kindness/Friendship challenges - Make an outline of a person – labelling the things they do when they are a kind friend – kind words, not hurting, feeling happy etc. - Role playing kind/unkind scenarios, chn to help solve problems. – look at feeling lonely. - Friendship/kindness jar - Recognising our uniqueness and how stereotypes are harmful 	<p><i>Resources and ideas</i></p> <p>http://www.anti-bullyingalliance.org.uk/</p> <ul style="list-style-type: none"> - Why is ____ your friend? What makes them a good friend? - Use a puppet/teddy who is lonely or people are not being nice to him – how can you help? - Create a recipe for friendship - Zippy’s friends (Story 3 – Are you my friend?) - Recognising our uniqueness and how stereotypes are harmful
Autumn 2 – Safe Relationships	<p><i>Objectives:</i></p> <p>PSED – Making relationships</p> <ul style="list-style-type: none"> - Understand acceptable and unacceptable behaviour. <p>PD – Health and Self-Care</p> <ul style="list-style-type: none"> - Can talk about ways of keeping safe. 	<p><i>Objectives:</i></p> <p>R13 – to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R14 – how to respond safely to adults they don’t know</p> <p>R18 – about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually)</p> <p>R20 – what to do if they feel unsafe or worried for themselves or others, who to ask for help and vocab to use when asking for help; importance of keeping trying until they are heard</p>	<p><i>Objectives:</i></p> <p>R15 – about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17 – about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18 – basic techniques for resisting pressure to do something they don’t want to do and which many make them unsafe</p> <p>R20 – what to do if they feel unsafe or worried for themselves or others, who to ask for help and vocab to use when asking for help; importance of keeping trying until they are heard</p>

	<p><i>Resources and ideas</i></p> <ul style="list-style-type: none"> -Safe/unsafe scenarios – sorting pictures <p>What does being safe mean</p> <ul style="list-style-type: none"> - Where is my safe place? Think about the senses, is anyone there? - Where possible, allow children to decide whether or not they want to join in with an activity. Help them to say “no” if they don’t want to do something. <p>-Feeling happy, feeling safe book. (NF office)</p> <p>-Talk about personal space and explain that some people might like more or less than others. Teach children that it’s OK to say “no” if they don’t want someone to touch them.</p>	<p><i>Resources and ideas</i></p> <ul style="list-style-type: none"> - What does trust mean? Eg – someone who listens, uses kind words, kind hands. - Developing a network of support – helping hands – could include family, school, friends. - Trust in people who help us – eg police, fire service etc. - Review - Where is my safe place? Think about the senses, is anyone there? -NSPCC – Pants https://learning.nspcc.org.uk/research-resources/schools/pants-teaching - Good touch, Bad touch document – times that may need to touch. Eg –doctor. (NF) - Help children understand that “no” means “no” and make sure they know who to talk to if they are ever uncomfortable with something they have been asked them to do - Fun to feel scared – situations that can be dangerous, but can be done safely eg - rock climbing. - Gingerbread outline – early warning signs of feeling unsafe. - Language of safety introduced through stories. 	<p><i>Resources and ideas</i></p> <ul style="list-style-type: none"> - Review network of support, how has this changed? - Story on trust - Problem solving activities – being safe. Eg How could someone keep themselves safe even if someone asked them to keep a secret, there was a monster in the cupboard, there was a bee in the classroom, someone shouted at them (Adult/child)? etc. Link back to network of support. - Review - Where is my safe place? Think about the senses, is anyone there? -NSPCC – Pants – recap - Work with children to resolve conflicts and help them understand how others might be affected. Use puppets/role play scenarios to aid understanding. - Safe/unsafe scenarios to discuss. - Permission seeking scenarios. Is there a story for this? Use picture cards. - Revisit ideas and resources that are covered in Year 1.
	<p style="text-align: center;">Protective behaviour themes run throughout the years –</p> <p style="text-align: center;">‘We all have the right to feel safe all the time.’</p> <p style="text-align: center;">‘We can talk to someone about anything, even if it feels awful or small.’</p> <p style="text-align: center;">Using stories to explore safety and feelings, problem solving situations and language to use.</p> <p style="text-align: center;">Nina has a huge amount of resources and ideas to support protective behaviours in the classroom.</p>		

	EYFS	Year 1	Year 2
Spring 1 – Keeping Safe (Keeping safe, Drugs, alcohol and tobacco)	<p>Objectives</p> <p>PSED – Managing feelings and behaviour</p> <ul style="list-style-type: none"> - Aware of the boundaries set, and of behavioural expectations in the setting. - Can talk about their own and others behaviour, and its consequences and know that some behaviour is unacceptable. <p>PD – Health and Self-Care</p> <ul style="list-style-type: none"> - Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks - Shows understanding of how to transport and store equipment safely - Practices some appropriate safety measures without direct supervision. - Can talk about ways of keeping safe. 	<p>Objectives</p> <p>H28 – about rules that keep us safe</p> <p>H29 – to recognise risk in simple everyday situations and what action to take to minimise harm (In the classroom/around school)</p> <p>H30 – about how to keep safe at home (inc around electrical appliances) and fire safety (Eg not playing with matches and lighters)</p> <p>H32 – ways to keep safe in familiar and unfamiliar environments (School, home, park); and how to cross the road safely.</p> <p>H33 – about the people whose job it is to help keep us safe</p> <p>H35 – about what to do if there is an accident and someone is hurt. (In school/at home)</p>	<p>Objectives</p> <p>H28 – about rules and age restrictions that keep us safe</p> <p>H31 – that household products (inc medicines) can be harmful if not used correctly</p> <p>H32 – ways to keep safe in familiar and unfamiliar environments (Shops, beach/river); and how to cross the road safely. (recap)</p> <p>H36 – how to get help in an emergency (how to dial 999 and what to say)</p> <p>H37 – about the things that people can put into their body or on their skin; how these can affect how people feel</p>
	<p>Resources</p> <p>Recap of rules in school – how they keep us safe</p> <p>Staying safe at home</p> <p>People that keep us safe – Intro Fire station, police station, hospital. Role Play corners.</p> <p>Visitors – Police officer/Fireman/Nurse</p> <ul style="list-style-type: none"> - Safety on trips – church, panto, reception trip etc. 	<p>Resources</p> <ul style="list-style-type: none"> - Who keeps us safe? Teachers, adults, parents, police, fire, nurse etc. - How do rules keep us safe at school/at home? - Role play unsafe scenarios in class and around school (Chairs left out, coats/books on floor, unsafe playground etc) - Keeping safe linked to Year 1 trip (Zoo?) - THINK! Stop, look, listen – road safety. Role play safe road crossing. - Visitors – Police officer/Fireman/Nurse 	<p>Resources</p> <ul style="list-style-type: none"> - Keeping safe linked to trip (beach?) RNLI - Visitors – Police officer/Fireman/Nurse - Age restrictions – games, films, drinks, medicines. - Medicine and household product safety – Nice or Nasty? (Book about drugs) - What is an emergency? Who can help me? Dialling 999 in an emergency - https://www.youtube.com/watch?v=ZxzewVTDas0 (Staffordshire Police)

Spring 1 – E-safety (Keeping safe, safe relationships, Media literacy and digital resilience)	<p>Objectives:</p> <p>UoW - Technology</p> <ul style="list-style-type: none"> - Knows that information can be retrieved from computers - Completes a simple program on a computer - Recognise that a range of technology is used in places such as homes and schools. - <i>Find out about and use a range of everyday technology. Select appropriate applications that support an identified need. (exceeding)</i> 	<p>Objectives:</p> <p>L7 – about how the internet and digital services can be used to safely find things out and to communicate with others.</p> <p>H28 – about rules that keep us safe (online)</p> <p>H34 – basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>R10 – that people can say hurtful things online</p> <p>R14 – that sometimes people may behave differently online, inc pretending to be someone they are not</p> <p>L9 – that not all information seen online is true</p>	<p>Objectives:</p> <p>L8 – about the role of the internet in everyday life.</p> <p>H28 – about rules and age restrictions that keep us safe (online)</p> <p>H34 – basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>R10 – that people can say hurtful things online</p> <p>R14 – that sometimes people may behave differently online, inc pretending to be someone they are not</p>
	<p>Resources and ideas</p> <ul style="list-style-type: none"> - Basic rules of using technology – ipads/laptops. Introduce e-safety poster. - Having a trusted adult to tell when something goes wrong - Buddy the dog's internet safety story. <p>https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/ (Episode 1)</p>	<p>Resources and ideas</p> <ul style="list-style-type: none"> - Penguin Pig story - Recap e-safety poster. - What is personal information? How do I keep it private? - What do I do when something happens online? <p>https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/ (Episode 2)</p>	<p>Resources and ideas</p> <ul style="list-style-type: none"> - Chicken Clicking - Digiducks Big Decision - Lee and Kim (Think you know website) <p>https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/ (Episode 3)</p>

	EYFS	Year 1	Year 2
Spring 2 – Keeping Healthy (Healthy lifestyles, Mental Health)	<p>Objectives</p> <p>PSED – Managing feeling and behaviour</p> <ul style="list-style-type: none"> - Aware of own feelings, and knows that some actions and words can hurt others’ feelings. - Beginning to negotiate and solve problems without aggression - Can talk about how they and others show feelings. <p>PD – Health and Self-Care</p> <ul style="list-style-type: none"> - Eats a healthy range of foodstuffs and understands need for variety in food. - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. - Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy. - Manage basic hygiene and personal needs successfully. - <i>Know about and can make healthy choices in relations to healthy eating and exercise (exceeding)</i> 	<p>Objectives</p> <p>H1 – about what keeping healthy means</p> <p>H2 – about foods that support good health</p> <p>H3 – about how physical activity helps us to stay healthy</p> <p>H4 – about why sleep is important and different ways to rest and relax</p> <p>H5 - simple hygiene routines that can stop germs from spreading</p> <p>H8 – about dental care and visiting the dentist; how to brush teeth correctly</p> <p>H9 – how to keep safe in the sun and protect skin from sun damage</p> <p>H10 – about the people who help us to stay physically healthy</p> <p>H11 – about different feelings that humans can experience</p> <p>H12 – how to recognise and name different feelings.</p> <p>H13 – how feelings can affect people’s bodies and how they behave</p> <p>H16 – about ways of sharing feelings, a range of words to describe feelings</p> <p>H17 – about things that help people feel good (playing outside, doing things they enjoy, spending time with family, sleep etc)</p> <p>H19 – to recognise when they need help with feelings, that it is important to ask for help with feelings and how to ask for it.</p>	<p>Objectives</p> <p>H1 – about what keeping healthy means, different ways to keep healthy.</p> <p>H2 – about foods that support good health and the risks of eating too much sugar</p> <p>H3 – ways to be physically active everyday</p> <p>H5 - simple hygiene routines that can stop germs from spreading</p> <p>H6 – that medicines (inc vaccinations/immunisations and allergy medicines) can help people to stay healthy</p> <p>H8 – food and drink that support dental health.</p> <p>H9 – about different ways to learn and play; recognising the importance of knowing when to take a break from time online/TV</p> <p>H13 – how feelings can affect people’s bodies and how they behave</p> <p>H14 – how to recognise what others might be feeling</p> <p>H15 – to recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>H16 – about ways of sharing feelings, a range of words to describe feelings</p> <p>H18 – different things they can do to manage big feelings, to help calm themselves down or change their mood when they don’t feel good.</p> <p>H20 – about change and loss (inc death); to identify feelings associated with this; to recognise what helps people feel better</p>

	<p><i>Resources</i></p> <ul style="list-style-type: none"> - Role Play corner – gym, greengrocers, restaurant, doctors etc - Intro – being well/unwell – what does this feel like? - Intro simple ways of being healthy – healthy foods, exercise, handwashing, brushing teeth - Handwashing routine – using animals Visitors - Dentist - Introduction to identifying and naming feelings/emotions. Why might we feel this way? Introduce a few basic feelings with emotion stones. - Feelings and emotions cards. - I feel happy when... I feel sad when.... Etc Look at how these feelings look on each other. - Worry eaters – intro - Yoga and reflection 	<p><i>Resources</i></p> <ul style="list-style-type: none"> - Glitter hands activity – showing how germs spread. - Handwashing routine recap. - Dentist visit - Sun Safety – Cbeebies https://www.bbc.co.uk/cbeebies/watch/sun-safety-for-kids https://www.sunsafeschools.co.uk/resources/ - Exercise – Joe Wicks PPT – Why exercise is important. Set exercise challenges. - Importance of sleep – look at the brain? - Emotions stones – recognising and naming emotions. - The Huge Bag of Worries story. Worry monsters. What are worries? - Worry eaters - What makes us feel good? - Yoga and reflection - How to ask for help when we are feeling upset/angry/scared. Link back to network hand. (People we trust) -Zippy’s Friends – Story 1 (Full of feelings) 	<p><i>Resources</i></p> <ul style="list-style-type: none"> -Trip to supermarket to learn about food. - Book – Why Wash? (Personal hygiene) - Food detectives resource – looks at sugar intake and making healthy choices, (being mindful of dietary requirements and families making ethical food choices.) - Dentist visit -Warburtons resources: http://www.warburtons.co.uk/corporate/teaching-resources - Balancing screen time. - Emotions book – What to do when... Ways to calm down. - Yoga and reflection - Zippys’s Friends – Story 2 (Under the Bedclothes – communication and listening) - https://youngminds.org.uk/ (Mental Health) -The Huge Bag of Worries story. Recap what is a worry. How can we deal with our worries? - Stories about empathy - Hiding feelings – it’s okay to share.
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	EYFS	Year 1	Year 2
Summer 1 – Who is in my community? (Communities)	<p>Objectives</p> <p>PSED – Making relationships</p> <ul style="list-style-type: none"> - Form positive relationships with adults and other children. <p>PSED – Managing feelings and behaviour</p> <ul style="list-style-type: none"> - They work as part of a group or class, and understand and follow the rules. <p>UoW – People and Communities</p> <ul style="list-style-type: none"> - Knows some of the things that make them unique, and can talk about some of the similarities and difference in relation to friends or family - Know about similarities and differences between themselves and others, and among families, communities and traditions. - <i>They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. (exceeding)</i> 	<p>Objectives</p> <p>L4 – about the different groups they belong to</p> <p>L6 – to recognise the ways they are the same as, and different to, other people</p>	<p>Objectives</p> <p>L4 – about the different groups they belong to (revisit)</p> <p>L5 – about the different roles and responsibilities people have in their community</p>
	<p>Resources</p> <ul style="list-style-type: none"> -Intro to communities – school, home. -Who lives in my house? Who is at school? - How are we the same? How are we different? 	<p>Resources</p> <ul style="list-style-type: none"> -Recap school and home communities. Widen to the local community. Who is in our community? Clubs, library, parks, extended family etc. - Walk around our local area. - Consider different club's children go to, link to our strengths and things we are good at. 	<p>Resources</p> <ul style="list-style-type: none"> - Has the children's community changed over the year? Are they part of something new? - Revisit the places in our local community, what is their role and responsibility? - Visit to the library. <p>(Museum trip covers these objectives also)</p>

Summer 1 – Shared Responsibilities	<p>Objectives PSED – Self-confidence and self-awareness - Enjoys responsibility of carrying out small tasks.</p> <p>UoW – The World - Shows care and concern for living things and the environment. - Talk about the features of their own immediate environment and how environments might vary from one another. - <i>Know that the environment and living things are influenced by human activity. (Exceeding)</i> - <i>Can describe some actions which living people in their own community do that help maintain the area they live in. (Exceeding)</i></p>	<p>Objectives L2 – how people and other living things have different needs; about the responsibilities of caring for them. (Link to plants?) L3 – about things they can do to help look after their environment (Local community)</p>	<p>Objectives L2 – how people and other living things have different needs; about the responsibilities of caring for them. L3 – about things they can do to help look after their environment (Wider world)</p>
	<p>-Year group project - Gardening in the playground, working as a team. Bug hunts etc. - Looking after chicks/butterflies -Begin to think about how we look after the school environment. - Promote looking after the school environment. Create posters, videos etc for the whole school. (Library project)</p>	<p>-Year group project – Growing sunflowers/plants to donate to local neighbours/businesses/nurseries/schools. -Looking after worms -Growing sunflowers -Bug hotels -Community projects – Neighbouring community – care homes – singing/send cards/letters/stories/pictures etc. Going for a walk in local neighbourhood – attracting local communities for summer fayres/sponsorships Eg – Waendal Leisure centre, shops in town etc. (See Allison!)</p>	<p>-Year group project – Environmental – Reduce plastic waste? Pollution? -Dinosaurs and all that Rubbish Story - Community projects – Elderly care homes – writing letters/cards? Singing? - Set up a blog on website to aid generating additional income for future projects (Eg library project) -Plea letters/thank you personalised letter/cards for local community/business project donations/ sponsorships (See Allison!)</p>

	EYFS	Year 1	Year 2
Summer 2 – Going for goals (Economic wellbeing – Money, aspirations, work and career)	Objectives UoW – People and communities - Shows interest in different occupations and ways of life.	Objectives L10 – what money is, forms that money comes in; that money comes from different sources L12 – about the difference between needs and wants, sometimes people may not always be able to have the things they want L14 – that everyone has different strengths L15 – that jobs help people earn money to pay for things L16 – different jobs that people they know do	Objectives L11 – that people make different choices about how to save and spend money L13 – that money needs to be looked after, different ways of doing this L16 – different jobs that people who work in the community do L17 – about some of the strengths and interests someone might need to do different jobs
	Resources -Establishing a basic level of what money is for, put into role play corners – shops, restaurants etc -Investigating different job roles – role play scenarios to find out what they do. - What would you like to be when you grow up?	Resources - Link to maths teaching, look at different values of money. - Why do we need money? How do we get money? - Needs vs wants lesson plans https://www.valuesmoneyandme.co.uk/ https://natwest.mymoneysense.com/teachers/resources-5-8s/topic-5-what-are-needs-and-wants/ - Revisit jobs we can do to earn money. Has their aspiration changed over the year?	Resources - Natwest money sense (How to look after money, keeping track of money, importance of saving) https://natwest.mymoneysense.com/teachers/resources-5-8s/ -Use some key job roles to look at strengths you will need to be good at this job. Reach out to parents/carers, can anyone come to talk to the children about their job? Challenge gender bias in relation to jobs. - Children could use what they have found out to consider job roles they may be good at, or what they need to do to improve for their dream job.

Summer 2 – Moving on up (Ourselves, growing and changing)	<p>Objectives</p> <p>PSED – Self-confidence and self-awareness:</p> <ul style="list-style-type: none"> - More outgoing towards unfamiliar people and more confident in social situations. - Be able to describe themselves in positive terms. Say why they like some activities more than others – what is your favourite thing to do at school/home - Able to say when they do or don't need help. -Confident to speak to a class group, can talk about thing they enjoy and good at, or things they find tricky. 	<p>Objectives:</p> <p>H23 – to identify what they are good at, what they like and dislike (revisit as this may have changed)</p> <p>H27 – about preparing to move to a new class/year group</p>	<p>Objectives</p> <p>H23 – to identify what they are good at, what they like and dislike (revisit as this may have changed)</p> <p>H26 – about growing and changing from young to old and how people's needs change</p> <p>H27- about preparing to move to a new class/year group</p>
	<p>Resources</p> <ul style="list-style-type: none"> -Confidence in transitioning through to Year 1 what are you excited about? What would you like to know? Ask your new teacher session -Reflection of the year. -What are you good at? What would you like to get better at? 	<p>Resources and ideas:</p> <ul style="list-style-type: none"> -Reflection of year. Could this be showcased and parents come in? -What are you excited about? What would you like to know? Ask your new teacher session. -What do you think you have gotten better at this year? What would you like to get better at? - Visit Reception children – reading session and talking about Year 1? 	<p>Resources and ideas:</p> <ul style="list-style-type: none"> - Summer leavers show - Visit Year 1 children – reading session and talking about Year 2? - Look at growing and changing from young to old – link to them getting older and moving to a bigger school. - Junior school transition – Visits to the school

Through school values/golden rules -

R21 – about what is kind and unkind behaviour

R22 – how to treat themselves and others with respect, how to be polite and courteous

R24 – how to listen to other people and play and work cooperatively