



Queen's Park Mission Statement

Bravely navigate a changing world—with curiosity, confidence, and joy.

Queen's Park Vision

Our children love coming to school. They experience success through strong, trusting relationships, a deep sense of belonging, positive connections with others, and the courage to challenge themselves.

We celebrate the strength of our diverse community. We create a safe, welcoming environment where every child is seen, heard, and truly valued. Learning is exciting and challenging, with plenty of opportunities to explore new ideas, aim high, and discover individual talents.

We encourage children to ask big questions, stand up for what they believe, and understand different perspectives.

Together with families, we help children develop the knowledge, skills, and character they need to thrive in a changing world. We want every child to feel proud of who they are—and brave enough to shape a better future.

Queen's Park Values

Kindness - Integrity - Excellence - Collaboration

PSHE and RSE Policy

(Personal, Social, Health and Economic Education and Relationships and Sex Education)

Date	September 2025
Review Date	September 2028

1 Introduction, policy scope and rationale

Personal Social Health Education supports pupils to have healthier, happier, and safer lives, now and in the future.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.¹

In order to support children and young people with navigating this complex world, Relationships and Health Education is now a statutory subject in all primary schools in England and Relationships, Sex and Health Education compulsory in all secondary schools. In our school, this part of the curriculum will be delivered by well-trained educators through Personal, Social and Health education (PSHE) lessons.

This policy covers our school's approach to the personal, social, health and economic (PSHE) education curriculum and meets the requirement for a Relationships Education and RSE policy.

This policy references aspects of support provided in school and outside of school for pupils who need additional support related to some aspects of their wellbeing.

Schools are part of the society in which they operate, so what goes on outside its walls influences what goes on inside. Our school is part of the changing nature of British Society, but we make it a space in which to build a better future as well and one in which children can explore their own identities in a safe way. This policy therefore supports and is also supported by policies on behaviour, inclusion, equality, anti-bullying and safeguarding. We commit to making regular adaptations to our PSHE curriculum and practices in response to updates and initiatives from national and local guidance, and in response to the needs of our community, ensuring our provision remains relevant, compliant, and effective.

2 PSHE Education curriculum intent

2.1 Our values

Queen's Park Primary School has a set of **Core Values** that were selected by the school community. These values underpin the ethos of the school and are promoted throughout the curriculum. They are:

"A kind and inclusive learning community with high expectations for all"

¹ Secretary of State Foreword, Relationships Education, Relationships and Sex Education (RSE) and Health Education, statutory guidance, DfE, 2019

At Queen's Park Primary School, we recognise and value individual differences in an inclusive learning community. We nurture children to become resilient and creative lifelong learners and caring, responsible adults in a diverse society.

As a school community we adhere to the following school values:

- We are kind, respectful, responsible and safe
- We have high expectations of ourselves and others and learn from our mistakes
- We have a growth mind-set and a solution focused approach to any difficulties we may encounter
- We celebrate differences and similarities between people, challenge any discrimination and promote community cohesion
- We work together as a team to implement our goals and recognise and reward good learning

2.2 PSHE education

At Queen's Park Primary School, PSHE education is a central part of our curriculum as it enables our pupils to build positive, equal, consensual friendships and relationships and to develop skills to keep themselves and others healthy and safe, now and in the future. Our PSHE education curriculum supports personal development, behaviour for learning and promotes attributes such as kindness, respect, consent, resilience and self-efficacy. Our curriculum is ambitious and designed to enable our pupils to be successful by giving them all the knowledge and skills they need to succeed in life. It will provide opportunities to embed new knowledge and skills and practice these so that they can confidently be used in real life situations on and offline.

2.3 Statutory Duties

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, Relationships Education and Health Education are compulsory for all pupils receiving primary education.

Our PSHE education programme supports our school to meet our statutory duties '*to promote the well-being of pupils at the school*' and to ensure that we have a broad and balanced curriculum which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

As part of this broad and balanced curriculum, PSHE education also promotes the values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those from secular and atheist backgrounds.

In the planning and delivery of PSHE education we will show due regard under the Equality Act 2010 to the need to:

- Eliminate discrimination and harassment
- Advance equality of opportunity

- Foster good relations

We will also comply with the Human Rights Act 1998.²

We will ensure that our PSHE programme is inclusive of all groups of pupils, is informed by their needs and reflects the diversity of our school and wider community. PSHE supports understanding of equality and diversity, the development of critical thinking skills, and encourages respectful and safe discussion and debate on sensitive issues.

Our PSHE programme also supports us in our safeguarding duties and develops the skills pupils need to keep themselves safe on and offline. PSHE is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped

3 Definitions

3.1 Personal, Social, Health and Economic Education (PSHE education)

*Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.*³

PSHE education is the curriculum area through which we will deliver statutory relationships education, health education and citizenship. We will also deliver non-statutory sex education and financial and enterprise education. We will often teach subjects such as drug and alcohol education and mental health thematically looking at the links between for example risk taking behaviours or keeping safe, rather than as distinct topics.

3.2 Physical Health and Wellbeing

The aim of teaching about physical health and mental wellbeing is to provide pupils with the information and skills they need to make good decisions about their own health and wellbeing. It enables them to recognise when they or others need help and how to access support from appropriate resources. We are clear in delivering this aspect of the curriculum that mental wellbeing is a normal part of daily life, in the same way as physical health. This part of the PSHE education curriculum is statutory.

3.3 Relationships Education

Relationships education provides the fundamental building blocks, skills and characteristics needed for positive relationships with friends, families and other adults and children. This aspect of the curriculum supports the development of respect for difference and skills in staying safe on and offline. This part of the PSHE curriculum is statutory.

² <https://www.equalityhumanrights.com/en/human-rights-act/article-2-first-protocol-right-education>

³ PSHE Association <https://www.pshe-association.org.uk/what-we-do/why-pshe-matters>

3.4 Sex Education

The statutory science curriculum includes learning about the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Parents and carers do not have a right to withdraw from what is in the science national curriculum as this is statutory. In Year 6, our curriculum also includes age-appropriate teaching and learning about how a baby is conceived and born. Parents and carers have the right to withdraw from this part of the PSHE curriculum. The sex education elements of the curriculum are highlighted on the curriculum information we share with parents and carers.

3.5 Citizenship

In our school, citizenship is delivered through PSHE and when appropriate through assemblies and a cross-curricular approach. Therefore, this policy covers this aspect of our curriculum.

The Department for Education states that ‘schools are free to determine how to deliver the content set out in [their] guidance in the context of a broad and balance curriculum’⁴.

4 Role of governors

It is the responsibility of our governing body in relation to relationships, sex and health education to make sure that:

- All pupils make progress in achieving the expected educational outcomes;
- the subject is well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents and carers on the subject content and the right to request that their child is withdrawn;
- they contribute to policy review;
- the subject is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

5 Parents and carers

5.1 Partnership working

Parents and carers are the first teachers of their children, and our governing body takes seriously its statutory responsibility to have regard to views expressed by the parents and carers of registered pupils. We are committed to working closely with parents and carers when developing policy and the planning and delivery of PSHE education. We will listen carefully and make adaptations when in the interests of pupils and the improvement of our practice.

We offer an annual workshop so parents and carers can find out more about PSHE education and the resources we use. We aim for this to be an open and transparent discussion that will help us to continue to reflect on and develop our curriculum. We consult with a parents/carers focus group who will be

⁴ Relationships Education, Relationships and Sex Education (RSE) and Health Education, statutory guidance, DfE, 2019 (p8)

representative of our school community and demographic to enable us to ensure our PSHE curriculum meets the needs of all our children.

We make provision for parents and carers with English as an additional or other language by offering interpreters when requested in advance and where possible. We work with the Ethnic Minority Achievement Service (EMAS) to support this. We make particular effort to engage parents and carers from religious backgrounds in discussions about relationships and sex education.

We will also provide examples of resources that parents and carers can use to continue conversations about PSHE issues at home. Our school website also has a page which signposts parents and carers to services that can support their health and wellbeing and that of their child. We aim to build relationships with a range of community groups that we can refer parents and carers to.

We are aware that many parents and carers like to follow-up on learning from PSHE lessons at home and so we keep parents and carers informed of the programme through the publication of our Curriculum Map available on the school website. Our website also provides our Vocabulary Progression document guiding parents of the key terminology we will be using in our topics.

If a parent or carer wishes to discuss any aspect of the PSHE education curriculum they should contact the school to make an appointment with the head teacher and PSHE education coordinator.

5.2 Religion and belief

We do not make assumptions about the views of parents and carers from particular faith backgrounds; however we aim to take into account the religious backgrounds of pupils in planning teaching. For example, we teach the different faith perspectives on relationships, ensure that marriage is discussed fully, provide signal sex groups for some aspects of puberty education and avoid teaching sex education during Ramadan.

5.3 Right to be excused from sex education

We recognise that parents and carers have the right to request that their child be withdrawn from sex education delivered as part of statutory relationships and sex education. We will inform parents and carers of this right through our newsletter or school ping prior to teaching. We have highlighted in the curriculum map which parts of the curriculum parents and carers can request to withdraw their child from. Any request for withdrawal must be put in writing.

Following a request from a parent or carer to withdraw their child from sex education the class teacher, supported by the PSHE lead where necessary, will meet with them to explore their concerns and seek to provide reassurance and or to make adaptations if these are supportive to the aims of our curriculum. We will also outline the disadvantages for their child of being withdrawn. If the parent or carer still wants to withdraw their child, we will respect this request and provide appropriate, purposeful education whilst they are out of class. We will ensure we do our best to protect the withdrawn child from any negative comments from their peers.

We will keep a record of pupils who have been withdrawn from Sex Education.

6 The PSHE education curriculum (implementation)

6.1 Curriculum time and overview

The PSHE education curriculum will be taught in an age-appropriate way depending on key stage, ability and understanding and returned to in more detail as children and young people mature. Brighton & Hove City Council has produced a Programme of Study for PSHE education and a range of resources to support planning and delivery. We have used these resources alongside statutory guidance from the Department for Education as a guide to developing our own curriculum to suit the needs and character of our school, the pupils in it and in the context of a broad and balanced curriculum. In addition to this, we use resources from 1 Decision to complement our bespoke curriculum. These resources also provide a reactive approach to the issues and needs of our pupils.

In line with our statutory duty, the PSHE education Curriculum Map for our school can be found on the school website and in Appendix A.

PSHE education is given dedicated curriculum time; our discrete curriculum weekly time allowance for PSHE education is 45 minutes a week in KS1/ 60 minutes in KS2. However, we expect the PSHE curriculum to be at the heart of our offering as well as being utilised flexibly to support children as and when necessary, in response to worldwide, local and in school events e.g. war, sustainability, friendship issues

In addition, our PSHE education programme is enriched by cross-curricular and other activities designed to enhance personal development and support children and young people for example:

- Assemblies (including Core Value, Themed, Celebration, Awareness and Singing Assemblies)
- Elected School Council
- House system
- Active Travel e.g. Bikeability, Walk To School
- Wrap around clubs – After school, before school and various lunchtime clubs
- Sports Teams and Let's Dance
- Links with the local community e.g. Table Tennis Club, Albion in the Community, visits from the emergency services, World Culture Day
- Educational visits
- Outside learning opportunities
- Science Week and links with the science world
- Engaging in national and local fundraising events e.g. Children in Need, Sport Relief
- Engaging in national raising awareness campaigns e.g. Anti-bullying week
- The View, ELSA support, learning mentoring team, Family Champion, Mental Health Lead
- Inspirational Speakers
- Child Worry Boxes and Floor Books
- Sense of Belonging activities

6.2 Participation of pupils in curriculum review and development

Our PSHE education programme is regularly evaluated by students through pupil voice questionnaires and focus groups and the findings from these are used to inform curriculum review and development. In consultation activities particular care is taken to ensure all pupils' views are collected and when appropriate specific groups of pupils are gathered to hear their views.

Needs assessment activities are also used prior to delivery of aspects of the PSHE education programme to ensure that planning builds on what pupils already know and then further develops their skills and understanding.

In addition, relevant national and local data and research including the Safe and Well School Survey will be used to inform curriculum review and development.

6.3 Inclusive and accessible PSHE education

All our pupils, whatever their experience and background, are entitled to a quality programme of PSHE education that helps them build their confidence, a positive sense of self and identity. All classes include boys and girls, and pupils with different ethnicities, abilities and disabilities, languages, religions, experiences and backgrounds, families, genders and sexual orientations. We do our best to ensure the content, resources, approaches and language used reflects this rich diversity and meets the needs of all. For example, when teaching about families we will be sensitive to children who are in care, fostered or adopted and positively celebrate this as part of the diversity of families that includes families with LGBTQ+ family members. In our teaching we will also ensure we acknowledge different religious perspectives on issues such as sexual orientation, alcohol and sex before marriage. Our aim is to ensure that content about different identities is integrated into our programmes of study.

The PSHE education curriculum must be accessible for all. We respect and recognise that our pupils have different levels of ability, maturity, personal circumstances and backgrounds. We respect their unique starting points by providing learning that is inclusive, differentiated and sensitive to their needs.

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their special educational need and disability. Pupils with special educational needs and disabilities gain support and skills from PSHE education rather than needing to be protected from it. We will work alongside our SEND team and learning mentors to ensure that we support all our children and differentiate and personalise the curriculum to make it accessible.

Pupils will not be withdrawn from PSHE education for additional learning support as we recognise that PSHE education supports academic achievement.

We recognise that some pupils may need additional support in addition to PSHE to stay safe and healthy and to behave in non-abusive and non-harmful ways. In our school this could be provided through a learning mentor, school nurse or referral to another group or service. Parents and carers are informed and consent obtained where required.

6.4 Life skills approach

PSHE is a rapidly changing area of the curriculum; however, many of the skills children and young people need to keep themselves and others safe and healthy on and off line do not change. For this reason, we work hard to ensure that every PSHE lesson contains an opportunity to develop, practice or reflect on skills and that these elements are assessed. In particular we focus on skills to:

- keep safe (on and offline)
- access help and support when needed and support our friends to do so
- develop healthy, mutually and enjoyable relationships
- assess and manage risk

- make positive choices
- be resilient when faced with challenging situations
- think critically
- identify and manage feelings
- discuss sensitive issues respectfully
- ask and answer questions with growing confidence

7 The organisation of PSHE education (implementation)

7.1 Co-ordination

The PSHE education co-ordinator in partnership with the Senior Leadership team at Queen's Park Primary is responsible for co-ordinating and monitoring the PSHE education curriculum. They are responsible for drawing up the programme, arranging training and updates for teachers and distributing up to date resources. The co-ordinator monitors that the programme is delivered effectively through things such as book looks, learning walks, department meetings and lesson observations. The PSHE co-ordinator is also responsible for ensuring that pupil and parent and carer voice is used to enrich and support curriculum review and development. The PSHE Co-ordinator regularly attends local network meetings and training opportunities.

7.2 Delivery

PSHE education is delivered by well-trained class teachers who have a good knowledge of the subject. Teachers present the subject matter clearly, promoting appropriate discussion about the subject matter. They check understanding, identify misconceptions and provide clear feedback to pupils.

The PSHE education curriculum is supported by other learning opportunities across the curriculum and in assemblies. This delivery is monitored as outlined above to ensure all pupils receive a quality programme of relevant PSHE.

7.3 Staff training for the delivery of PSHE education

We recognise the skills and expertise needed to deliver PSHE education safely and in a way that does not harm and we ensure staff are well-trained. Staff training needs are addressed by whole school INSET days, or shorter training sessions during Professional Development Meetings as well as opportunities for the co-ordinator and others to access local authority and national network meetings, training days, conferences and workshops.

Support staff have a role to play in the effective delivery of PSHE education; these staff may receive disclosures and be asked questions. We ensure that these staff also receive appropriate training to make sure for example they are aware of the rationale and agreed language for personal and private parts of the body.

We recognise that all staff in school have a role to play in giving messages about safety, wellbeing, equality and other areas of personal development. We support staff to ensure they reinforce key messages and values through staff briefings and training opportunities.

Staff are involved in the monitoring, evaluation and development of the PSHE Education Policy and curriculum.

7.4 Use of visitors and external agencies

Outside speakers are used to enrich and enhance but not replace teacher delivery of PSHE education in our school. Visitors make a valuable contribution to enriching teaching by appropriately sharing their expertise and life experiences, being a role model and signposting to services.

Visitors or visiting groups are checked to ensure they support the values of the school, are skilled in working with children and young people and provide accurate information in line with school policy. Teachers will discuss the content of visitor sessions with the visitors in advance and explain that they must work within the ground rules agreed by the class and school policies on confidentiality, safeguarding and equality.

In all cases a teacher will be present when a visitor comes to a class to uphold the safeguarding and behaviour policies, to ensure agreed ground rules are kept to and to enable follow up once the visitor has left.

7.5 Cross curricular links and awards

PSHE education complements several subjects including science, PE, RE, computing, and citizenship. We look for opportunities to draw links between the subjects where appropriate.

In addition, discrete PSHE education lessons are supplemented by learning opportunities in other curriculum subjects such as science, drama, RE and citizenship/whole school and extended enrichment activities including assemblies and one-to-one or small group interventions on specific areas of learning.

8 Delivering the PSHE education curriculum (implementation)

8.1 Safe learning environments and signposting to support

PSHE education involves teaching and learning about a range of subjects many of which are sensitive or challenging and for some children and young people could be directly relevant to their lives and therefore there is a need to create an environment that allows pupils to focus on learning. Clear ground rules or a working agreement and a confidentiality statement that is understood by all are important elements of creating this. In our PSHE lessons, we negotiate ground rules with pupils.

PSHE education can give rise to pupil disclosures. In practice, confidentiality as a ground rule or part of a working agreement in a PSHE education lesson will mean:

- respect for the privacy of the individual – no one will be pressured to answer questions or to share anything they don't want to
- everyone taking responsibility for what they share (children and young people will need guidance on this issue)
- where relevant not talking about something outside the group or using names

- adults in the classroom being bound by the same rules, except where a child or young person discloses something that the adult is obliged to report in the best interests of that child and or under safeguarding responsibilities.

Confidentiality within PSHE lessons therefore will not cover safeguarding concerns. For more information on confidentiality and safeguarding see section 9 of this policy and our safeguarding policy.

In creating and maintaining a safe, learning environment we will consider the needs of individual pupils and use distancing techniques, support their rights to express different views, appropriately challenge prejudice and ask for pupil feedback. We will also use anonymous question boxes to provide pupils / students with the opportunity to ask further questions.

We have a range of strategies in place to ensure that pupils know how to access extra help or support. These include worry boxes, helping hands, circle time and access to the learning mentors or ELSA support resources.

8.2 Pedagogy

PSHE education is about obtaining knowledge, practicing skills and exploring attitudes and choices in a range of real-life situations. We believe that effective teaching and learning in PSHE education contains the same elements as for all subjects and teachers will plan accordingly, including for example opportunities for developing pupil confidence and enjoyment in reading.

The programme will be taught through a spiral curriculum. This means a theme will be approached in an age-appropriate way and returned to later, building on what has gone before and which reflects and meets the personal and developmental needs of the children and young people.

A wide variety of pedagogies are used within our PSHE education, with an emphasis on active learning and the teacher as facilitator. This includes planned learning activities (drawing on a range of learning styles), skills practice, review and reflection. Teachers are trained in circle time and the use of technology, and these teaching and learning methods are employed as part of PSHE education teaching. Other active learning techniques used include warm up activities, open questions, case studies, thought walls, structured debates, engaging through story, film clips or drama, signposting to services, where to get help.

We evaluate approaches to teaching and learning in partnership with pupils.

8.3 Recording, assessment and impact

A range of recording strategies are used in PSHE education lessons. This is to encourage the use of talk and discussion rather than the focus of a written task. Ways that work can be recorded include photographs of models or role-play exercises, independent or group written work, and artwork, whole class annotated slides or quotes produced by the whole class during circle time. These are recorded in a Whole Class PSHE Book with the current topic as the title, Big Questions, core vocabulary and the learning intentions for that that lesson below. It is expected that each class produce a minimum of one piece of work per topic in their class book. Any other pieces of work should be kept in the children's topic books.

Teachers use assessment well. We carry out a range of baseline assessment techniques prior to delivering units of work to ensure that our planning builds on prior learning and responds to the needs of pupils. These baseline assessments can often be found in the Whole Class PSHE Book.

We use assessment to embed knowledge, check understanding and to inform teaching. A key marker for progress in this subject will be the pupils' ability to demonstrate the essential skills of PSHE and to give verbal or written responses to the learning intentions in the current topic of work. Our assessment practice encompasses teacher, peer and self-assessment.

We record progress in this subject by showing students evolved thoughts, questions and answers from the start to the end of a topic. Progress will also be seen through the Whole Class PSHE Book as it is kept with the class throughout their school journey.

The success and impact of our PSHE education programme will additionally be measured on progress made by pupils, reductions in bullying recorded, improvements in the SAWSS data, improvement in behaviours for learning and reduction in playground incidents.

8.4 Groupings

A range of different groupings will be used to deliver PSHE including pairs, small groups and whole class discussions. Most PSHE sessions will be taught in mixed sex and gender groups. It is important that all genders are encouraged to learn about each other's experiences and to communicate with each other and so develop understanding and empathy. However, there may be some areas of relationships and sex education in particular, when single sex sessions may be of value. Single sex groups may for example support the participation of children and young people from a range of religious and cultural backgrounds.

We are aware that we may have some gender questioning children in our school and consideration will need to be given to reflect this and their needs if single sex groups are used in partnership with the children's families.

8.5 Specific issues

Our teaching aims to ensure that pupils have an age-appropriate understanding of what the law says about sexual activity, relationships and young people and safeguarding.

We aim to ensure our programme provides representation of all groups in our school including the range of ethnicities, disabilities, sexes, gender identities, sexual orientations and faiths and religions. The PSHE education programme will also support pupils to develop an understanding of our similarities and differences, to have respect for others and how to communicate respectfully. We aim to educate children and young people to understand the nature and consequences of discrimination, teasing, bullying, sexual harassment and aggressive behaviours (including online bullying), use of prejudice-based language and how to respond and ask for help.

Our PSHE programme will cover in an age-appropriate way specific issues such as safe, touch, consent, sexual exploitation, e-safety and pornography. We recognise that some of these topics are sensitive areas for some people but believe that to prepare our pupils for life in the modern world they need to be explored. Our programme also promotes protective behaviours, self-esteem, assertiveness and the skills needed to ask for help.

8.6 Answering questions

We promote being curious as a key part of learning and children often have a range of questions to ask. As educators we aim to respond positively to all questions bearing in mind the age and maturity of the pupils and the need to model that we can talk about difficult or sensitive issues. During all units of work, we use a worry box to encourage the posting of anonymous questions or worries. Teachers then take these questions

and worries away and use them to plan lessons and or develop opportunities for individuals or groups to research the answer (if appropriate) or to apply knowledge they have learned. Pupils will sometimes be asked to put a question asked in the lesson into the question box. When appropriate parents and carers may be told about questions asked and a response agreed.

Prior to delivery of units of work which can provoke a range of challenging questions, PSHE teachers and support staff will explore and agree together how they will respond to an anticipated range of questions that could come up, taking into account the age and needs of the class. Staff will also use strategies such as 'I need some time to think about that question...' or 'What do you think it means...' to support them in answering questions. Additionally, we have made available to staff guidance provided in the *Relationships and Sex Education Guidance for Brighton & Hove educational settings*, 2015.

8.7 Responding to prejudice and stereotyping

Our PSHE education programme will include exploring a range of different attitudes and values and these may give rise to conflicts between for example the expression of religious or cultural views or attitudes (including attitudes learned at home) which run counter to school values related to difference and diversity. It is part of the process of growing up that we explore these conflicts and clashes and appropriate discussion, including exploration of different religious views can support this process. We think open discussion is important, and staff will aim to fairly maintain and assert school values and policy and educate pupils and students to behave with empathy, within school policy and the law.

During discussions in PSHE education it is likely that some forms of prejudice will arise whether intentionally or unintentionally. School staff will remember that even comments made in ignorance can be hurtful and can lead to individuals not feeling safe within the school community. All prejudice-based incidents will be appropriately explored or challenged and recorded via CPOMS; more information can be found in behaviour and safeguarding policy.

As part of PSHE education, pupils will also be taught the skills to safely be 'upstanders', challenge prejudice and stereotyping and report bullying and prejudice-based incidents.

8.8 Resources

Resources chosen to deliver PSHE education are in line with the school's values and ethos. We use a range of resources including picture cards, picture books, social stories, picture cards, websites, film clips, games and 3D models and these have been selected to support learning and to represent the school community. We also make sure that our resources challenge stereotypes by for example showing girls and boys in non-stereotypical roles. Resources, particularly those freely available on the internet are checked to make sure they support inclusion, contain accurate information from authoritative medical sources, and clearly separate opinions, beliefs and facts.

8.9 Liaison with partner schools

We liaise regularly with our partner schools to ensure continuity and progression and find out what has been taught and how so that we do not leave gaps or repeat the same content in the same way. As a spiral curriculum progresses, we will however be addressing some of the same issues in more depth or sophistication across key stages and school phases.

9 Confidentiality, safeguarding and disclosure

We recognise that effective teaching and learning in PSHE education may give rise to disclosures. As part of PSHE education, children and young people are encouraged to talk with their parents, carers or other trusted adults about their worries, concerns or questions. All disclosures will be followed up appropriately with adequate support provided to the child(ren). Please see our Child Protection and Safeguarding Policy for further details.

9.1 Confidentiality

Children and young people are regularly told; in age and maturity appropriate language that school staff cannot maintain complete confidentiality and that information that discloses a child is being hurt or harmed or at risk of hurt or harm will need to be shared. School staff are provided with safeguarding training on how to manage disclosures including those made in PSHE lessons or as a result of them. Pupils are regularly reminded of sources of confidential support and advice for example.

If a child or young person discloses information which they ask not to be passed on, then we will honour the request unless:

- There is a safeguarding concern
- Information is requested for cooperation with a police investigation
- There is a need to make a referral to an external service
- It is in the best interest of the child that the information is passed on

Pupils are reassured that if confidence has to be broken, they will be informed first and will be supported as appropriate. Children and young people will be kept informed about how any information they have disclosed will be treated by the school and who will have access to it. Disclosures made by children and young people related to their sexual orientation, gender identity or HIV status are examples of disclosures which are not safeguarding issues unless there is additional evidence of harm or risk to that child or another child. This level of personal information will only be shared on a need-to-know basis and with the agreement of the child and or their family. Information therefore about a pupil, student or member of staff such as a pregnancy or their HIV status is not a matter for general discussion.

9.2 Safeguarding

The best interests of the child or young person will always be a guiding principle. If a disclosure, or question asked raises a safeguarding or child protection concern we will work within the school's safeguarding/child protection policy.

The age of consent in the UK is 16 years old, for all sexual orientations. Children and young people aged under 13 are not deemed capable of giving consent to sexual acts, including between two children. Any disclosure of sexual activity involving a child under the age of 13 is always a safeguarding issue. The school's safeguarding procedure will be followed.

We are also aware that some PSHE lessons will be particularly sensitive for some groups of children or young people affected by the issue being discussed. Where we know of an individual's background that may affect their response to a lesson we will work with them and if appropriate their parents and carers to discuss how they can appropriately access the learning. In all PSHE lessons we will aim to be sensitive to the potential experiences of the children and young people in the class.

As a school we are 'trauma informed' and understand that experiences of abuse can impact on performance, behaviour and attendance and will be mindful of this in other lessons.

10. Monitoring and evaluation of PSHE education

The review and monitoring of this policy will be the responsibility of the governing body (see section 4). The PSHE education co-ordinator will support monitoring and evaluation by:

- Writing a development plan for PSHE informed by school needs and local and national guidance
- Liaison / meeting time with class teachers delivering PSHE education
- Quality Assurance including classroom observation / learning walks / book scrutinises / library review in line with other curriculum areas
- Carrying out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme
- Release time for the co-ordinator to enable them to carry out the above
- Pupil conferencing / focus groups to evaluate their experience of the curriculum
- Staff training in response to needs identified in the monitoring process

Appendix A

PSHE Education Curriculum Map (based on Brighton & Hove PSHE Education Programme of Study and statutory outline content for relationships, sex education and health education)

Subject PSHE		
Subject Leader – Lisa Collings	Curriculum Leader - Ruth Whitehead	Quality of Education Leader - Emma Gale
<p>Whole School Vision and Purpose:</p> <p>At Queen’s Park Primary School, we have designed a transformational curriculum —a dynamic journey that fosters life-long learning and empowers our children to become critical thinkers and contributors to a diverse and interconnected world.</p> <p>Our curriculum is designed to be accessible to all, embracing inclusivity and representing the richness of our local and global community. It is an experiential adventure, where learning is brought to life through hands-on exploration, sparking curiosity and inquisitive minds.</p> <p>We believe in the power of fun and excitement as catalysts for meaningful learning experiences. The enrichment of our curriculum offer goes beyond traditional boundaries, creating a sense of awe and inspiring students to explore pathways to success that align with their unique talents and aspirations.</p> <p>In this developmental landscape, our curriculum is both robust and well-structured, providing a balanced blend of progressive, innovative and research based approaches. Through creative and challenging activities, we nurture not just academic growth but also the holistic development of our children. It is cohort-specific, tailoring learning experiences to the unique needs and interests of each year group.</p> <p>We are passionate about the importance of language as a vital tool for communication, understanding and wellbeing. Our curriculum embraces our diverse linguistic landscape, fostering an environment where every student feels a sense of belonging.</p> <p>At the end of their journey with us at Queen's Park Primary School, our students depart equipped with the essential tools of curiosity and innovation, well-prepared to confront the challenges that lie ahead. Each child leaves our school with the firm understanding that they possess the capability to achieve whatever they aspire to.</p> <p>PSHE vision:</p> <p><i>Personal Social Health Education supports pupils to have healthier, happier, and safer lives, now and in the future.</i></p> <p>National Curriculum</p> <p>Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice. PSHE is a non-statutory subject however, from 2020, the following subjects became compulsory in applicable schools in England.</p> <ul style="list-style-type: none">• relationship education in primary schools• relationship and sex education in secondary schools• health education in state funded primary and secondary schools		

Schools should tailor their local PSHE programme to reflect the needs of their pupils and use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Queens Park Vision:

Queens Park Primary School has a set of **Core Values** that were selected by the school community. These values underpin the ethos of the school and are promoted throughout the curriculum. They are:

“A kind and inclusive learning community with high expectations for all”

At Queen’s Park Primary School, we recognise and value individual differences in an inclusive learning community. We nurture children to become resilient and creative lifelong learners and caring, responsible adults in a diverse society.

As a school community we adhere to the following school values:

- We are kind, respectful, responsible, safe
- We have high expectations of ourselves and others and learn from our mistakes
- We have a growth-mindset and a solution focused approach to any difficulties we may encounter
- We celebrate the differences and similarities between people, challenge any discrimination and promote community cohesion
- We work together as a team to implement our goals and recognise and reward good learning

At Queens Park Primary School, PSHE education is a central part our curriculum as it enables our pupils to build positive, equal, consensual friendships and relationships and to develop skills to keep themselves and others healthy and safe, now and in the future. Our PSHE education curriculum supports personal development, behaviour for learning and promotes attributes such as kindness, respect, consent, resilience and self-efficacy. Our curriculum is ambitious and designed to enable our pupils to be successful by giving them all the knowledge and skills they need to succeed in life. It will provide opportunities to embed new knowledge and skills and practise these so they can confidently be used in real-life situations on and offline.

Our PSHE education programme supports our school to meet our statutory duties ‘*to promote the well-being of pupils at the school*’ and to ensure that we have a broad and balanced curriculum which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

As part of this broad and balanced curriculum, our PSHE education also promotes the values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those from secular and atheist backgrounds.

In the planning and delivery of PSHE education we will show due regard under the Equality Act 2010 to the need to:

- Eliminate discrimination and harassment
- Advance equality of opportunity
- Foster good relations

We will also comply with the Human Rights Act 1998.2

We will ensure that our PSHE programme is inclusive of all groups of pupils, is informed by their needs and reflects the diversity of our school and wider community. Our PSHE curriculum supports understanding of equality and diversity, the development of critical thinking skills, and encourages respectful and safe discussion and debate on sensitive issues.

Key Drivers :		Oracy	Power of Literature	A sense of belonging		Aspiration	Irresistibility
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Reception	Progression in Knowledge	<p>School Values BIG QUESTION: What are our school values and why are they important? Respectful Responsible Safe Develop an understanding of each value and why they are important.</p> <p>New beginnings (SEAL) BIG QUESTION: What are positive ways of learning with others? Positive ways for learning with others.</p> <p>Developing confidence in new social situations.</p> <p>Recognising and naming feelings.</p> <p>Global Citizenship Our City, Our World BIG QUESTION: Why am I important in my community? My school community ELG 13&14</p>	<p>Getting on and falling out BIG QUESTION: What feelings can I name? Making up after falling out, managing angry feelings. Friendship skills. Positive ways for learning with others. Naming feelings is the first step to managing feelings. ELG 06, 07 ,08</p> <p>Say no to bullying <i>B&H PSHE Team Anti bullying week</i> BIG QUESTION: What is mean behaviour? Mean behaviour is never OK. Bullying behaviour is mean behaviour that is on purpose and repeated. Safety network. (+ skills linked to annual Anti-Bullying week theme lesson)</p> <p>Family Diversity BIG QUESTION: How are families different? Who cares for me? Range of adults who help children. Different families same love.</p>	<p>Mental Health & Wellbeing <i>B&H PSHE Team Mental Health & Wellbeing Lessons</i> BIG QUESTION: What is wellbeing? Exploring concepts of MH&WB, big feelings; 5 ways to well-being: Naming feelings and ways to calm down</p> <p>Online Safety BIG QUESTION: What is screen time? 1 Decision – Pink’s Screen Time Safe amount of screen time and regular breaks.</p> <p>Gender-B&H PSHE team Lunchboxes BIG QUESTION: Is there more than one way to be a boy or a girl? Challenging Gender Stereotypes. Lunchboxes are for children not just for girls or boys. It is OK to like pink or blue (or other gender colour/image stereotypes) if you are a girl or a boy. Gender stereotypes limit everyone’s choice. It is not OK to put someone down because of their gender. There is more than one way to be a girl or a boy.</p>	<p>Good to be me <i>B&H GTBM Lessons</i> GARS (Growing an anti-racist school) BIG QUESTION: How are we similar and different? Identify & Belonging Similarities and Differences – with a focus on home food All different all equal including hair, skin, eyes, languages, families and food. Use language carefully to describe each other so that no-one ever feels put down for the colour of their skin; that all skin colours are beautiful, and one colour of skin is not better than another. Develop positive language to describe each other’s skin tone. ELG 06, 07 ,08</p> <p>Health & Drugs Education -B&H PSHE Team Keeping Healthy & safe BIG QUESTION: What is ‘health’? hand washing and asking for help</p>	<p>Relationships <i>B&H PSHE team Loss & Bereavement Lessons</i> BIG QUESTION: How does it feel to miss someone and how can I make myself feel better? Understanding how it feels to miss someone and how to make myself feel better. It is OK to feel sad and miss someone. Simple coping strategies. ELG 06, 07 ,08</p> <p>Protective Behaviours - <i>B&H PSHE Team Feeling Good Feeling Safe</i> BIG QUESTION: Do I know what it feels like to feel safe? Everyone has the right to feel safe all of the time. Nothing is too small or awful to talk about it. Early warning signs. Safe and unsafe touch. Safety network. ELG 06, 07 ,08</p>	<p>Relationships, Sex & Health Education <i>B&H PSHE team RSE lessons</i> BIG QUESTION: What can we do to look after our bodies? Body confidence and safety through confident use of scientific terms – vulva and penis. Growth needs both physical and emotional factors. Friendship skills need practise. Help each other to grow independence skills. ELG05,06,07,08</p> <p>Changes (SEAL) BIG QUESTION: How can changes make me feel sad? ELG14 Knowing how changes can make me feel and knowing some ways to cheer people up when they are sad. Recognising feelings linked to change and transition. Coping strategies. ELG05,06,07,08 ELG14 Going for goals (SEAL) BIG QUESTION: What is a goal?</p>
	Include Key strands						

			Parity of value and respect for all family types. ELG 01, 02,03, 06, 08	ELG 01,02,03,08	Balance of everyday and sometimes food for health. Importance of fruit and vegetables for health. What are germs? Handwashing limits the spread of germs. What can I do if I don't feel well? Who can I ask for help? ELG 05, 06, 07, 14		Trying new things in my learning and say how they have gone. ELG 06, 07 ,08
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	<p>Progression in skills</p> <p>Include Key strands</p>	<p>School Values I can follow rules and understand why they are important. I do not always need an adult to remind me of the rules.</p> <p>New beginnings (SEAL) I can tell you about myself and what I like and dislike. I can select and use activities and resources, with help when needed. I can achieve a goal I have chosen, or one which is suggested to me. I am gaining confidence to try new activities and show independence, resilience and perseverance in the face of challenge. I can recognise and name my own feelings.</p> <p>Global Citizenship Our City, Our World I am beginning to develop a sense of responsibility and membership of a community.</p>	<p>Getting on and falling out Identity, Self-awareness, resilience and managing feelings. I can recognise and name my own feelings. I can tell you when I am upset and what caused it. I can talk about and consider the feelings of others. I can take turns when I play with others. I am able to wait for what I want and control immediate impulses when appropriate. I know that good listening means facing the person who is talking.</p> <p>Say no to bullying I can tell you what mean behaviour is. I can ask for help. Anti-bullying week annual theme.</p> <p>Family Diversity I can tell you about the different people who care for me. I know there are different families.</p>	<p>Mental Health & Wellbeing I can name feelings from body clues. I can tell you about big feelings. I can tell you different ways to calm down. I can tell you what lonely means and how to manage lonely feelings.</p> <p>Online Safety I understand what a safe amount of screen time is and why I need breaks.</p> <p>Challenging Gender Stereotypes I can tell you that pink and blue is for everyone not just for boys and girls. I can make a design for a lunchbox that is for everyone (not just for girls or boys).</p>	<p>Good to be me GARS (Growing an anti-racist school) I can tell you what is the same and what is different about each other. I can tell you what makes me, and others feel happy and proud. I can describe my own and someone else's skin tone with positive and respectful words. I know what to do or say if someone is mean about someone else's food.</p> <p>Health & Drugs Education I can tell you what I need to eat to stay healthy. I can stop germs from spreading.</p>	<p>Relationships B&H PSHE team Loss & Bereavement Lessons I can tell you how it feels to miss someone and how to make myself feel better.</p> <p>Protective Behaviours - I can say when I feel safe and unsafe. I can describe my early warning signs. I can say when I think touch is safe or unsafe. I can ask for help.</p>	<p>Relationships, Sex & Health Education I can name the private and personal parts of the body. I can tell you what my body needs to grow. I can say phrases to help me make friends. I can begin to take care of myself.</p> <p>Essential skill 1: Identity, self-awareness, resilience and managing feelings.</p> <p>Essential skill 2: Getting on with others – negotiation and consent.</p> <p>Essential skill 3: Risk management – staying safe.</p> <p>Essential skill 4: Getting help.</p> <p>Changes (SEAL) I can tell you how changes make me feel. I can tell you some ways to cheer people up when they feel sad.</p> <p>Going for goals (SEAL) I can try new things in my learning and use vocabulary to describe how they've gone.</p>

	Tier 2 Vocabulary	Independent Rules Safe	Similar Different Share	Angry Scared Frightened	Clean Healthy Unhealthy	Touch Help Unsafe	Change Bottom Care
	Tier 3 Vocabulary	Respectful Responsible Excited	Upset Gentle Feelings	Nervous Worried Lonely	Exercise Germs Proud	Private Personal Relationship	Penis Vagina Growth
	Quality Texts	1 Decision Rainbow Drop text linked to values. Alphonse, That Is Not OK To DO – Daisy Hirst A Small Kindness – Stacy McNulty	My Family, Your Family – Laura Henry-Allain	When I’m Feeling Lonely – Trace Moroney	All Are Welcome – Alexandra Penfold Our Skin – Megan Madison	Owl Babies – Martin Waddell The Girl with the Parrot on Her Head – Daisy Hirst Silly Billy- Anthony Browne	All by Myself - Aliki
	Visits, visitors and experiences	Whole school values and zones learning. https://globaldimension.org.uk/the-global-learning-programme/	Anti-bullying week annual themed resources. ELSA resources	Children’s Mental Health Week – Themed activities and resources. ELSA resources	Healthy food tasting Gully’s Health squad	Winston’s Wish Resources ELSA resources	Transition activities ELSA resources
	Commitment to safeguarding	Understanding of what being safe is, how to keep themselves and others safe. Zones display with feelings and emotions cards to use when dysregulated.	Children can recognise bullying behaviour. Create a helping hand of trusted adults. Use Rainbow Drop resources.	Refer to zones display and add feelings/emotions vocabulary. Have a worry box available in class. Check daily. Support pupils to find strategies to self-regulate. Screen time Rainbow Drop resource.	Refer to worry box/helping hand for trusted adults.	Knowledge of cohort and pupils who may have previous trauma. Discuss with parent/carers prior to teaching. Pre-teach, check in after/1-1 adult support. Worry box.	Knowledge of cohort and pupils who may have previous trauma. Discuss with parent/carers prior to teaching. Pre-teach, check in after/1-1 adult support. Worry box
Year 1	Progression in Knowledge Include Key strands	School Values BIG QUESTION: How do I promote our school values? Respectful Responsible Safe Further develop an understanding of each value and why they are important. Begin to	Getting on and falling out (SEAL) BIG QUESTION: What makes a good friend? What makes a good friend, active listening, peaceful problem solving.	Mental Health & Wellbeing <i>B&H PSHE Team Mental Health & Wellbeing Lessons</i> BIG QUESTION: What are the 5 ways to wellbeing? Exploring concepts of MH&WB, big feelings; 5 ways to well-being:	Good to be me <i>B&H PSHE TEAM GTBM Lessons</i> GARS BIG QUESTION: What makes me unique? Focus on Identity and belonging –	Relationships (SEAL) BIG QUESTION: What is jealousy? Explore feelings of jealousy and coping strategies; explore ways to feel better when you feel hurt	Relationships, Sex & Health Education including family diversity <i>B&H PSHE team RSE lessons</i> BIG QUESTION: What keeps our bodies healthy as we grow?

	<p>recognise these values in own self and others.</p> <p>New beginnings (SEAL) BIG QUESTION: What is our class charter and why is it important? Class charter. Feeling scared/sad and feeling better. Everyone in the class has rights. Democracy Positive ways of learning with others. Understanding of school council and pupil voice. Human Values L1,4,5 R1,21,22,24,25</p> <p>Global Citizenship Our City, Our World BIG QUESTION: Why do we need community? My community and multicultural Britain. Exploring family life in different countries and comparing. People who are special to me. KS1 R21, 22,23, L4,5,6</p>	<p>Say no to bullying <i>B&H PSHE Team Anti bullying week</i> BIG QUESTION: What is bullying behaviour? Mean behaviour is never OK. Bullying behaviour is mean behaviour that is on purpose and repeated. Safety network. Anti-bullying week annual theme.</p> <p>H11, 12, 13,14, 15,16 R6, 7, 8, 9, 10,11,12, 20 21, 24</p> <p>Gypsy Roma Traveller education (GRT) B&H PSHE Team Kushti Atchin Tan) BIG QUESTION: How can I make people feel welcome? H11,12,13,14,15, R3,4,10,11,12,20, 21,22,23, L6</p>	<p>Power of kindness Our body health and feelings health are both as important for being a healthy person. Everybody's feelings go up and down. This is normal. 5 ways to well-being. It is OK to talk about feelings. H1,3,11, 12,13,14,15,16,17, 18,19 Gender BIG QUESTION: Are all toys for everyone or just girls or boys? <i>-B&H PSHE team</i> Toys: Challenging Gender Stereotypes Toys are for children not for just girls or just boys. It is OK to like dolls or trains (or any other gender colour/toy stereotype) if you are a girl or boy. Gender stereotypes limit everyone's choices. It is not OK to put someone down because of their gender. R21,23,25, L4,6,</p> <p>Online Safety BIG QUESTION: What is online bullying? Computing- BEEM resources available) 1 Decision Computer Safety - Online bullying H1,2,3,5,6,10,28,29,</p>	<p>exploring race and ethnicity. What do I like/not like? What makes me unique? Why do we have the skin we are in? What can we do if we don't feel happy about the way others are talking about our features? How can we be respectfully curious? H14, 15,21,22, R23,25 L4,5,6</p> <p>Health & Drugs Education- B&H PSHE Team Keeping Healthy & safe- BIG QUESTION: What healthy choices can I make? Healthy and unhealthy choices, Balance of everyday and sometimes food for health. Importance of fruit and vegetables for health. Importance of exercise. Concepts of safer and riskier regarding use of everyday medicines and household products.</p>	<p>without hurting others. Naming feelings and managing feelings. KS1 H11,12,13,14,15,16, 18,19 Protective Behaviours <i>B&H PSHE Team</i> Feeling Good Feeling Safe BIG QUESTION: What happens to my face and body when I feel safe? Everyone has the right to feel safe all of the time. Nothing is too small or awful to talk about. Early warning signs. Safe and unsafe touch. Safety network. KS1 H11,12,13,14,15,16,18, 19 R5,13,14,15,16,17,18, 19,20</p>	<p>Families are all different and all equal. Healthy growth includes physical and emotional factors. Body confidence and safety through confident use of scientific terms – like vulva and penis. Safe and unsafe touch and consent. Safety network – helping hands. KS1 H1, 2,3,4,17,20, 25,26 R1,2,3,13,23</p> <p>Changes & Moving Forward (SEAL) BIG QUESTION: What feelings are linked to change? Human timelines, natural changes and changes we can make ourselves. Knowing about feelings linked to change.</p> <p>Going for goals (SEAL) BIG QUESTION: What does transition mean? Knowing about different and own preferred learning style, setting a goal, avoiding distractions.</p>
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				31,33,37	<p>Safety rules for medicines (including not sharing medicines; dosage and storage). Importance of self-care as well as appropriate use of medicines when unwell. Coping strategies for peer pressure. H1,2,3, 5,6,10,28,29,31, 33,37</p> <p>Money Management (Taught through maths) 1 Decision resources L6,10,11,12,13</p>		<p>Knowing about feelings linked to transition. KS1 H11,12,13,14, 15,16,18,19,20, 24, 27</p>
	<p>Progression in skills</p> <p>Include Key strands</p>	<p>School values: I can follow rules and understand why they are important.</p> <p>New beginnings (SEAL) Democracy School council I understand the different roles and responsibilities people have in their community. I can tell you how I learn well with others. I can work together to create a class charter. I can recognise Human Values. Global Citizenship Our City, Our World Identity and belonging including:</p>	<p>Getting on and falling out (SEAL) I can tell you what makes a good friend. I can listen to a partner without interrupting and remember and repeat something they have said.</p> <p>Say no to bullying I can tell you what mean behaviour is. I can tell you what bullying behaviour is. I can ask for help if I see teasing or bullying behaviour.</p>	<p>Mental Health & Wellbeing I can tell you what makes my body and mind feel good. I can tell you what it means to be kind. I can tell you how being kind makes us feel. I can tell you how to be kind.</p> <p>Gender I can tell you that toys are for everyone not just for girls or just for boys.</p> <p>Online Safety</p>	<p>Good to be me GARS I can tell you what is the same and different about each other. I can say what I like/don't like. I understand why we have the skin we are in. I know what to do if I am not happy how others are talking about my features. I know how to be respectfully curious.</p> <p>Health & Drugs Education</p>	<p>Relationships (SEAL) I can tell you what jealousy means and ways to cope with this feeling.</p> <p>Protective Behaviours I can say when I feel safe and unsafe. I can describe my early warning signs. I can say when I think touch is safe and unsafe. I can tell you that my body belongs to me. If I feel worried, I can ask for help.</p>	<p>Relationships, Sex & Health Education including family diversity I can clarify what a family is. I can tell you who could be in a family. I can tell you how a baby grows and changes into a child. I can tell you what I need to grow. I can name the private and personal parts of the body. I can tell you about the pants rule and that this means that it is not OK for anyone</p>

		I know about the different groups I belong to. Similarities and differences in our school community. I can talk about the special people in my life and why they are special to me. (links to geography)	(+ skills linked to annual Anti-Bullying week theme lesson) Gypsy Roma Traveller education (GRT) I can recognise the ways I am the same as, and different to other people. I can make people feel welcome. I can recognise and respect differences between myself and people in the community who have different faiths/beliefs/cultural heritage.	I understand how my online activity can affect others. I can identify positives and negatives of using technology. I am able to recognise kind and unkind comments. I know who to ask for help.	I can tell you what choices I can make to be healthy. I can tell you what is safe or risky to put onto and into my body.		to touch us anywhere on our bodies without permission. I can ask for help. Changes & Moving Forward (SEAL) I can tell you how changes can make me feel. I can tell you about some changes I can make for myself. Going for goals (SEAL) I can recognise next steps and discuss goals for myself with support.
	Tier 2 Vocabulary	Rights Fair Rewards	Calm Mean Special	Myself Normal Happiness	Choices Balanced Healthy	Hurt Like Dislike	Goal Adult Family
	Tier 3 Vocabulary	Belonging Charter Involved	Bullying Lonely Welcome	Kindness Gender Unique	Included Risk Lifestyle	Jealous Emotions Coping	Female Male Permission
	Quality Texts	Responsible https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-am-i-always-responsible-for-my-actions/zdsywx Greta and the Giants – Zoe Tucker	Brighton and Hove Gypsy Roma Traveller Resources	The Feel Good Book – Todd Parr Be Kind – Pat Zietlow Miller William’s Doll – Charlotte Zolotow Julian is a Mermaid – Jessica Love	There’s Only One You – Kathryn Heling Whose Knees Are These? – Jabari Asim Happy in our Skin – Fran Manushkin	Jack’s Worry – Sam Zuppardi	Who has What? – Robie H. Harris

	Visits, visitors and experiences	Whole school values and zones recap/learning. https://globaldimension.org.uk/the-global-learning-programme/	Anti-bullying week annual themed resources. Traveller Education speaker. ELSA resources	Children's Mental Health Week – Themed activities and resources. ELSA resources	School Nurse Gully's Health squad	Pantosaurus ELSA resources	Transition activities ELSA resources
	Commitment to safeguarding	Reinforce values and definition of safe how to keep themselves and others safe. Zones display. Add to feelings and emotions to enable pupils to begin to explain.	Children can recognise bullying behaviour. Create a new helping hand of trusted adults.	Refer to zones display and add feelings/emotions vocabulary. Have a worry box available in class. Check daily. Support pupils to find strategies to self-regulate.	Refer to worry box/helping hand for trusted adults. Pupils begin to recognise and speak out/ask for support when encountering racial or discriminating incidents.	Knowledge of cohort and pupils who may have previous trauma. Discuss with parent/carers prior to teaching. Pre-teach, check in after/1-1 adult support. Worry box.	Knowledge of cohort and pupils who may have previous trauma. Discuss with parent/carers prior to teaching. Pre-teach, check in after/1-1 adult support. Worry box
Year 2	Progression in Knowledge Include Key strands	<p>School Values BIG QUESTION: What other values are important? Respectful Responsible Safe Children can discuss characteristics attributed to each value and begin to demonstrate these.</p> <p>New beginnings (SEAL) BIG QUESTION: How can I work with others positively? Positive ways for learning with others. Class charter and how to include everybody.</p> <p>Democracy UK Parliament Education Understanding of school council. Human and British Values KS1 L1,4,5 R10,11,12,,21,22,24,25</p>	<p>Getting on and falling out (SEAL) BIG QUESTION: What strategies will help me make new friends? Seeing other's points of view, working with other's skills.</p> <p>Say no to bullying <i>B&H PSHE Team Anti bullying week X 2 lessons</i></p> <p>BIG QUESTION: What is the difference between mean and bullying behaviour? Mean behaviour is never ok. Bullying behaviour is mean behaviour that is on purpose and repeated. Safety network</p>	<p>Mental Health & Wellbeing BIG QUESTION: What positive routines can improve my mental health and wellbeing? <i>B&H PSHE Team Mental Health & Wellbeing Lessons</i> Exploring concepts of MH&WB, big feelings; 5 ways to well-being: Importance of sleep Our body health and feelings health are both as important for being a healthy person. Everybody's feelings go up and down. This is normal. It is ok to talk about feelings. Positive routines for better bedtimes and sleep The importance of talking to a trusted adult if a child is feeling worried. Normalise worry:</p>	<p>Good to be me GARS <i>B&H PSHE Team GTBM Lessons</i> BIG QUESTION: What is the same and what is different about our families? Focus on Identity and belonging – exploring race and ethnicity. What makes me glad to be me? What is the same and what is different about our families and what we do at home? What do we celebrate? Which festivals and celebrations does my family observe?</p>	<p>Relationships <i>B&H PSHE team Loss & Bereavement Lessons</i> BIG QUESTION: What strategies can I use when I feel sad? Explore love and feeling cared for; and explore loss and coping strategies. It is ok to feel sad and miss a much-loved pet. Simple coping strategies. Safety network. Winston's Wish resources KS1 H11,12,13,14,15,16,18,19,20,33 R5,20</p> <p>Protective Behaviours -</p>	<p>Relationships Sex & Health Education <i>B&H PSHE Team RSE lessons</i> BIG QUESTION: What are the differences between most boys' and most girls' bodies? Body confidence and being body kind to others. Body confidence and safety through confident use of scientific terms -vulva and penis Making links between personal and private parts of the body and sexual reproduction. Including: Male and female parts are needed to make babies. Some people when, they are grown up,</p>

		<p>Global citizenship Our City, Our World BIG QUESTION: How does my environment differ from others? My community and multicultural Britain. Environments. KS1 R21, 22,23, L4,5,6</p>	<p>Anti-bullying week annual theme. KS1: H11, 12, 13,14, 15,16 R6, 7, 8, 9, 10,11,12, 20 21, 24 Disability Equality Education- B&H PSHE Team Nothing About Me Without Me Lessons BIG QUESTION: What is disability and equality? Recognising similarities and differences. What makes us unique? Understanding what disability is. Seeing others as equal KS1 H11,12,13,14,15,22, 23 R3,4,6,7,10,11,12,20, 21,22,23,24 L6</p>	<p>Feeling worried is a normal part of the range of feelings someone might feel during a day. Feeling worried is an emotion. It is normal to have emotions in response to things that are happening around us and we use feelings words to describe how we feel (happy, sad, excited, worried) Worries are thoughts and feelings about something that is happening or might be going to happen that makes someone feel unsafe. Everybody feels worried sometimes. Safety network KS1 H1,3,4,9,11,1,21,31,4,15,1 6,1,7,18,18 Careers & Gender BIG QUESTION: What is gender? Jobs / careers are for people not for just women or just men. It is ok to want to do any job) regardless of if you are a girl or a boy. Gender neutral language for jobs e.g. head teacher Gender stereotypes limit everyone's choices. It is not ok to put someone down because of their gender.</p>	<p>How do we treat each other with respect? What is racist behaviour? KS1 H14, 15, 21,22, 23, R23,25 L4,5,6 Health & Drugs Education B&H PSHE Team Keeping Healthy & safe BIG QUESTION: What are the safety rules for medicines? Healthy choices and Safety at home and in the community Choose healthier everyday habits: People make choices every day which can have a positive impact on their current and future health. These choices include what you eat and drink, how much you exercise and sleep and hygiene routines how we look after our mental health and well-being. Importance of mental and physical health Concepts of safer and riskier regarding</p>	<p>B&H PSHE Team Feeling Good Feeling Safe KS1 H11,12,13,14,15,16,18 ,19 R5,13,14,15,16,17,18, 19, 20 BIG QUESTION: What is a right? Everyone has the right to feel safe all of the time. Nothing is too small or awful to talk about it. Body confidence Early warning signs Safety continuum Safe and unsafe touch Safety network.</p>	<p>may choose to have a baby. In humans, to make a baby you need a sperm from a grown-up male body and an egg from a grown-up female body. KS1 H3,17,21,22, 25,26 R6,7,13,17,23 Changes & Moving Forward (SEAL) BIG QUESTION: How can I manage change? Understanding what a habit is and how to change them. Recognise feelings linked to change and transition. Coping strategies Going for goals (SEAL) BIG QUESTION: What goals can I set for myself going into KS2? I can set realistic goals with support. KS1 H11,12,13,14,15,16,18 19,20, 24, 27</p>
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				<p>There is more than one way to be a girl or a boy. KS1 R21,23,25 L15,16,17</p> <p>Online Safety BIG QUESTION: What is safe screen time? (taught through Computing- BEEM resources available) Online activity Gaming Being kind online Clicking carefully Safe screen time 1 Decision resources can also be used. KS1 H28, 34, R10, 12,17,20,21,22, L7,8,9</p>	<p>use of everyday medicines and household products Safety rules for medicines (including not sharing medicines; dosage and storage) Social model of disability All different all equal Safety and risk in the home and local environment Safety network – helping hands. KS1 H1,3,5,6,10,28,29,30 , 31,33,37</p> <p>Healthy Eating (taught through science, PE & DT) KS1 H1,2</p> <p>Money Management KS1 R23, L6,10,11,12,13</p>		
	<p>Progression in skills Include Key strands</p>	<p>School Values I can recognise characteristics attributed to being Responsible, Respectful and Safe. I can demonstrate some of these characteristics.</p> <p>New beginnings (SEAL) I can demonstrate positive ways to learn well with others.</p>	<p>Getting on and falling out (SEAL) I can see things from another person's point of view. I understand Friendship skills need practise.</p>	<p>Mental Health & Wellbeing I can listen to my body clues and recognise my feelings. I can tell you what can help our bodies and our minds to feel good. I can tell you why we need sleep and how sleep keeps us healthy.</p>	<p>Good to be me GARS I can tell you what is the same and different about each other. I can tell you what makes me and others feel happy and proud.</p>	<p>Relationships I can tell you when I feel happy and sad. I can tell you that it is ok to feel sad. I can tell you about some strategies for coping when a pet dies. I can tell you how to get help.</p>	<p>Relationships Sex & Health Education I can tell you that bodies come in all shapes and sizes. I can tell you what is great about my body. I can tell you what I could say or do if I notice someone being</p>

		<p>I can be an excellent learning hero.</p> <p>Democracy</p> <p>I understand what UK parliament is.</p> <p>I can recognise human and British values.</p> <p>Actively respond to/participate in school council.</p> <p>Global citizenship</p> <p>Our City, Our World</p> <p>I can explore places where people live which are different from where I live.</p>	<p>I can say phrases to help me make friends.</p> <p>I can tell you what is important in being a good friend.</p> <p>I can tell you what I can say and do to help to make friends and show caring thinking.</p> <p>Say no to bullying</p> <p>I can tell you what mean behaviour is.</p> <p>I can tell you what bullying behaviour is.</p> <p>I can ask for help.</p> <p>(+ skills linked to annual Anti-Bullying week theme lesson)</p> <p>Disability Equality Education-</p> <p>I am able to recognise that some groups of people are not treated equally, and I know some ways to challenge this safely.</p>	<p>I can tell you what stops us from sleeping.</p> <p>I can tell you how I can have better bedtimes.</p> <p>I can tell you what feeling worried means.</p> <p>I can tell you what some healthy ways are to manage our worries.</p> <p>I can tell you what I might say or do if I feel worried.</p> <p>I can tell you where I can get help.</p> <p>Careers & Gender</p> <p>I can tell you about jobs that are for everyone not just girls or boys/ women/ men. I know that jobs / careers are for people not for just women or just men.</p> <p>I can aspire to do any job I want regardless if I am a girl or a boy.</p> <p>I can recognise and use gender neutral language for jobs e.g. head teacher</p> <p>I know that gender stereotypes limit everyone's choices.</p> <p>I understand that it is not ok to put someone down because of their gender.</p> <p>I know there is more than one way to be a girl or a boy.</p> <p>Online Safety</p> <p>I understand what someone my age might do online.</p>	<p>I know what makes me glad to be me.</p> <p>I know which celebrations my family observes.</p> <p>I know how to treat each other with respect.</p> <p>I can recognise racist behaviour.</p> <p>I can describe my own and someone else's skin tone with positive and respectful words.</p> <p>I know what to do or say if someone is mean about someone else's skin tone.</p> <p>Health & Drugs Education</p> <p>I can tell you about choices I can make to be healthier.</p> <p>I can tell you ways to make walking to school healthy and fun.</p> <p>I can tell you how to relax.</p> <p>I can tell you how to take medicines safely.</p> <p>I can tell you how medicines can help some people stay well and help others feel better.</p> <p>I can tell you about risks and hazards in</p>	<p>Protective Behaviours</p> <p>-</p> <p>I can tell you that I have a right to feel safe.</p> <p>I can say when I feel safe and unsafe.</p> <p>I can name the private and personal parts of the body.</p> <p>I can describe my early warning signs.</p> <p>I can tell you what fun to feel scared means and give you some examples.</p> <p>I can tell you what I can do if something does not feel fun to feel scared anymore.</p> <p>I can say when I think touch is safe or unsafe.</p> <p>I can tell you what the underwear rule is.</p> <p>I can tell you about being boss of my body.</p> <p>I can tell you about safe and unsafe secrets.</p> <p>I can ask for help</p>	<p>mean about someone else's body.</p> <p>I can tell you why differences between most girls' and most boys' bodies are there.</p> <p>I can name the private and personal parts of the body.</p> <p>I can tell you what I can do if I feel embarrassed.</p> <p>I can tell you why all animals including humans, have male and female body parts.</p> <p>Changes & Moving Forward (SEAL)</p> <p>I can tell you how changes can make me feel.</p> <p>I can tell you some ways to manage change.</p> <p>Going for goals (SEAL)</p> <p>I can independently identify and set learning goals for myself.</p>
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				I know what technology is safe for me to use and how to stay safe when using it.	my home and local environment. I can tell you how I can get help		
	Tier 2 Vocabulary	Environment Hopes Positive	View Equal Positive	Career Normal Trust	Appearance Relaxed Tone	Loss Trust Secret	Physical Achieve Control
	Tier 3 Vocabulary	Contribution Community Characteristic Democracy	Disability Honesty Compliment	Worried Gender Stereotype	Race Racism Anti-racism	Breasts Nipples Death	Testicles Anus Vulva
	Quality Texts	Old Enough to Save the Planet – Loll Kirby What Can a Citizen Do? – Dave Eggers Meesha Makes Friends – Tom Percival	This is Our House – Michael Rosen It's Ok to be Different – Todd Parr	Dogs Don't Do Ballet – Anna Kemp Ruby's Worry – Tom Percival	Marvellous Me – Lisa Bullard The Family Book – Todd Parr	The I'm Not Scared Book – Todd Parr For Every Child – Unicef Let's Celebrate – Kate De Palma Our Class is a Family – Shannon Olsen Goodbye Mousie – Jan Ormerod	Introducing Teddy – Jessica Walton
	Visits, visitors and experiences	Whole school values and zones learning recap/learning. https://globaldimension.org.uk/the-global-learning-programme/ https://thoughtboxeducation.com/client/curriculum	Anti-bullying week annual themed resources. ELSA resources	Children's Mental Health Week – Themed activities and resources. Careers visit (parent/carer) ELSA resources	School Nurse Gully's Health Squad	Winston's Wish resources ELSA resources	Transition activities ELSA resources
	Commitment to safeguarding	Reinforce values and definition of safe how to keep themselves and others safe. Zones display. Add to feelings and emotions to enable pupils to begin to explain and develop strategies to self-regulate.	Children can recognise bullying behaviour and know who to ask for support. Create a new helping hand of trusted adults. Support networks, organisations.	Refer to zones display and add feelings/emotions vocabulary. Have a worry box available in class. Check daily. Support pupils to find strategies to self-regulate and have trusted adults to ask for support/discuss worries. Ensure pupils know where	Refer to worry box/helping hand for trusted adults. Pupils begin to recognise and speak out/ask for support when encountering racial or discriminating incidents.	Knowledge of cohort and pupils who may have previous trauma. Discuss with parent/carers prior to teaching. Pre-teach, check in after/1-1 adult support. Worry box.	Knowledge of cohort and pupils who may have previous trauma. Discuss with parent/carers prior to teaching. Pre-teach, check in after/1-1 adult support. Worry box.

				to find support e.g. trusted adults, networks, organisations.	Ensure pupils know where to find support e.g. trusted adults, networks, organisations.	Ensure pupils know where to find support e.g. trusted adults, networks, organisations.	Ensure pupils know where to find support e.g. trusted adults, networks, organisations.
Year 3	<p>Progression in Knowledge</p> <p>Include Key strands</p>	<p>School Values BIG QUESTION: How can I be a responsible, respectful and safe member of the community? Respectful Responsible Safe Children can discuss characteristics attributed to each value and consistently demonstrate these. New beginnings (SEAL) BIG QUESTION: How do I welcome and value others? Class charter; welcoming and valuing others.</p> <p>Democracy UK Parliament Education Human and British Values Understanding what school council is. KS2 R31,32,33,34 L1,2,3,3,5,6</p> <p>Global Citizenship Our City, Our World BIG QUESTION: How do my actions impact the wider environment? Being a global citizen. I know how to find about local, national and international issues and can express my views on these.</p>	<p>Getting on and falling out (SEAL) BIG QUESTION: What are my triggers and how can I respond to them? Recognising your triggers, how the body responds to anger, calming down strategies and win win solutions. Reciprocal and respectful listening. Friendship skills. Friendships should feel good and make someone feel happy. Friendships have ups and downs which can usually be solved. KS2 R10, R11,13,14,17</p> <p>Say no to bullying <i>B&H PSHE Team Anti bullying week X 2 lessons</i> BIG QUESTION: How can I challenge bullying behaviour? Mean behaviour is never OK. Bullying behaviour is mean behaviour that</p>	<p>Mental Health & Wellbeing BIG QUESTION: What is resilience? <i>B&H PSHE Team Mental Health & Wellbeing Lessons</i> Exploring concepts of MH&WB, big feelings; 5 ways to well-being: Developing a 'strong mind'- resilience. We need healthy bodies and healthy minds to feel well. Healthy minds refers to our mental health or our emotional well-being. It includes our thinking our feelings and our moods. Normalise experiencing a range of feelings. KS2 H14,15,16,17,18,21,22</p> <p>Online Safety BIG QUESTION: How should I behave online? (taught through Computing- BEEM resources available) How do I behave online? What should I view, share, upload and download? Who should I interact with? Am I using technology too much?</p>	<p>Good to be me <i>B&H GTBM Lessons</i> GARS BIG QUESTION: Why do we look the way we do? Focus on Identity and belonging – exploring race and ethnicity – challenging prejudice. What makes me me? How do I describe myself? Why do we look the way we do? Are all humans the same? What do we have in common? Race, racism, anti-racism. Cultural heritage Why do we all eat different foods? How can we make sure everyone feels like they belong? KS2 H25,27,28,21,32 R19,20,21 L8,9,10</p> <p>Drugs & Alcohol Education -B&H</p>	<p>Relationships (SEAL) BIG QUESTION: What is shame, guilt and embarrassment? Exploring shame, guilt and making amends. Coping with embarrassment. KS2 R17,18,19,20,21,24</p> <p>Protective Behaviours - <i>B&H PSHE Team Feeling Good Feeling Safe</i> BIG QUESTION: Can I control my feelings? Everyone has the right to feel safe all the time. Nothing is too small or awful to talk about it. Body confidence Early warning signs Safety continuum Safe and unsafe touch Safety network</p> <p>KS2 H17,18,19,20,21 R22, 24, 25 ,26, 27, 28 ,29</p>	<p>Relationships, Sex & Health Education <i>B&H PSHE team RSE lessons including Family Diversity</i> BIG QUESTION: How can we feel good about ourselves? Promote body confidence and safety via confident use of scientific names for the private and personal parts of the body. Correct use of vulva. Safety messages: These are the parts of your body under your pants. They are personal and private. They belong to you. Usually only you, your family or a doctor or nurse might see them. KS2 H30, R1,5,6,7,8,9,10,11,13, 14,15,16, 17, 18 Changes &Moving Forward (SEAL) BIG QUESTION: What strategies can I use to help me cope with difficult feelings around change?</p>

		<p>KS2 R32,33,34 L6,7,8 (links to geography)</p>	<p>is on purpose and repeated. Safely challenging bullying behaviour – being an upstander. Safety network. Anti-bullying week annual theme. KS2 R19,20,21</p> <p>Money Management (taught as part of maths) 1 Decision resources available. KS2 L17,18,19,20,21,22 R12,20,22,23,24,26,29,30,31, L11,12,13,16</p>	<p>Pop up ads and advertising. 1 Decision resources can also be used. KS2 H37,42 Gender- BIG QUESTION: How can I communicate positively with others? <i>B&H PSHE team</i> <i>Be who you are lessons</i> Gender Identity & stereotyping More than one way to be a boy or girl. Gender neutral language. Gender stereotypes limit everyone's choice. It is not OK to put someone down because of their gender. KS2 H25,26,27,28 R11,15,19,20,21,32,33</p>	<p><i>PSHE Team Keeping Healthy & safe-</i> BIG QUESTION: What are drugs? Safety and risk in everyday medicines and drugs. Some drugs are legal, and some are illegal. A drug is a chemical. Some drugs are medicines. Drugs, medicines and other chemicals need to be stored safely. Taking any drugs, alcohol and tobacco can affect a young persons' brain. KS2 H1,2,3,4,5,7,15,16,38,39,40, 41, 46, 47,48 R15</p> <p>Healthy Eating (taught through science, PE & DT) People make choices every day which can have a positive impact on their current and future health. These include what you eat and drink. KS2 H1,2,3,4,5,6,</p>	<p>Different types of changes, coping with difficult feelings about changes. Coping strategies KS2 H17,18,19,20,35,36 R23,24</p> <p>Going for goals (SEAL) BIG QUESTION: How can I achieve my goal? Taking responsibility for own behaviour and learning, setting a goal and planning how to achieve it. Growth mindset - can't do it yet. KS2 L25,26,28,31,</p> <p>First aid... BIG QUESTION: What is First Aid? St John's Ambulance pathway. Allergies. Introduction to Red Cross (BEEM resources)</p>
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	<p>Progression in skills</p> <p>Include Key strands</p>	<p>School Values I have a good understanding of what each value means, and I can consistently demonstrate these characteristics.</p> <p>New beginnings (SEAL) I can work together to create a class charter, welcoming and valuing others.</p> <p>Democracy I understand what school council is and I can actively respond to or participate in discussions about this. I have an understanding of UK Parliament, voting and representation. I understand the importance of human and British values.</p> <p>Global Citizenship Our City, Our World I can discuss ways in which people's lives are similar and different and give reasons for these differences. I can explore differences of opinion and identify if I feel these are fair. I can think about the lives of people in other places, make considered decisions and give reasons for my opinions. I can recognise how my actions impact on people living in different countries.</p>	<p>Getting on and falling out (SEAL) I can learn well with others. I can listen well with a partner. I can tell you when a friendship feels healthy. I can tell you some things to say when there is a problem in a friendship.</p> <p>Say no to bullying I can tell you what mean behaviour is. I can tell you what bullying behaviour is. I know what to safely say and do if I notice bullying happening to me or someone else. I can ask for help. (+ skills linked to annual Anti-Bullying week theme lesson)</p>	<p>Mental Health & Wellbeing I can clarify the concepts: mental health and well-being. I can begin to tell you about how people experience mental health. I can tell you about the 5 ways to well-being. I can tell you some of the ways to grow a strong mind. I can tell you what being grateful means. I can think of examples of gratitude. I can use my breathing to feel calmer and more relaxed. I can tell you where I can get help.</p> <p>Online Safety I understand how online content might make me feel worried or sad. I understand how my online content can affect others. I understand that I should ask permission to share content. I understand who I can talk to online. I can recognise when I am online too much and take a break.</p> <p>Gender- I can begin to tell you gender stereotypes.</p>	<p>Good to be me GARS I understand what makes me me and can use words to describe myself. I can recognise what I have in common with others. I understand the words race, racism, and anti-racism. I can help others feel like they belong. I can listen to others' stories and talk about differences respectfully. I understand what cultural heritage is.</p> <p>Drugs & Alcohol Education I can begin to tell you about the effects and risks of everyday drugs on human brains and bodies. I can begin to tell you why some people make risky choices. I can tell you what a drug and medicine is. I can clarify safer and riskier choices. I can tell you how to stay safer with drugs litter and everyday substances like</p>	<p>Relationships (SEAL) I can tell you what guilt means and ways to make amends. I can tell you what I can do if I feel embarrassed.</p> <p>Protective Behaviours - I can tell you that I have a right to feel safe. I can say when I feel safe and unsafe. I can name the private and personal parts of the body. I can describe my early warning signs, can tell you what fun to feel scared and risking on purpose means and give you some examples. I can tell you what I can do if something does not feel fun to feel scared anymore. I can tell you when I think touch is safe and unsafe. I can tell you what the underwear rule is. I can tell you about being boss of my body. I can tell you about the sort of person who can help me. I can ask for help.</p>	<p>Relationships, Sex & Health Education I can tell you what is the same and what is different between most girls' and most boys' bodies. I can name the private and personal parts of the body. I can tell you how to keep my personal and private parts of the body safe. I can tell you that bodies come in all shapes and sizes. I can tell you what I could do or say if I notice someone being mean about someone else's body. I can tell you how we feel good about ourselves. I can suggest some ways to make myself feel better if I feel down.</p> <p>Changes & Moving Forward (SEAL) I can tell you how changes can make me feel. I can tell you some ways to manage change.</p> <p>Going for goals (SEAL)</p>
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				I can tell you there is more than one way to be a boy or a girl.	cleaning products, medicine, tobacco, and alcohol at home and in the environment like the park. I can tell you how to say no safely. I can tell you how I can get help.		I can set short term learning goals. First Aid I know how to treat bites and stings. Introduction to Red Cross
	Tier 2 Vocabulary	Impact Action Welcome	Acceptable Celebrate Solution	Online Connect Notice	Ancestors Effect Common	Purpose Amends Justice	Aid Emotions Strengths
	Tier 3 Vocabulary	Opinion Perspective Citizen Parliament	Reciprocal Conflict Appreciation	Grateful Wellbeing Communication	Homo sapien Culture Heritage	Embarrassed Shame Guilt	Genitals Enthusiastic Ambition
	Quality Texts	Here We Are – Oliver Jeffers	The Friendship Bench – Wendy Meddour	My Strong Mind – Neils Van Hove	We All Belong – Alex Goss The Day you Begin – Jacqueline Woodson Super Duper You - Sophy Henn	My Many Coloured Days – Dr Seuss I Have the Right -Reza Dalvand	A Touching Book – Jan Hindman Amazing You – Dr Gail Saltz
	Visits, visitors and experiences	Whole school values and zones learning recap/learning. https://globaldimension.org.uk/the-global-learning-programme/ https://thoughtboxeducation.com/client/curriculum https://learning.parliament.uk/en/ House of Lords trip (free)	Anti-bullying week annual themed resources. ELSA resources	Children's Mental Health Week – Themed activities and resources. ELSA resources	Healthy food tasting. Gully's health squad	Pantosaurus ELSA resources	Transition activities St. John's Ambulance ELSA resources

	Commitment to safeguarding	Reinforce values and definition of safe how to keep themselves and others safe. Zones display. Add to feelings and emotions to enable pupils to begin further explain and develop strategies to self-regulate.	Children can recognise bullying behaviour and know who to ask for support. Create a new helping hand of trusted adults. ELSA leaflet display. Support networks, organisations.	Refer to zones display and add feelings/emotions vocabulary. Have a worry box available in class. Check daily. Support pupils to find strategies to self-regulate. ELSA leaflet display. Ensure pupils know where to find support e.g. trusted adults, networks, organisations.	Refer to worry box/helping hand for trusted adults. Pupils begin to recognise and speak out/ask for support when encountering racial or discriminating incidents. Ensure pupils know where to find support e.g. trusted adults, networks, organisations.	Knowledge of cohort and pupils who may have previous trauma. Discuss with parent/carers prior to teaching. Pre-teach, check in after/1-1 adult support. Worry box. ELSA leaflet display. Ensure pupils know where to find support e.g. trusted adults, networks, organisations.	Knowledge of cohort and pupils who may have previous trauma. Discuss with parent/carers prior to teaching. Pre-teach, check in after/1-1 adult support. Worry box. ELSA leaflet display. Ensure pupils know where to find support e.g. trusted adults, networks, organisations.
Year 4	Progression in Knowledge Include Key strands	<p>School Values BIG QUESTION: How can I be a role model to others? Respectful Responsible Safe</p> <p>New beginnings (SEAL) BIG QUESTION: What are my rights and responsibilities in school? Rights and responsibilities in school, coping with new situations. KS2 L1,3,4 ,6, 7 Democracy UK Parliament Education School council. Human and British Values. KS2 L1, 2 Global Citizenship Our City, Our World <i>B&H PSHE Team Refugee Education</i></p>	<p>Getting on and falling out (SEAL) BIG QUESTION: How can I regulate my emotions? Not losing your cool-regulating your emotions and group work skills. Friendship should make someone feel good and happy. Friendships have ups and downs which can usually be solved. KS2 R10,11,13,14,15,16, 17,18 Say no to bullying <i>B&H PSHE Team Anti bullying week</i> BIG QUESTION: What is an upstander? Safely challenge bullying behaviour – being an upstander.</p>	<p>Mental Health & Wellbeing BIG QUESTION: What is mental health? <i>B&H PSHE Team Mental Health & Wellbeing Lessons</i> Exploring concepts of MH&WB, big feelings; 5 ways to well-being: Notice, including mindfulness. We need healthy bodies and minds to feel well. If we are talking about healthy minds this is called our mental health or emotional well-being. We all have positive and negative emotions that come and go depending on what is going on around us. Sad or negative feelings are a normal part of our mental health.</p>	<p>Good to be me <i>B&H GTBM Lessons</i> GARS BIG QUESTION: What are the different parts of my identity? Focus on Identity and belonging – exploring race and ethnicity – challenging prejudice. What are the different parts of my identity? What is diversity? What is family/ethnic/cultural heritage? How can we grow an anti-racist school? Is it racist to touch someone's hair because it is unfamiliar to us?</p>	<p>Relationships <i>B&H PSHE team Loss & Bereavement</i> BIG QUESTION: What is loss and what strategies can I use to help me cope? Exploring Loss and coping strategies. It is OK to feel sad and miss a person when someone dies. Winston's Wish resources KS2 H17, 18,19,20,23, 24 Protective Behaviours - <i>B&H PSHE Team Feeling Good Feeling Safe</i> BIG QUESTION: Do I know where my safe places are?</p>	<p>Relationships, Sex & Health Education <i>B&H PSHE team RSE lessons</i> BIG QUESTION: What happens to my body as I grow and change from a child to a grown up? The parts of the body under your pants are personal and private and they belong to you. Usually only you, your family and a doctor or nurse might see them. Puberty. Normalise impact of puberty on feelings. Although we grow and change, we are all special and unique. Coping strategies.</p>

		<p>BIG QUESTION: What is a refugee? Refugees are families who have to leave their homes and countries because they are in danger. They often escape to other countries by car or boat. They are refugees because of where they were born. KS2 L2,8,9,10, R21,32 ,33</p>	<p>Safety network. Anti-bullying week annual theme. KS2 R19, 20, 21</p> <p>Money Management (taught as part of maths) 1 Decision resources available. KS2 L17,18,21</p>	<p>Big feelings can sometimes be too much to manage alone. Asking for help. These feelings may affect our concentration, sleep, how we feel, think and get on with others. KS2 H14,15,16,17,18,19,20 ,21,22 Online Safety BIG QUESTION: What should I share online and who can I trust? (taught through Computing- BEEM resources available) SMART CREW What is an unknown sender? Who can you trust? Sharing with strangers. Cyberbullying Online friends are still strangers. 1 Decision resources can also be used. KS2 H 37,42 R 11, 12, 15, 18, 19, 20,22,23,24, 27, 28, 29, 30,31 L11,12,13,14,15,16 Disability Equality Education BIG QUESTION: What does the word impairment mean? B&H PSHE Team Nothing About Me Without Me Lessons All different all equal.</p>	<p>How can we make sure everyone feels good, and feels safe about how they look? Is it racist to make comments about the food other people eat? Is it racist to make comments about someone's religion or faith? What is fasting? KS2 H25,27,28,21,32 R19,20,21 L2, 6, 7,8, 9, 10</p> <p>B&H PSHE Team Poverty Proofing Lessons BIG QUESTION: What is poverty? Basic needs Understanding what poverty means, what it is not, where poverty happens and when. You cannot always tell that someone is living in poverty by looking at them. On our schools there will be families who struggle with money. Schools are working hard to help so children do not miss out and can join in.</p>	<p>Everyone has the right to feel safe all of the time. Body confidence. Early warning signs. Safe and unsafe touch. Safety continuum. Safety network. KS2 H17,18,19,20,21 R22, 24, 25 ,26, 27, 28 ,29</p>	<p>All human babies need a sperm and an egg to begin. Families grow in lots of different ways. KS2 H14,17,18,19,20,21, 24,26,27,28,30,31,32, 33, 34,35 R1,3,5,6,7,8,9,10,11, 13, 14,15,16,17,18, 19,20,21,29,31, 32,33 L8,9,10,25 Changes & Moving Forward (SEAL) BIG QUESTION: What does it mean to be insecure? Coping with unwanted changes, giving and asking for help Recognise feelings linked to change and transition. Coping strategies Going for goals (SEAL) BIG QUESTION: What barriers are there to achieving my goal? Identifying barriers, setting goals to overcome barriers, giving and accepting advice. KS2 H24, 29,36 L25 First aid...</p>
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				<p>Different not other. Social model definitions of impairment and disability. Reasonable adjustments so that everyone can join in. Challenge prejudice and discrimination. A young carer is a child or young person aged between 6 and 17 who cares for a family member who is ill, has an impairment and is disabled, has mental health issues or problems with alcohol or drugs. All different all equal. KS2 R32 R20,21 L2,3,4,6,8,9,10</p>	<p>All different all equal. KS2 L17, 18, 20 Drugs & Alcohol Education - B&H PSHE Team <i>Keeping Healthy & safe-</i> BIG QUESTION: What is the difference between a drug and a medicine? Healthy & unhealthy choices, Tobacco education Some drugs are legal. Tobacco is a product made from the leaves of a plant. Safe choices, riskier choices. A drug is a chemical substance that changes how someone's brain and body works. A medicine is a type of drug that is used to keep people well. Some drugs are medicines. Not all grown-ups drink alcohol, smoke or use drugs. Taking any drugs, alcohol and tobacco can affect a young person's growing brain.</p>	<p>BIG QUESTION: What situations require First Aid? St John's Ambulance pathway. Asthma. (BEEM resources) 1 Decision resources</p>
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	<p>Progression in skills</p> <p>Include Key strands</p>	<p>School Values I can consistently demonstrate characteristics attributed to the school values. I am a role model to my younger peers.</p> <p>New beginnings (SEAL) I can work together to create a Class charter, welcoming and valuing others</p> <p>Democracy I understand different roles in UK Parliament and how they relate to voting and representation. I have an understanding of the election process. I can recognise and demonstrate human values within myself.</p>	<p>Getting on and falling out (SEAL) I can clarify the feeling of anger; recognise triggers for anger, explain how the body responds to anger, and suggest calming down strategies. I can tell you when a friendship feels healthy. I can tell you some things to say to show caring thinking in a friendship. I can suggest ways to cope when there is a problem in a friendship.</p>	<p>Mental Health & Wellbeing I can clarify the concepts: mental health and well-being. I can begin to tell you about how people experience mental health. I can tell you how I am going to try and grow my sense of well-being. I can tell you about the 5 ways to well-being. I can tell you about big feelings and when to get help. I can tell you about what being mindful means and how it can help grow well-being.</p>	<p>Good to be me GARS I understand and can explain my identity. I know what diversity, family/ethnic/cultural heritage is. I can begin to help grow an anti-racist school. I understand that it is not OK to touch someone's hair because it is different and I know it is important to make sure everyone feels good, and feels safe about how they look.</p>	<p>Relationships I can clarify what loss means and give some examples. I can tell you that it is OK to feel sad. I can tell you about some strategies for coping with the feelings of loss when a person dies. I can tell you how to get help.</p> <p>Protective Behaviours - I can tell you that I have a right to feel safe. I can say when I feel safe and unsafe.</p>	<p>Relationships, Sex & Health Education I can tell you what I can do if I feel embarrassed. I can tell you how children grow and change into adults. I can tell you what is the same and different between most boys' and most girls' bodies. I can name the personal and private parts of the body. I can tell you how to keep my personal and private parts of the body safe. I can tell you what I could do or say if I</p>

		<p>I understand what school council is and I can actively respond to or participate in discussions about this.</p> <p>Global Citizenship Our City, Our World Refugee Equality Education I can tell you what a refugee is. I can tell you what I have in common with a refugee child. I can tell you ways to welcome a refugee child into my class community.</p>	<p>Say no to bullying I can tell you what mean behaviour is. I can tell you what bullying behaviour is. I know what to safely say or do if I notice bullying happening to me or someone else. I can tell you what an upstander is. I can ask for help. (+ skills linked to annual Anti-Bullying week theme lesson)</p> <p>Money Management</p>	<p>I can use my breathing to feel calmer and more relaxed. I can tell you where I can get help.</p> <p>Online Safety I can recognise an unknown sender. I know who I can trust online. I understand that I should not share personal information with strangers. I know what cyberbullying is and the impact it can have. I understand that online friends are still strangers</p> <p>Disability Equality Education I can tell you how I am the same and different from other people. I can tell you what makes me feel unique. I can begin to tell you what being disabled and having an impairment means. I can begin to clarify what making an assumption means. I can tell you about the effect of the language someone might choose to use to describe someone else. I can tell you how to ask friendly questions and</p>	<p>I know I should not make comments about the food other people eat or other faiths and religions. I understand what fasting is.</p> <p>B&H PSHE Team Poverty Proofing Lessons I can begin to tell you the difference between a want and a need. I can tell you why we want what we want. I can begin to tell you about the how someone can resist the pressure of advertising/peers. I can tell you about the things that I am really grateful for. I can tell you what to do if I notice someone being mean about someone being different</p> <p>Drugs & Alcohol Education – I can tell you about the effects and risks of tobacco on human brains and bodies. I can begin to tell you why some</p>	<p>I can name the private and personal parts of the body. I can describe my early warning signs. I can tell you what fun to feel scared and risking on purpose means and give you some examples. I can tell you what I can do if something does not feel fun to feel scared anymore. I can tell you about being boss of my body. I can tell when secrets and dares are not safe. I can ask for help.</p>	<p>notice someone being mean about someone else's body. I can tell you what happens at puberty for most girls and most boys. I can tell you what a menstrual period is and that it is normal, a sign of health and something to celebrate and be proud of. I can tell you how puberty might affect someone's feelings. I can suggest some coping strategies with puberty worries. I can tell you what to safely do if someone is being mean about how someone's body is changing. I can tell you how human babies begin. I can tell you about different ways that families begin. I can tell how families are the same and different and of the same value (including LGBT families).</p> <p>Changes & Moving Forward (SEAL) I can tell you some ways to manage change.</p>
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				<p>welcome a disabled child into my class community. I can tell you how to show caring thinking to make sure everyone can join in. I can tell you what to do or say if I hear someone being mean about how someone is different. I can tell you what a young carer is. I can tell you what a young carer does to help. I can tell you how it might feel to be a young carer. I can tell you how to get help.</p>	<p>people make risky choices. I can tell you what a drug and medicine is. I can clarify safer and riskier choices. I can tell you what peer pressure is. I can say no safely.</p> <p>Healthy Eating I can clarify the concepts of healthy and unhealthy. I can tell you about choices I can take to be healthier.</p>		<p>Going for goals (SEAL) I can discuss and set learning goals in preparation for UKS2.</p> <p>First aid I can explain what first aid is. I can begin to grow my first aid skills. I can tell you when I need to call for help. I can get help in an emergency. I can identify the signs of an asthma attack and provide first aid treatment.</p>
	Tier 2 Vocabulary	Displaced Excluded Role	Cool Trigger Regulate	Carer Stranger Concentration	Colour Drug Poverty	Support Dare Confidence	Treatment Commitment Determination
	Tier 3 Vocabulary	Refugee Discrimination Persecution Election	Upstander United Jealousy	Cyber-bullying Impairment Equality	Diversity Faith Grateful	Memories Grief Painful	Bribe Threatened Puberty
	Quality Texts	My Name is not Refugee – Kate Milner Other Words for Home – Jasmine Warga The Invisible – Tom Percival	How to be More Hedgehog – Anne Marie Conway	The Boy who Grew Flowers – Jan Wojtowicz Different A Great Thing to Be – Heather Avis	Don't Touch my Hair – Sharee Miller I Love my Hair – Natasha Anastasia Tarpley	For Every Child – Unicef Some Secrets Should Never Be Kept – Jayneen Sanders	Mummy Laid an Egg – Babette Cole
	Visits, visitors and experiences	Whole school values and zones learning recap/learning. https://globaldimension.org.uk/the-global-learning-programme/	Anti-bullying week annual themed resources. ELSA resources	Children's Mental Health Week – Themed activities and resources. ELSA resources	Cultural food tasting/sharing Gully's Health squad	Winston's Wish resources ELSA resources	Transition activities St. John's Ambulance ELSA resources

		https://thoughtboxeducation.com/client/curriculum https://learning.parliament.uk/en/House-of-Lords-trip (free)					
	Commitment to safeguarding	Reinforce values and definition of safe how to keep themselves and others safe. Zones display. Add to feelings and emotions to enable pupils to begin further explain and develop strategies to self-regulate. Knowledge of cohort e.g. refugee families pre-teach	Children can recognise bullying behaviour and know who to ask for support. Create a new helping hand of trusted adults. Support pupils to recognise triggers and find strategies to self-regulate. ELSA leaflet display. Support networks, organisations.	Refer to zones display and add feelings/emotions vocabulary. Have a worry box available in class. Check daily. Support pupils to find strategies to self-regulate. ELSA leaflet display. Ensure pupils know where to find support e.g. trusted adults, networks, organisations.	Refer to worry box/helping hand for trusted adults. Pupils begin to recognise and speak out/ask for support when encountering racial or discriminating incidents. Ensure pupils know where to find support e.g. trusted adults, networks, organisations.	Knowledge of cohort and pupils who may have previous trauma. Discuss with parent/carers prior to teaching. Pre-teach, check in after/1-1 adult support. Worry box. ELSA leaflet display. Ensure pupils know where to find support e.g. trusted adults, networks, organisations.	Knowledge of cohort and pupils who may have previous trauma. Discuss with parent/carers prior to teaching. Pre-teach, check in after/1-1 adult support. Worry box. ELSA leaflet display. Ensure pupils know where to find support e.g. trusted adults, networks, organisations.
Year 5	Progression in Knowledge Include Key strands	School Values BIG QUESTION: How do I promote the school values outside the school environment? Respectful Responsible Safe New beginnings (SEAL) BIG QUESTION: How do I cope with uncomfortable feelings? Understanding how to learn well together and to compromise. Coping with uncomfortable feelings. KS2 L3,4,5,7, Democracy UK Parliament Education Human and British Values Understanding the rule of law and school council.	Getting on and falling out (SEAL) BIG QUESTION: How can I resolve conflict peacefully? Appreciating friendships and trying not to demand too much. Taking responsibility, resolving conflicts peacefully. KS2 R10,11,13,14,15,16,17,18 Say no to bullying B&H PSHE Team Anti bullying week BIG QUESTION: How can I challenge online bullying?	Mental Health & Wellbeing BIG QUESTION: How can I deal with positive and negative emotions? B&H PSHE Team Mental Health & Wellbeing Lessons Exploring concepts of MH&WB, the ups and downs of mental health; sleep and bedtime routines; 5 ways to well-being: active We need healthy bodies and healthy minds to feel well. If we are talking about healthy minds this is called our mental health or our emotional well-being.	Good to be me B&H GTBM Lessons GARS BIG QUESTION: What is racism and how can I challenge this safely? Focus on Identity and belonging – exploring race and ethnicity – challenging prejudice. All different all equal Including hair, skin, eyes, languages, families and food. Use language carefully to describe each other: so that no one ever feels put down for	Relationships- Gypsy Roma traveller education (GRT)- B&H PSHE Team Kushti Atchin Tan BIG QUESTION: Who are Gypsy, Roma Traveller People and what do we have in common? All different all equal There are many different groups of Gypsy, Roma and Traveller people. Some Traveller people live in caravans or trailers on official sites or beside the road if they can't find a good stopping place.	Relationships, Sex & Health Education B&H PSHE team RSE lessons BIG QUESTION: What is puberty? Coping with embarrassment. Normalise growth and change. Learning about how most girls' and most boys' bodies change at puberty will help us to build our knowledge about ourselves and help to keep us safe. Personal and private does not mean secret or rude. Promote body confidence and safety

	<p>KS2 L1, L2 Global Citizenship Our City, Our World BIG QUESTION: What is Global Warming and what can I do to change it? Global Citizens Global warming Energy KS2 R19, 20,21, 31,32 L1,2, 6, 7,8,9,10</p>	<p>Mean behaviour is never ok. Bullying behaviour is mean behaviour that is on purpose and repeated both face to face and online. Safely challenge bullying behaviour – being an upstander Safety network. Anti-bullying week annual theme. KS2 R19, R20 R21</p> <p>Money Management (taught as part of maths) 1 Decision resources available. KS2 L18,19,20,21,22</p>	<p>It includes our feelings, our thinking and our moods. Normalise experiencing a range of feelings and moods during a day: We all have positive (happy)and negative (sad or cross) emotions that come and go depending on what is happening around us. Having negative or sad feelings is a normal part of our mental health. The science of sleep. Recommendations for hours of sleep for Year 5 child. Positive routines for better bedtimes and sleep. KS2 H1, 2, 3, 4, 7, 8, 13, 15, 16, 19, 20</p> <p>Online Safety BIG QUESTION: What are privacy settings? (taught through Computing- BEEM resources available) Protecting our online information. Respecting the privacy of others. Being respectful and empathetic online. How can we respond in a healthy and safe way to hurtful online behaviour? Controlling who we talk to online.</p>	<p>the colour of their skin; that all skin colours are beautiful and one colour of skin is not better than another. Develop positive language to describe each other's skin tone.</p> <p>(Equality Act and duty on schools 2010) KS2 H25,27,28,21,32 R19,20,21 L2, 6, 7,8, 9, 10</p> <p>Drugs & Alcohol Education- B&H PSHE Team Keeping Healthy & safe- BIG QUESTION: What is alcohol and how does it affect the body? Alcohol education & the influence of the media. Choose healthier everyday habits. Importance of mental and physical health. Healthy/unhealthy Safer choice/riskier choice. Understanding of what a drug is and what medicine is.</p>	<p>Some Traveller people also live in houses. Some Traveller people travel for the summer with a fair or circus. Everyone has the right to feel safe all of the time. Everyone is welcome. Prejudice: Incorrect or untrue <i>thinking</i> about a person just because they belong to a certain group. Discrimination: Negative <i>behaviour</i> or actions towards a person or group because they belong to a certain group. Challenge prejudice and discrimination. KS2 R19, 20, 21, 31,32 L1,2, 6, 7,8,9,10</p> <p>Protective Behaviours - B&H PSHE Team Feeling Good Feeling Safe BIG QUESTION: How does my behaviour and language have an impact on others? Everyone has the right to feel safe all of the time. Nothing is too small or awful to talk about it. Body confidence Early warning signs</p>	<p>via confident use of scientific names for the personal and private parts of the body. Correct use of vulva</p> <p>Safety messages: These are the parts of your body under your pants. They are important personal and private. They belong to you. Usually only you, your family or a doctor or nurse might see them. Remind children that although they will grow and change, they are all special and unique. Normalise impact of puberty on feelings Coping strategies Hygiene is important for keeping healthy and safe during puberty. KS2 H9,14,17,18,19,20, 21,24,26,27,28,30,31, 32,33, 34, 35 R1,2,3,5,6,7,8,9,10,11, 13,14,15, 16,17,18,19,20,21,29, 31,32,33 L8,9,10,25 Changes & Moving Forward (SEAL) BIG QUESTION: What can</p>
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				<p>Risks of sharing videos and privacy settings. Making good choices and getting consent for what we share publicly. What are the tactics used to trick someone online. What should we do and where should we get help if someone tries to pressure or trick us. Using technology positively. KS2 H37,42 R11, 12, 15, 18, 19, 20,22,23,24, 27, 28, 29, 30, 31 L11,12,13,14,15,16</p> <p>Gender BIG QUESTION: What is prejudice and discrimination? <i>B&H PSHE Team Like A Child lessons</i> Challenging stereotypes A stereotype is a fixed or set idea that people have about what someone or something is like, without any evidence or proof. What are gender stereotypes? Where do gender stereotypes come from/ Understanding prejudice and discrimination. KS2 R19,20,21,31,32 L1,2, 6, 7,8,9,10</p>	<p>Alcohol is the drug in drinks like wine, beer and whisky. Alcohol safety and risk. Alcohol and tobacco free childhood. KS2 H1,2,3,4,5,6,10, 38, 39,40,41,43,44,46,47,48,49, 50</p>	<p>Safety continuum Safe and unsafe touch Safety network KS2 H17,18,19,20,21 R22, 24, 25,26, 27,28,29</p>	<p>I do to improve my confidence? Common responses to change, feeling insecure and unconfident, recognising our 'sore spots'. KS2 H18,19,20</p> <p>Going for goals BIG QUESTION: What goals can I set myself to extend my learning in Year 6 and beyond? Knowing the skills of a good learner and identifying areas for development in myself KS2 H24, 29,36 L25,26,27,28,29,30, 31,32</p> <p>First aid... BIG QUESTION: What is CPR? St John's Ambulance pathway. Bleeding. (BEEM resources) 1 Decision resources</p>
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	Progression in skills	<p>School Values I can consistently demonstrate characteristics attributed to the school values. I am a role model to my younger peers, and I can support them to understand the school values.</p> <p>New beginnings (SEAL) I can work together to create a Class charter, welcoming and valuing others.</p> <p>Democracy I can discuss roles and responsibilities within UK parliament, House of Commons, House of Lords. I understand the rule of law. I can contribute to school council.</p> <p>Global Citizenship Our City, Our World I can talk about and understand how we can be global citizens. I can describe what global warming is and what we can do to help prevent it from getting worse. I can explain how our energy use can harm the environment and describe what we can do to help.</p>	<p>Getting on and falling out (SEAL) I can learn well with others. I can tell you what I appreciate about my friendships. I can tell you how I would resolve a problem peacefully.</p> <p>Say no to bullying I can tell you what mean behaviour is. I can tell you what bullying behaviour is. I know what to safely say or do if I notice bullying happening to me or someone else. I can tell you what an upstander is. I can ask for help (+ skills linked to annual Anti-Bullying week theme lesson)</p> <p>Money Management</p>	<p>Mental Health & Wellbeing I can clarify the concepts: mental health and well-being. I can tell you about how people experience mental health. I can tell you how I am going to try and grow my sense of well-being. I can tell you about the 5 ways to Well-Being. I can tell you why we need sleep and how sleep keeps us healthy. I can tell you what stops us from sleeping. I can tell you how I can have better bedtimes by making a sleep action plan. I can tell you why being active helps our health and well-being. I can think of ways to be active for 60 minutes a day. I can make suggestions for a workout for the classroom. I can use my breathing to feel calmer and more relaxed. I can tell you where I can get help.</p> <p>Online Safety I know how to protecting my online information. I am respectful and empathetic online.</p>	<p>Good to be me GARS I can tell you what is the same and what is different about each other. I can tell you what makes me proud to be me (my identity) I can describe my own and someone else's skin tone with positive and respectful words. I know what to do or say if someone is mean about how someone else looks. I can tell you what racism is. I can begin to tell you about definitions of prejudice and discrimination. I can tell you how to safely challenge racism.</p> <p>Drugs & Alcohol Education I can clarify the concepts of healthy and unhealthy. I can tell you about choices I can make to be healthier. I can tell you about the barriers to making healthier choices.</p>	<p>Relationships <i>Gypsy Roma traveller education (GRT)- B&H PSHE Team Kushti Atchin Tan</i> I can tell you how we are similar and different to each other. I can tell you what is the same about my home and the home of a Gypsy, Roma or Traveller child. I can tell you who Gypsy, Roma or Traveller people are. I can tell you about prejudice and discrimination and how it effects Gypsy Roma Traveller children and young people. I can tell you about the art and culture in Gypsy Roma Traveller heritage. I can tell you how to welcome someone into class and what to do if I notice someone being mean to a new person because of their family and heritage.</p> <p>Protective Behaviours I can tell you that I have a right to feel safe. I can say when I feel safe and unsafe.</p>	<p>Relationships, Sex & Health Education I can clarify the feeling of embarrassment and give examples. I can tell you what I can do if I feel embarrassed. I can tell you how children grow and change. I can tell you what is the same and different between most girls' and most boys' bodies. I can name and tell you about the function of the private and personal parts of the body. I can tell you how to keep my personal and private parts of the body safe. I can tell you that bodies come in all shapes and sizes. I can tell you what I could say or do If I notice someone being mean about someone else's body. I can tell you what happens at puberty for most girls and most boys. I can tell you what a menstrual period is. I can tell you that a menstrual period is normal, a sign of</p>
	Include Key strands						

				<p>I can respond in a healthy and safe way to hurtful online behaviour.</p> <p>I can control who I talk to online.</p> <p>I understand the risks of sharing videos online and I know how to use privacy settings.</p> <p>I can make good choices and ask for consent for what I share publicly.</p> <p>I am aware of the tactics some people use to trick someone online.</p> <p>I know what I should do and where to get help if someone tries to pressure or trick me.</p> <p>I can use technology positively.</p> <p>Gender</p> <p>I can tell you what saying 'you do that <i>like a girl</i>' means.</p> <p>I can tell you what saying: 'Boys will be boys' means.</p> <p>I can begin to recognise gender stereotyping and prejudice.</p> <p>I can tell you what the effect of gender stereotyping is on most boys and girls.</p> <p>I can tell you how to safely challenge gender stereotyping and give you examples of what to say.</p>	<p>I can tell you about the effects and risks of alcohol on human brains and bodies and behaviour.</p> <p>I can tell you about the safety recommendations for grown-ups and for children and young people and alcohol.</p> <p>I can tell you about the law and alcohol.</p> <p>I can tell you how I can think critically about adverts (about alcohol)</p> <p>I can begin to tell you why some people make risky choices.</p> <p>I can tell you what a drug and medicine is.</p> <p>I can clarify safer and riskier choices.</p> <p>I can tell you what peer pressure is.</p> <p>I can say no safely.</p>	<p>I can tell you about words and phrases that feel safe to use.</p> <p>I can name the private and personal parts of the body.</p> <p>I can describe my early warning signs.</p> <p>I can tell you what fun to feel scared and risking on purpose means and give you some examples.</p> <p>I can tell you what I can do if something does not feel fun to feel scared anymore.</p> <p>I can begin to tell you about the importance of choice, control and time limit in making safer choices.</p> <p>I can tell you about different types of abuse (emotional, physical and sexual).</p> <p>I can ask for help.</p> <p>I can tell you about the qualities of someone who can help.</p>	<p>health and something to celebrate and be proud of.</p> <p>I can make a link between puberty and human reproduction.</p> <p>I can tell you about wet dreams and how to cope with them.</p> <p>I can tell you how puberty might affect someone's feelings.</p> <p>I can tell you what to safely do if someone is mean about how someone's body is changing.</p> <p>I can tell you how young people can look after themselves during puberty.</p> <p>Changes & Moving Forward (SEAL)</p> <p>I can tell you how changes can make me feel.</p> <p>I can tell you some ways to manage change.</p> <p>Going for goals</p> <p>I can set learning goals to challenge and extend my learning in Year 6.</p> <p>First Aid</p> <p>I understand basic life support e.g. CPR recovery position.</p>
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	Tier 2 Vocabulary	Attitude Behaviour Contribution	Peacefully Resolve Deliberate	Tactics Pressure Public	Forced Recommendation Fasting	Controlling Qualities	Motivation Recovery Extend
	Tier 3 Vocabulary	Consequences Prevention Participation	Forgive Empathy Remorse	Prejudice Profile Consent	Hero Heroine Ethnicity	Abuse Neglect Sexual	Menstrual Reproduction Self-esteem Puberty
	Quality Texts	Little People, Big Dreams – Greta Thunberg Bee and Me – Alison Jay	Ella on the Outside – Cath Howe	Edwardo – John Burningham	A World Full of Journeys and Migrations – Christopher Corr	Against the Odds – Alastair Humphreys	The Girls Body Book – Kelli Dunham The Boys Body Book – Kelli Dunham
	Visits, visitors and experiences	Whole school values and zones learning recap/learning. https://globaldimension.org.uk/the-global-learning-programme/ https://thoughtboxeducation.com/client/curriculum https://learning.parliament.uk/en/	Anti-bullying week annual themed resources. ELSA resources	Children's Mental Health Week – Themed activities and resources. ELSA resources	School nurse Gully's Health squad	Traveller Education speaker	Transition activities St. John's Ambulance Amex Visit University visit ELSA resources
	Commitment to safeguarding	Reinforce values and definition of safe how to keep themselves and others safe. Zones display. Add to feelings and emotions to enable pupils to begin further explain and develop strategies to self-regulate.	Children can recognise bullying behaviour and know who to ask for support. Create a new helping hand of trusted adults. Support pupils to recognise triggers and find strategies to self-regulate. ELSA leaflet display. Support networks, organisations.	Refer to zones display and add feelings/emotions vocabulary. Have a worry box available in class. Check daily. Support pupils to find strategies to self-regulate. ELSA leaflet display. Ensure pupils know where to find support e.g. trusted adults, networks, organisations.	Refer to worry box/helping hand for trusted adults. Pupils begin to recognise and speak out/ask for support when encountering racial or discriminating incidents. Ensure pupils know where to find support e.g. trusted adults, networks, organisations.	Knowledge of cohort and pupils who may have previous trauma. Discuss with parent/carers prior to teaching. Pre-teach, check in after/1-1 adult support. Worry box. ELSA leaflet display. Ensure pupils know where to find support e.g. trusted adults, networks, organisations.	Knowledge of cohort and pupils who may have previous trauma. Discuss with parent/carers prior to teaching. Pre-teach, check in after/1-1 adult support. Worry box. ELSA leaflet display. Ensure pupils know where to find support e.g. trusted adults, networks, organisations.

<p>Year 6</p> <p>Curriculum End Points</p>	<p>Progression in Knowledge</p> <p>Include Key strands</p>	<p>School Values BIG QUESTION: What values will I need when I move on? Respectful Responsible Safe</p> <p>New beginnings (SEAL) BIG QUESTION: What strategies do I have to manage stress and calm down? Understanding responsibilities in school; managing anxiety and stress and calming down strategies.</p> <p>Democracy UK Parliament Education Understanding the rule of law and school council. KS2 L1, L2</p> <p>Global Citizenship Our City, Our World BIG QUESTION: How can I make a difference in our class community? Water Biodiversity In our Hands KS2 R19,20,21 L6,8,9,10,11</p>	<p>Getting on and falling out (SEAL) BIG QUESTION: What is embarrassment? Differences as a barrier and the skills of working together, understanding the link between feelings and behaviour, knowing my triggers and how to calm myself down. Friendship and embarrassment KS2 R10,11,13,14,15,16,17,18</p> <p>Say no to bullying B&H PSHE Team Anti bullying week BIG QUESTION: What can I safely say or do when I am confronted with bullying behaviour? Mean behaviour is never ok. Bullying behaviour is mean behaviour that is on purpose and repeated both face to face and online. Safely challenge bullying behaviour – being an upstander Safety network. Anti-bullying week annual theme. KS2 R19, R20 R21</p>	<p>Mental Health & Wellbeing BIG QUESTION: What is depression? B&H PSHE Team Mental Health & Wellbeing Lessons Exploration of mental health; including depression and anxiety, coping strategies and when to get help. 5 ways to well-being: notice, with a focus on gratitude Emotions are reactions to things that happen around you and we use feelings words to describe them. As the events around us are constantly changing so our emotions change too. It's normal to have a mixture of feelings throughout a day, both positive and negative. Happy, sad, excited, cross, worried are all a normal part of our mental health. Recognising and naming our feelings is the first step to coping with our feelings. Depression We all feel low or down or sad at times, but if someone experiences negative emotions that last a long time or feel very deep and dark and stop that person from doing everyday activities</p>	<p>Good to be me B&H GTBM Lessons GARS BIG QUESTION: What positive language can I use to ensure I treat everyone fairly and equally? Focus on Identity and belonging – exploring race and ethnicity – challenging prejudice. All different all equal Including hair, skin, eyes, languages, families and food. Use language carefully to describe each other: so that no one ever feels put down for the colour of their skin; that all skin colours are beautiful and one colour of skin is not better than another. Develop positive language to describe each other's skin tone. (Equality Act and duty on schools 2010) KS2 H25,27,28,21,32 R19,20,21 L2, 6, 7,8, 9, 10</p>	<p>Relationships B&H PSHE team Loss & Bereavement Lessons BIG QUESTION: What is grief? Explore Loss and coping strategies. It is ok to feel sad and miss a person who dies. Some experts have suggested that although someone's feelings of grief will stay the same, over time, their life, experiences and moments of enjoyment will grow around their feelings of loss and grief. Possible coping strategies for loss. Winston's Wish resources KS2 H17,19,20,21,23,24</p> <p>Protective Behaviours B&H PSHE Team Feeling Good Feeling Safe BIG QUESTION: How does showing respect for each other's identity help us to all feel safe? Everyone has the right to feel safe all of the time.</p>	<p>Relationships, Sex & Health Education B&H PSHE team RSE lessons BIG QUESTION: How can I stay safe online? Coping with embarrassment using grounding techniques. Normalise growth and change. Learning about how most girls' and most boys' bodies change at puberty will help us to build our knowledge about ourselves and help to keep us safe. Personal and private does not mean secret or rude. Promote body confidence and safety via confident use of scientific names for the personal and private parts of the body. Correct use of vulva. Safety messages: These are the parts of your body under your pants. They are important personal and private. They belong to you. Usually only you, your family or a doctor or nurse might see them. Remind children that although they will grow and change, they</p>
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			<p>Money Management (taught as part of maths) 1 Decision resources available.</p> <p>KS2 L17,18,21</p>	<p>then it is time for them to ask for help. Depression is a mood disorder (a feelings illness or mental illness) where a person feels very down all the time. Depression can happen as a reaction to something like a loss, bullying or sometimes there doesn't seem to be a reason. Depression is one of the most common types of mental illness. When someone is depressed, there is lots of support available to help them to feel better. This may include getting exercise and changing their lifestyle. They can also get help from their doctor and may take some medicine or talk with a counsellor. Sometimes children and adults have big feelings that are too much to manage themselves. Big feelings like this can affect our ability to concentrate or sleep and affect how we think, feel or get on with others. Anxiety is a normal human feeling. It warns us when we need to do something to stay safe. Sometimes people use the feeling word when they are worried or scared.</p>	<p>Drugs & Alcohol Education- B&H PSHE Team Keeping Healthy & safe- BIG QUESTION: How can drugs, alcohol and tobacco affect a young person's growing brain? Choose healthier everyday habits. Healthy/unhealthy Safe choice/ riskier choice Legal & illegal drugs, peer pressure and getting help. Understanding of what a drug is and what medicine is. Alcohol safety and risk. Alcohol and tobacco free childhood. Taking any drugs, alcohol and tobacco can affect a young person's growing brain. KS2 H1,2,3,4,5,6,10, 38, 39,40,41,43,44,46,47,48,49, 50</p>	<p>Nothing is too small or awful to talk about it Body confidence Early warning signs Safety continuum Safe and unsafe touch Safety network KS2 H17,18,19,20,21 R22, 24, 25,26, 27,28,29</p>	<p>are all special and unique. Normalise impact of puberty on feelings Coping strategies Growing body confidence It's normal to have wobbles in body confidence. Don't compare yourself to others - especially on-line. Remember you are unique. Look after your body: eat well and stay active. Think positive thoughts. Give yourself a compliment... Often! Staying safe online Posting images online: It is against the law for children to send or post naked pictures of themselves or others. If you are worried about someone or need to ask some questions about staying safe online talk to someone you trust. It is quite normal to want to find out more and feel curious about growing up and the changes at puberty. There are lots of books and leaflets available to read more</p>
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				<p>It is a normal reaction to feel anxious. Our bodies react in the same way to different things. Importance of the 5 Ways to Well-being- notice - gratitude Links between noticing and gratitude Being in the here and now Noticing how you are feeling at this moment. Noticing what you can hear, smell, see and touch. Noticing nature Noticing the changing seasons Noticing what others have done for us. Be curious. Sometimes this is also called being mindful. Link between breathing and well-being. Safety Network KS2 H13,14,15,16 18,19,20 ,21 ,22,25</p> <p>Online Safety BIG QUESTION: How can I create a positive digital footprint? (taught through Computing- BEEM resources available) Risks of going online. What is a positive digital footprint and how can I start to build one?</p>			<p>about puberty and growing up.</p> <ul style="list-style-type: none"> • Childline • NHS Live Well • Amaze puberty. • Betty Bus <p>Pornography Sometimes young people come across images on the internet that are shocking and upsetting. In films, magazines and on the internet, there is something called pornography. Some adults choose to look at this. Pornography is imagery of women and men taking part in sex activities. Sex in pornography is different to how people have sex in real life. People are acting and putting on a performance. The images have usually been changed and do not present real bodies or real relationships or safer sex. They are often full of stereotypes about gender.</p>
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				<p>How do we keep our private information private? How should we behave online? How can we be critical consumers? What types of online scams are there and what does 'phishing' mean? When do I switch off? We can I get help? KS2 H37,42 R11, 12, 15, 18, 19, 20,22,23,24, 27, 28, 29, 30, 31 L11,12,13,14,15,16 LGBT equality education BIG QUESTION: How can we make sure that everyone in our community feels valued, safe and welcome?</p> <p><i>B&H PSHE Team LGBT History & Equality Lessons</i> What do the letters LGBT+ stand for?</p> <p>What is the reason that Pride marches and celebrations happen in Brighton and Hove, across the UK and in some countries across the world?</p>			<p>Pornography does <u>not</u> show healthy, loving, respectful relationships. It is against the law to show pornography to someone who is under 18. Pornography is unsafe for children and young people. Human sexual reproduction and birth Learning about how human babies are made and born will help us to build our knowledge about ourselves and help to keep us safe. Some grown-ups who are in loving relationships show their love by having sex. In some communities, it important to be married before you have sex. Sex should always be something both grown-ups agree to and should be feel good and be fun. Some grown-ups, in a loving relationship or marriage, may choose to have sex for fun and pleasure. Some grown-ups who are in a loving relationship together</p>
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				<p>Why do you see the Rainbow flag flying in Brighton and Hove?</p> <p>How can we make sure that everyone in our community feels valued, safe and welcome?</p> <p>H25,26</p> <p>R19,20,21,31,32</p> <p>L1,2, 6, 7,8,9,10</p>			<p>may choose to have a baby. Both people should agree that this is what they want to do</p> <p>Some grown-ups in a loving relationship or marriage, may choose to have sex for fun and pleasure and can use different methods, called contraception, to prevent a baby being made. In some religions, contraception is not allowed. Sometimes doctors help couples to have a baby (for example: egg and sperm donors, and fertility treatment) Safety networks KS2 H9,14,17,18,19,20, 21,24,26,27,28,30,31, 32,33, 34,35 R1,2,3,5,6,7,8,9,10,11, 13,14,15, 16,17,18,19,20,21,29, 31,32,33 L8,9,10,25</p> <p>Changes & Moving Forward (SEAL) BIG QUESTION: How can I manage feelings linked to moving on to secondary school?</p>
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							<p>Moving On- coping with a change of school</p> <p>Recognise feelings linked to change and transition.</p> <p>Coping strategies</p> <p>KS2</p> <p>Going for goals (SEAL)</p> <p>BIG QUESTION: What are my long-term goals?</p> <p>Working toward long term goals, careers and aspirations, taking the first steps</p> <p>KS2</p> <p>H24, 29,36</p> <p>L25,26,27,2,8,29,30,31,32</p> <p>First aid...</p> <p>BIG QUESTION: What should I do in an emergency?</p> <p>St John's Ambulance pathway. Choking.</p> <p>(BEEM resources)</p> <p>1 Decision resources.</p>
	<p>Progression in skills</p> <p>Include Key strands</p>	<p>School Values</p> <p>I can consistently demonstrate characteristics attributed to the school values.</p> <p>I am a role model to my younger peers, and I can support them to understand and demonstrate the school values.</p> <p>New beginnings (SEAL)</p> <p>I can work together to create a Class charter, welcoming and valuing others.</p>	<p>Getting on and falling out (SEAL)</p> <p>I can learn well with others.</p> <p>I can tell you what I appreciate about my friendships.</p> <p>I can tell you how I would resolve a problem peacefully.</p> <p>Say no to bullying</p> <p>I can tell you what mean behaviour is.</p>	<p>Mental Health & Wellbeing</p> <p>I can clarify the concepts: mental health and well-being.</p> <p>I can tell you some suggestions to grow a sense of well-being.</p> <p>I can tell you some ideas for managing a healthy balance of screen time and non-screen time.</p>	<p>Good to be me GARS</p> <p>I can tell you what is the same and what is different about each other.</p> <p>I can tell you what makes me proud to be me (my identity).</p> <p>I can describe my own and someone else's skin tone with positive and respectful words.</p>	<p>Relationships</p> <p>I can clarify what loss means and give some examples.</p> <p>I can tell you how loss could affect someone's feelings.</p> <p>I can tell you that it is ok to feel sad.</p> <p>I can tell you some strategies for coping with the feelings of loss when a person dies.</p>	<p>Relationships, Sex & Health Education</p> <p>I can tell you what I can do if I feel embarrassed.</p> <p>I can tell you how children grow and change.</p> <p>I can tell you what is the same and different between most girls' and most boys' bodies.</p>

	<p>I can contribute to whole school responsibilities. I can use strategies to support me to manage my anxiety and stress.</p> <p>Democracy I understand and can explain the rule of law. I understand UK Parliament and how it relates to WWII. I have an understanding of the election process. I can contribute to school council.</p> <p>Global Citizenship Our City, Our World I can describe how we can use water responsibly. I can understand what biodiversity is and explain the importance of doing all we can to encourage it. I can make choice which make the world a better place.</p>	<p>I can tell you what bullying behaviour is. I know what to safely say or do if I notice bullying happening to me or someone else. I can tell you what an upstander is. I can ask for help. (+ skills linked to annual Anti-Bullying week theme lesson)</p> <p>Money Management</p>	<p>I can tell you about how people experience mental health. I can begin to tell you about depression. I can begin to tell you about anxiety. I can tell you some suggestions for reducing and managing anxiety. I can tell you about the 5 ways to Well-Being. I can begin to tell you about the science of gratitude. I can tell you what I am grateful for. I can use my breathing to feel calmer and more relaxed. I can tell you where I can get help.</p> <p>Online Safety I am aware of the risks of going online. I know what a positive digital footprint is and I can start to build one. I know how to keep my private information private. I know how to behave online. I understand how to be a critical consumer. I am aware of what types of online scams there are and what 'phishing' means. I know when to switch off. I know how I can get help.</p>	<p>I know what to do or say if someone is mean about how someone else looks.</p> <p>Drugs & Alcohol Education- I can tell you about everyday choices I can make to be healthier. I can tell you what I know about the law and drugs. I can tell you what a drug and medicine is. I can clarify safer and riskier choices. I can clarify the concepts legal and illegal. I can tell you about the effects and risks of cannabis. I can tell you about cannabis and the law in the UK. I can tell you about who might influence someone's choices. I can tell you how someone can stand their ground and resist peer pressure safely. I can say no safely.</p>	<p>I can tell you how to get help.</p> <p>Protective Behaviours I can tell you that I have a right to feel safe. I can say when I feel safe and unsafe. I can tell you about words and phrases that feel safe to use. I can tell you how I feel about stereotypes. I can name the private and personal parts of the body. I can tell you how I can keep the personal and private parts of my body safe. I can describe my early warning signs I can tell you what fun to feel scared and risking on purpose means and give you some examples. I can tell you what I can do if something does not feel fun to feel scared anymore. I can begin to tell you about the importance of choice, control and time limit in making safer choices. I can tell you about safe and unsafe touch and the importance of consent.</p>	<p>I can name and tell you about the function of the private and personal parts of the body. I can tell you how to keep my personal and private parts of the body safe. I can tell you that bodies come in all shapes and sizes. I can tell you what I could say or do if I notice someone being mean about someone else's body. I can tell you what happens at puberty for most girls and most boys. I can tell you what a menstrual period is. I can tell you that a menstrual period is normal, a sign of health and something to celebrate and be proud of. I can make a link between puberty and human reproduction. I can tell you about wet dreams and how to cope with them. I can suggest safe ways to challenge mean behaviour about someone's body image. I can tell you when friendships feel</p>
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				<p>LGBT equality education I understand what the letters LGBT+ stand for.</p> <p>I know the history and reasons that Pride marches and celebrations happen in Brighton and Hove, across the UK and in some countries across the world.</p> <p>I know what the Rainbow flag stands for.</p> <p>I understand that everyone in our community has the right to feel valued, safe and welcome.</p>		<p>I can tell you about my safe places in my community. I can ask for help.</p>	<p>positive online and face to face. I can tell you how I can stay safe online. I can tell you ways that I can stay safe online I can tell you what is safe to share online. I can tell you how I can I find out information about growing up safely. I can tell you how puberty might affect someone's feelings. I can tell you what to safely do if someone is mean about how someone's body is changing. I can clarify the concept -body image. I can begin to tell you how images in the media affect how some people feel about themselves. I can suggest ways to be body kind. I can begin to tell you what pornography is. I can tell you what I can do if I see something upsetting or shocking. I can tell you about the differences between grown-up relationships and friendships.</p>
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							<p>I can tell you how human babies start. I can begin to tell I you about how human babies are born. I can tell you where I can get help.</p> <p>Changes & Moving Forward (SEAL) I can tell you how changes can make me feel. I can tell you some ways to manage change and moving on to secondary school.</p> <p>Going for goals (SEAL) I can set learning goals and aspirations.</p> <p>First Aid I can tell you when I need to call for help. I can get help in an emergency. I can identify a range of situations when someone needs help and can apply some basic first aid. (BEEM resources)</p>
	Tier 2 Vocabulary	Decision Law Collaboration	Denial Compromise Solution	Critical Consumer Digital	Prescribed Illegal Legal	Flight Awareness Fright	Success Media Aspiration

	Tier 3 Vocabulary	Anxiety Stress Biodiversity	Bravery Conflict Stubbornness	Depression Phishing Homophobic	Substances Migration Multi-culturalism	Identity Bereavement Despair	Humiliation Airbrushing Pornography
	Quality Texts	It's a Wonderful World – Jess French	Night Bus hero – Onjali Q Rauf	How Not to Lose It – Anna Williamson A Better Day – Dr Alex George	The Lion Above the Door – Onjali Q Rauf A World Full of	Stories for Boys who Dare to be Different – Ben Brooks Girls Who Changed the World – Michelle Roehm	It's So Amazing – Robie H Harris Let's Talk About Sex – Robie H Harris
	Visits, visitors and experiences	Whole school values and zones learning recap/learning. https://globaldimension.org.uk/the-global-learning-programme/ https://thoughtboxeducation.com/clipmatecurriculum London Parliament Trip (Free) https://learning.parliament.uk/en/	Anti-bullying week annual themed resources. ELSA resources	Allsorts project Children's Mental Health Week – Themed activities and resources. ELSA resources	Themed activities from safetynet.org. School nurse Gully's Health squad	Winston's Wish resources ELSA resources	Transition activities St. John's Ambulance Careers Fair University Visit Amex visit ELSA resources
	Commitment to safeguarding	Reinforce values and definition of safe how to keep themselves and others safe. Zones display. Add to feelings and emotions to enable pupils to begin further explain and develop strategies to self-regulate.	Children can recognise bullying behaviour and know who to ask for support. Create a new helping hand of trusted adults. Support pupils to recognise triggers and find strategies to self-regulate. ELSA leaflet display. Support networks, organisations.	Refer to zones display and add feelings/emotions vocabulary. Have a worry box available in class. Check daily. Support pupils to find strategies to self-regulate. ELSA leaflet display. Ensure pupils know where to find support e.g. trusted adults, networks, organisations	Refer to worry box/helping hand for trusted adults. Pupils begin to recognise and speak out/ask for support when encountering racial or discriminating incidents. Ensure pupils know where to find support e.g. trusted adults, networks, organisations.	Knowledge of cohort and pupils who may have previous trauma. Discuss with parent/carers prior to teaching. Pre-teach, check in after/1-1 adult support. Worry box. ELSA leaflet display. Ensure pupils know where to find support e.g. trusted adults, networks, organisations.	Knowledge of cohort and pupils who may have previous trauma. Discuss with parent/carers prior to teaching. Pre-teach, check in after/1-1 adult support. Worry box. ELSA leaflet display. Ensure pupils know where to find support e.g. trusted adults, networks, organisations. Trusted adults support when moving on to secondary school.



Appendix B - Department for Education

Statutory guidance; Relationships education, relationships and sex education (RSE) and health education

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Frequently Asked Questions; Relationships education, relationships and sex education

(RSE) and health education

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

Guides for parents of primary and secondary age pupils that schools can use to communicate with them about teaching relationships and health education.

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

Statutory guidance: Keeping Children Safe in Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830121/Keeping_children_safe_in_education_060919.pdf

Sexual Violence and Sexual Harassment between children in Schools and Colleges

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Statutory guidance; National curriculum in England: science programmes of study

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>



Appendix C - Local services and support for young people

Where to go for- A guide to support services for young people in Brighton and Hove

This useful website contains details of many kinds of projects and services in Brighton and Hove which are useful for young people aged 13 – 25, including those for sexual health, sexual harassment or abuse, physical and mental health, drugs, alcohol and smoking cessation, housing and much more.

<http://www.wheretogofor.co.uk/>

Allsorts Youth Project

Allsorts is a project based in Brighton to support and empower young people under 26 who are lesbian, gay, bisexual, trans* or unsure (LGBTU) of their sexual orientation and/or gender identity.

<http://www.allsortsyouth.org.uk/>

Front Door for Families

Front Door for Families provides information, advice and support for families, young people and professionals in Brighton & Hove. The service is made up of professionals with different areas of expertise who work together to assess, decide and coordinate how best to support children, young people and their families where there are concerns.

Phone: 01273 290400

Out-of-hours: 01273 335905 (Emergency Duty Service)

If you think a child or young person is in immediate danger please call 999.

RISE

Helps people affected by domestic abuse. Offers practical solutions, shelter and support in Brighton, Hove and Sussex. www.riseuk.org.uk

RU-OK

ru-ok? is the young person's substance misuse service for Brighton & Hove, providing free, confidential help and advice to young people and their families, offering specialist support and treatment for problematic alcohol and drug use for under 18's <http://www.ruokservice.co.uk/>

Survivors Network

Help, support and advice for people who have experienced sexual violence and professionals, friends, partners and family who are supporting them. Fully accredited member of Rape Crisis England and Wales and is the Rape Crisis Centre for Sussex www.survivorsnetwork.org.uk

WiSE Brighton & Hove The WiSE Project is a service for 13-25 year olds who are experiencing sexual exploitation or are at risk of experiencing it. The project is also a point of call for advice and guidance for those working with young people who have suffered from sexual exploitation.

<https://www.ymcadlg.org/what-we-do/support-and-advice/wise/>