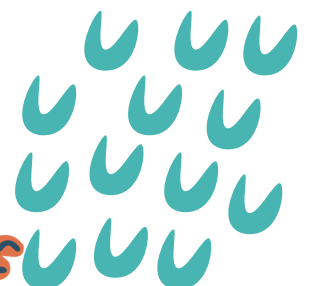
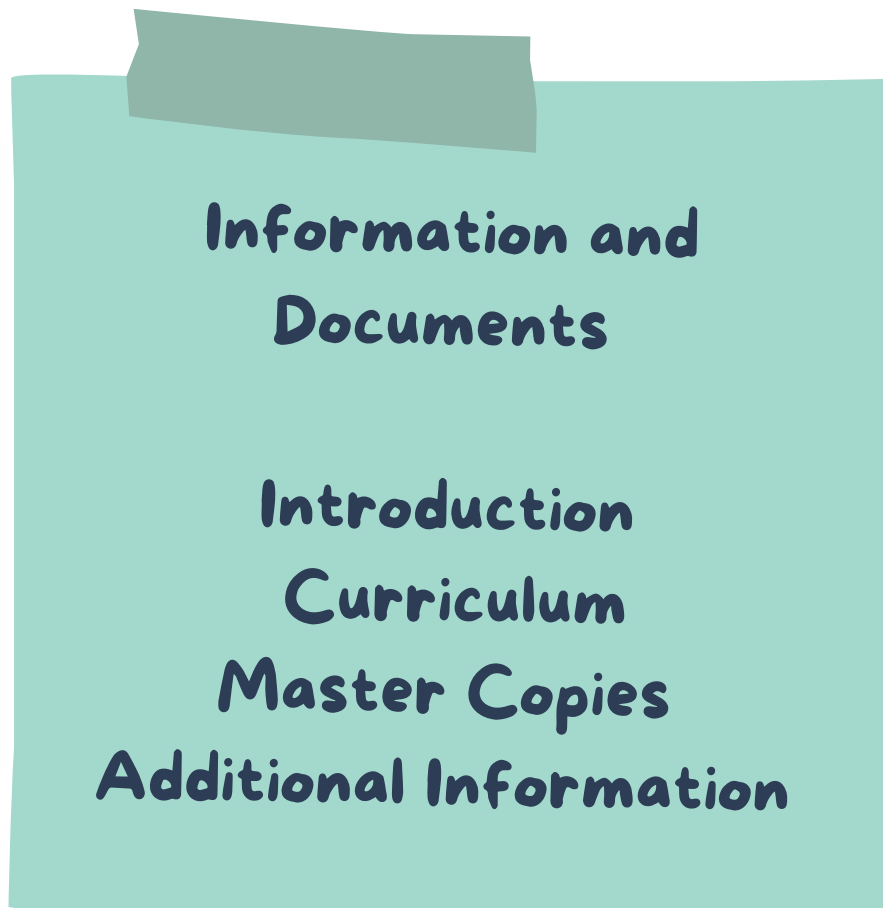




# PSHE Handbook RHS 2024



# PSHE IS PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

## RSE IS RELATIONSHIPS AND SEX EDUCATION.

### PSHE AND RSE

#### FYI - DATE FOR DIARIES:

Last week of Autumn 1 will be "RSE week". Plans to follow. This will involve parents, staff and pupils across the school.

RSE is part of PSHE. It is not an entirely separate subject, just as "reading" is part of English.

1. For EYFS, KS1 and Lower KS2 - RSE is found in the PSHE curriculum maps and documentations. Having a designated time where you teach RSE just allows you to focus on the "relationships" element of PSHE.
2. PSHE is SO MUCH MORE than circle time and toileting. For every child at RHS - there needs to be more time dedicated to PSHE than just these two elements of our daily curriculum.
3. We know that parents need more information about RSE and we want to discuss more openly with them to enable you to instill the best skills, knowledge and practice with the children.

### TERM BY TERM

PSHE curriculum is broken down into terms which provide the focus for your discrete teaching. Of course, still teach all areas that are relevant across the year but a termly focus allows all staff to support.

1. Building Relationships and Self-Regulation
2. Being Healthy and Safe
3. Change, Moving Forwards and Independence



# AMMENDED PSHE CURRICULUM DOCUMENTATION

The PSHE curriculum map has SO MANY statements on it. It is broken down into the very small steps that we know children will need to make.

However, as experts on your children - you only need these small steps SOME of the time.

## OVER-ARCHING GOALS

What are the big aims we are actually looking for from a "Purposeful" child?  
From a "Skill Development" child?

## SMALL STEP STATEMENTS

The big aims are formed from these small steps. If you have a broad goal and you need inspiration - here is your guidance.

## BRITISH VALUES LINKS

We are reinforcing British Values throughout all our PSHE learning. This signposts it so that you KNOW when and how and can signpost for your class team and children (where appropriate)

## LINKED EHCP TARGETS

If this is where your children are working, what could you set for their EHCP target? These are a work in progress and will never be exhaustive, but somewhere to start.

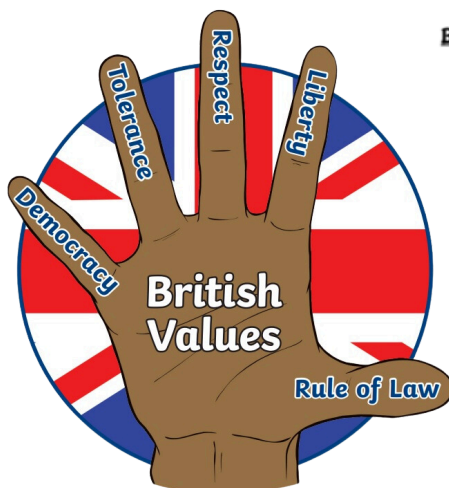
## BRITISH VALUES

Highlighting on objectives shows you when and where you are teaching British values!

Our CHILDREN are rarely ready to learn the word "Democracy" or the definition, but we are still teaching them the concept through so many things we do.

The new curriculum document highlights this for you and for your teams.

British Values - ● Democracy and Individual Liberty, ● Respect and Tolerance, ● Rule of Law



### British Values Links



All the statements on the curriculum map can be linked back to a British Value and you can see this on the documentation through the colour coded dots!

The children may not know the link overtly, but you and your team should.

# TIMETABLES AND EXPECTATIONS

PSHE is not just circle time and toileting.

For children accessing the shoots and leaves curriculum, discrete teaching of PSHE is essential. This might be 5 minutes 1:1 for your whole class, or 20 minutes in small groups but should be reflected on your timetables.

All children should have PSHE teaching every day. This needs to be more than circle time and toileting but might be hit through other "sessions".

PSHE feeds into EVERY area of the EHCP and it directly supports SEMH needs so should be at least 25% of our teaching time.

Please speak to your Key Stage / Pathway lead about the expectations for your phase and children

Don't worry - think about how the activities you want to do with your children are already PSHE. E.g. Purposeful child Goal example: "Accepting others in my space" - as soon as you are asking this child to work with others, play alongside, engage with you in identiplay - you are teaching them PSHE.

## WHEN ARE YOU ALREADY TEACHING PSHE?

### SOCIAL OPPORTUNITIES

Playtimes  
Choosing Time  
Play skills sessions  
Dinner time  
Snack times  
Sharing, co-operating,  
group-work,  
tolerating others,  
navigating conflict

### TRIPS AND COMMUNITY

Community safety  
Shopping skills  
Respecting differences  
Manners, etiquette  
Boundaries  
Appropriate behaviour  
Strangers

### INDEPENDENCE SKILLS

Toileting  
Hygiene  
Taking responsibility  
for possessions  
Dressing/Undressing  
Cookery  
Life Skills

## THE NEW OVER-ARCHING GOALS WILL ALL BE ON EFL

PSHE ON EFL

- You will be able to tag evidence against these goals throughout the day. When you add evidence for their SEMH target on their PLP - tag it against the PSHE curriculum simultaneously.
- This gives us somewhere to record the amazing progress the children have made on their PSHE learning - crossing the road safely, following the rules in the supermarket, demonstrating they can follow food hygiene in cookery.
- The broad statements are on EFL so that you can record how you are teaching them these skills and other members of staff can see this for reference
- Don't panic. There is no expectation to "assess" at this point. We record evidence and tag it. There is no baselining and no assessment updates.



## EFL - COMMENTS RATHER THAN PHOTOS

There are some things we can't photograph! This doesn't mean you can't record it!

Document their progress on EFL without photos. Simply complete the comment section and tag as normal.

“ Child X was able to follow the CIP instructions in the toilet to wash their hands independently with only one verbal prompt. ”

“ Child X was able to accept the end of his turn on the swing at playtime today with support ”

“ Child X was able to match the appropriate symbols to a diagram of a private body, naming the private body parts. ”

Richmond Hill School

Evidence Documents Tags Frameworks Activities Assessment Books

Photo(s) / Video(s)

Upload Upload Upload

(Supported Files: JPG, JPEG, PNG, HEIC, GIF, MOV, MP4 & 3GP)

Comment Insert Comment Templates

Frameworks Edit/Select Framework Items



Select Framework Items to link to this Evidence

Back to List

All Framework Items

Filter by item name...

**PSHE**

Autumn Term - Building Relationships

- Accepting help and support
- Accepting others in my space
- Developing sharing skills
- Identifying simple differences
- Asking for help
- Learning acceptable behaviour

Cancel Apply & Close

- When you add your evidence, simply add the framework item as you would for english/maths or their PLP.
- Please also add the PLP item it is relevant to.
- You might find one piece of evidence can be tagged against 3 framework items - this is great.
- Add baselining elements too - if they can't do it YET - still add it so we can see what you're working on

**NEW DOCUMENTS:**



# Richmond Hill School - PSHE 2024-2025

Developmental stage → Overarching Goal/Objective → British Value Links → Statements from Curriculum Intent Maps → Possible EHCP targets

Autumn Term - Building Relationships				
<p><b>Highlighted Green</b> - Objectives that are likely to be met through "in the moment teaching" and experiences predominantly. Other objectives there would be an expectation of some discrete teaching.</p> <p><b>British Values</b> - ● <b>Democracy and Individual Liberty</b>, ● <b>Respect and Tolerance</b>, ● <b>Rule of Law</b></p>				
	Overarching Goal /Objective	British Values Links	Statements from Curriculum Map (smaller steps)	Linked EHCP targets :-
Sensory	<p>Accepting help and support</p> <p>Accepting others in my space</p>	<p>●●</p> <p>●</p>	<p>Looks at human faces</p> <p>Responds to adult interactions</p> <p>Is able to be soothed by familiar adults</p> <p>Looks for familiar adult</p> <p>Recognises familiar voices</p> <p>Imitates simple gestures</p> <p>Accepts others in their own space</p> <p>Accepts help from adults</p>	<p><b>To develop his/her social skills/understanding so that:</b></p> <p>X can engage with and respond to adult interactions, accepting help and support</p> <p>X can engage with and respond to peer interactions, accepting help and support</p> <p>X can engage with and respond to adult and peer interactions, accepting help and support</p>
Skill Development	<p>Developing sharing skills</p> <p>Identifying simple differences</p> <p>Asking for help</p> <p>Learning acceptable behaviour</p>	<p>●●●</p>	<p>Engages in shared activity</p> <p>Learn play skills - Identify</p> <p>Identify simple differences such as skin colour, hair colour, eye colour and gender</p> <p>To learn to ask for help</p> <p>To recognise that behaviour that hurts others' bodies or feelings is wrong.</p>	<p>X can engage with activities that are shared with another person without becoming emotionally dysregulated</p> <p>X can identify their own behaviours which have a negative impact on others and follow alternative strategies with support.</p> <p>X can seek help in an appropriate way from an appropriate adult.</p>
Functional Skills	<p>Initiating interactions</p> <p>Participating in games with others</p> <p>Identifying choices</p>	<p>●●</p>	<p>Initiates interaction with peers</p> <p>To identify good and bad choices in terms of interactions with others</p> <p>To identify appropriate and inappropriate choices for behaviour</p> <p>To learn about what is kind and unkind behaviour and how this can affect others</p> <p>Show attachment to familiar people</p> <p>Takes a lead in positive interactions with familiar people</p> <p>Take turns and learn how to participate in games together</p> <p>Engages in interactive play</p>	<p>X can initiate interactions with peers appropriately</p> <p>X can recognise appropriate and inappropriate behaviours towards others and</p>
Intentional Applied	<p>Showing care/empathy/sympathy</p> <p>Developing cooperation skills</p>	<p>●●</p>	<p>Initiates interactions positively with peers</p> <p>Shows care and concern for others</p> <p>Shows sympathy if others are hurt</p> <p>Describe what makes someone a good friend</p> <p>Learn about how to resolve an argument</p> <p>Learn about how to work together with a peer</p> <p>Learn what co-operation looks like</p> <p>Cooperate with others to complete a task</p> <p>To learn how to share an opinion appropriately</p> <p>Ask permission to use an object that belongs to others</p>	<p>X can actively cooperate with another person in a variety of environments</p> <p>X can follow social rules in terms of borrowing items and sharing resources</p> <p>X can recognise upset in others and demonstrate a change in their own behaviour to meet the needs of others.</p>



<p><b>Enrichment</b></p>	<p>Understanding friendships and communities Being part of my community</p>	<p>●●●</p>	<p>Explain/Identify characteristics of friendships - including trust, mutual respect, loyalty, kindness, shared interest, support with problems and difficulties To identify how to respect the needs and wishes of others To understand why we sometimes fall out with our friends - strategies to repair and strengthen friendships Cooperate with others and learn how to share equipment Identify actions/behaviours that show we are being polite and courteous to others To communicate needs and wants with peers To identify what a friend is To understand how to make friends - qualities of a good friend To understand /identify what friends do together Identify some similarities and differences between families To recognise oneself as part of various families and communities Learn about how family life might be the same or different from their own. To understand that it is not acceptable to be unkind towards others because of differences. To identify the many different types of families including those that are different from theirs.</p>	<p>X can understand how to build a friendship X can understand/demonstrate how to maintain a friendship X can follow simple social conventions in the community e.g. manners, courtesy and social norms.</p>
<p><b>Enhancement</b></p>	<p>Building complex social skills Understanding and respecting diversity</p>	<p>●●</p>	<p>To identify some of the communities I belong to (family, our class, RHS) To identify/recognise key features in the town e.g. the town hall, Luton Airport, Asda, Luton library To learn to recognise different religions within our community. To learn the different ways people celebrate religious days Describe what they do in different groups we belong to Describe how being part of a group makes us feel To learn to recognise key features within our local community e.g. local shops, schools, doctors surgery To learn to recognise good things in our town To learn to recognise things that need improving in our community To learn about how to treat themselves and others with respect; how to be polite and courteous.</p>	<p>X can demonstrate their understanding of their role in their community</p>

<p><b>Autumn Term - Self Regulation</b></p>			
<p><b>Highlighted Green</b> - Objectives that are likely to be met through "in the moment teaching" and experiences predominantly. Other objectives there would be an expectation of some discrete teaching.</p>			
<p><b>British Values</b> - ● <b>Democracy and Individual Liberty</b>, ● <b>Respect and Tolerance</b>, ● <b>Rule of Law</b></p>			
<p><b>Sensory</b></p>	<p>Overarching Goal /Objective</p>	<p>British Values Links</p>	<p>Statements from Curriculum Map</p>
<p><b>Purposeful</b></p>	<p>Communicating/showing interest</p>	<p>●</p>	<p>Linked EHCP targets :- <b>To develop his/her emotional regulation skills/understanding so that:</b></p> <p>communicates a range of emotions through vocalisations, movements, facial expressions Cries for needs to be attended to Shows reassurance through interactions with known adult Accepts change in a familiar environment Accepts parents absence Accepts waiting for attention to be given Looks to reaction of adults when they exhibit an emotion Uses voice/gestures to refuse</p>

# Richmond Hill School - PSHE 2024-2025



Skill Development	<p>Identifying emotional triggers Expressing feelings</p>	●	<p>Takes action to cope with change Develop understanding of a range of words/signs/symbols to describe different zones and feelings. Identify things that make us feel happy Identify things that make us feel sad Identify things that make us feel upset angry worried or frightened Use my communication skills to express a range of different feelings Identify and name common feelings Select times or situations that make them feel happy Identify and discuss feelings and emotions using simple terms/signs/symbols</p>	
Functional Skills	<p>Identifying emotions of others Identifying good/bad choices Understanding respect</p>	●●●	<p>Engages in preparations for transition to new settings To identify how others might be feeling from their facial expressions To communicate how we feel; to identify reasons why we might have feelings Describe/identify what being in the red zone looks/feels like. Describe/identify what being in the blue zone looks/feels like. To identify how to recognise the emotions of others from their voice To identify how to recognise the emotions of others from their behaviour Describe how some feelings make our bodies feel Give simple reasons why it is important that others know how I am feeling To match good and bad choices to their consequences To learn about how to treat themselves and others with respect; how to be polite and courteous To learn about how people may feel if they experience hurtful behaviour Give reasons why teasing or name-calling is not acceptable. To recognise that unkind behaviour can happen online, at school, at home and anywhere Discuss the consequences of simple actions</p>	
Intentional Applied	<p>Responding appropriately to emotions Developing emotional reflection skills</p>	●●	<p>To identify, recognise or differentiate between a range of emotions in self and others Identify signs, actions, facial expressions, body language which can help us identify how others might be feeling Describe or demonstrate how to respond appropriately to the feelings of others. Begin to understand and apply the concepts within a growth mindset and build self-esteem Identify how people need to treat each other to make sure everyone feels safe and happy Identify different ways of communicating our feelings and needs to others Recognise ways we can help ourselves to feel better Describe or demonstrate simple strategies that can help us manage emotions and who can help us Recognise and describe positive thoughts and negative thoughts Recognise triggers for emotions in themselves and others To learn how people may feel if they experience hurtful behaviour To learn what hurtful behavior might look like in different situations Recognise that they have a choice about how they react to things that happen To recognise where I am now, what I am good at what I am not so good at Recognise that they and others have special abilities Identify what a positive learning attitude is Give examples of positive learning attitude statements Identify, know or explain who will be my teacher in September Be able to choose appropriate new activities that are challenging to them To identify things I can do for myself to help me develop my strengths and those areas where I need help from others. To begin to anticipate when a job needs to be done To begin to identify making excuses and begin to understand taking responsibility To be able to give some feedback (appropriate to my communication level) about my work and behaviour</p>	

# Richmond Hill School - PSHE 2024-2025



Spring Term - Being Healthy and Safe				
<p><b>Highlighted Green</b> - Objectives that are likely to be met through "in the moment teaching" and experiences predominantly. Other objectives there would be an expectation of some discrete teaching.</p> <p><b>British Values</b> - <span style="color: yellow;">●</span> <b>Democracy and Individual Liberty</b>, <span style="color: cyan;">●</span> <b>Respect and Tolerance</b>, <span style="color: red;">●</span> <b>Rule of Law</b></p>				
	Overarching Goal /Objective	British Values Links	Statements from Curriculum Map	Linked EHCP targets :-
Sensory	<b>Exploring foods</b>		To handle, experience and taste healthy and unfamiliar foods To explore and experience a range of foods Will make a choice from known/like foods Is consistent with likes/dislike responses. Indicates more Dips spoon/fork etc into food Drinks with support	<b>To develop his/her personal safety understanding so that:</b>
Purposeful	<b>Making food choices following safety routines</b>	<span style="color: yellow;">●</span> <span style="color: red;">●</span>	To distinguish between edible and non-edible foods Accepts non-favoured or new food on plate Will taste a small range of new foods Makes own choices from a range of liked and new food Expresses likes/dislike through consistent communication methods Indicates more and no more Scoops food onto spoon Stabs food with a fork Drinks from favoured cups	
Skill Development	<b>Following safety or hygiene instructions</b> Begin to understand keeping myself healthy	<span style="color: yellow;">●</span> <span style="color: red;">●</span>	To identify some examples of healthy foods and drinks To know how to store and handle different foods. To learn how to use a knife and fork Drinks from a range of cups and accepts non-favoured cups. Pours juice/water into cups Demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair, teeth) Demonstrate hygienic ways to look after our bodies Describe, demonstrate or sequence simple routines for going to bed/going to sleep To know who to refer to if we are unwell	
Functional Skills	Learning about medicines, pain and help Following rules, accepting consequences and earning rewards Learning about healthy sleep, activities, foods and drinks	<span style="color: yellow;">●</span> <span style="color: red;">●</span>	To learn why we might need to eat foods we might not like very much To learn about eating a healthy, balanced diet and why some foods are healthier than others To identify differences between foods needed for good health and foods that are treats To learn the importance of staying hydrated To know and ask a trusted adult to check if something is safe to eat/drink To describe some simple ways of staying safe in the sun and learn about why this is important To learn about how much sleep we need and to identify how we feel if we have not had enough sleep To recognise that sleeping well is one way we can stay healthy	

# Richmond Hill School – PSHE 2024-2025



			<p>To identify, describe or learn how the physical activities we enjoy doing help to keep us healthy</p> <p>To discuss how pain can affect different parts of our bodies</p> <p>To recognise that we may be given medicines to help us get better and that these will be given to us by a nurse or doctor (or by our parent/carer looking after us).</p>	
<p><b>Intentional Applied</b></p>	<p>Learning about food groups, allergies, nutrition and treats</p> <p>Learning about healthy sleep</p> <p>Learning about healthy use of technology</p> <p>Learning about physical activities and their benefits</p> <p>Learning about healthy substances, medicine safety and asking for help.</p> <p>Understanding and applying rules, consequences and rewards</p>	<p>●●</p>	<p>To learn that some foods are more nutritious than others</p> <p>To learn that some people cannot eat certain foods because they will make them ill (allergies)</p> <p>To describe which foods we should only eat occasionally and learn why eating too much of them could harm our health</p> <p>To identify some influences on our food choices, and when these might be positive or negative</p> <p>To recognise impact of electronic devices on sleep and mental and physical well being</p> <p>To learn some things that can stop us sleeping well and suggest ways to manage these</p> <p>To describe how physical activities might make us feel (physically and emotionally)</p> <p>To describe some of the different ways to be physically healthy</p> <p>To recognise what medicines go on our bodies and what medicines go in our bodies</p> <p>To identify some substances at home that we should never taste or swallow, and where they live</p> <p>To learn that no-one should ever make us, or try and persuade us to taste or swallow anything we are not sure is safe and that we have a right to say no if we do not want to.</p>	
<p><b>Enrichment</b></p>	<p>Understanding all aspects of safety in different environments with different people.</p>	<p>●●</p>	<p>Understand or recognise what is meant by "safe".</p> <p>To learn about the people whose job it is to help keep us safe</p> <p>Describe, identify or recognise some simple ways we can help keep ourselves physically safe in school</p> <p>To identify, sort or describe ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) inc. how to cross the road safely. Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends.</p> <p>To learn some simple rules for keeping safe near water, railways, roads and fire.</p> <p>To learn how to respond safely to adults they don't know</p> <p>To learn basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>To understand basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p> <p>Learn how to respond safely to adults they don't know</p>	
<p><b>Enhancement</b></p>	<p>Understanding the skills and roles of adults who might be able to help with different problems.</p> <p>Understanding the positives and negatives of the internet and technology</p> <p>Understanding risks, rules and laws relating to safety</p> <p>Understanding people and feelings can be hurt by words and actions; online and in person</p>	<p>●●●</p>	<p>To learn that people in school have different roles to help us including; Medical staff, Bus drivers and escorts, Office staff, Headteacher, Teacher/TA's, Cook, Caretaker/Cleaner</p> <p>To recognise what we may need help with and who to go to for help (in school and at home)</p> <p>To have an awareness of people they can trust</p> <p>To recognise that some people have to wear a specific uniform in their role; To recognise that people need special equipment/ vehicles to be able to carry out their role</p> <p>To learn about the role of the internet in everyday life</p> <p>To learn about rules and age restrictions that keep us safe</p> <p>To learn about how people may feel if they experience hurtful behaviour</p> <p>To recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>To give simple reasons why it is important to help keep ourselves physically safe.</p> <p>To learn about rules and laws to keep us safe</p> <p>To learn about what to do if there is an accident and someone is hurt</p> <p>To learn simple strategies for keeping physically safe in situations when we might feel afraid.</p> <p>To learn who can help us in the community such as; shop keepers, vets, hairdressers.</p> <p>To learn which people at home, school and elsewhere are responsible for helping us keep physically safe.</p> <p>To learn who helps us in the community, their roles and what problems they can help us with.</p> <p>To learn about how the internet can be used safely to communicate with others or find information.</p> <p>To know that people and feelings can be hurt by words and actions; online and in person</p>	
<p><b>Further</b></p>	<p>Understanding trust</p>	<p>●●●</p>	<p>To name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened) and</p>	



# Richmond Hill School – PSHE 2024-2025

<p><b>Intentional Applied</b></p>	<p>Learning about first aid and calling 999          Understanding facts and opinions online and in person          Understanding what bullying is and what to do          Understanding some people can be disingenuous and what to do</p>		<p>Identify trusted adults who can help us if we feel this way.          To learn about the need to consider safety when tackling new challenges          To identify some different responsibilities we have that help keep ourselves and others safe.          To consider and manage some risks          To learn about rules and age restrictions that keep us safe          To learn how to identify when someone might need first aid because they are hurt/ injured.          To learn about ways of keeping safe in a variety of relevant situations and identify possible risks.          To learn that 'trust' is not the same as 'like' and what trust is. To know who to trust and what the difference between a 'surprise' and a 'secret'.          To learn about what to do if there is an accident and someone is hurt          To learn how to get help in an emergency (how to dial 999 and what to say)          To understand that we need others to do things that we cannot do for ourselves or to decide what is best for us.          To know there are consequences to calling for help (999) when you do not need help          To know how to get help from people in the community          To learn about the role of the internet in everyday life I know how to balance screen time with other activities and understand why this is important          To know that not all information seen online is true          To know that some people behave differently online, including pretending to be someone else.          To know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; importance of telling a trusted adult</p>	
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# Richmond Hill School - PSHE 2024-2025



Summer Term - Change, Moving forwards and Independence				
<p><b>Highlighted Green</b> - Objectives that are likely to be met through "in the moment teaching" and experiences predominantly. Other objectives there would be an expectation of some discrete teaching.</p> <p><b>British Values</b> - ● <b>Democracy and Individual Liberty</b>, ● <b>Respect and Tolerance</b>, ● <b>Rule of Law</b></p>				
	Overarching Goal /Objective	British values links	Statements from Curriculum Map	Linked EHCP targets :-
Sensory	Experiencing and exploring sensations and environments with adults.		Experiences a range of body awareness activities to develop an awareness of self Will co explore the environment and objects with a familiar adult.	<b>To develop his/her personal safety understanding so that:</b>
Purposeful	Showing curiosity and enjoyment about themselves and experiences around them	●	Begins to be confident in own abilities, seeking out adults to share their experience with Enjoys looking at themselves in a mirror Learns their voice can be used to gain attention Curious about the environment	
Skill Development	Maintaining focus independently Shows enjoyment in tasks/job Communicating likes and dislikes about themselves and others	● ●	Sits and engage with an activity by themselves for short periods Expresses likes and dislikes Can select an activity they like Enjoys carrying out small tasks/jobs Will communicate freely about themselves, family and friends Has an awareness of pride in self and having own abilities. Uses special interests to engage positively in activities	
Functional Skills	Identifying similarities, differences and shared interests/goals Understanding what I still need to learn/develop Taking on tasks/responsibilities Evaluating my work, behaviour or skills Setting goals for myself Managing things I find difficult. Identifying what makes me happy	● ●	Engages in a range of activities unrelated to special interest Identify star qualities in others To recognise and accept similarities and differences between people To share and find people with similar interests Describe things that we enjoy or make us feel happy Identify what we are good at, both in and out of school. Describe and demonstrate things we can do well and identify areas where we need help to develop. To recognise something I would like to develop To accept that I can get better at something I struggle with Be able to set simple goals Show awareness of being given a responsibility Participate with prompting with individual responsibilities To set personal goals for the future To learn some strategies to manage when I find something difficult To be able to give some feedback (appropriate to my communication level) about my work and behaviour To recognise what I like and dislike Describe things that we enjoy or make us feel happy Begin to show respect for what others like or dislike Identify the physical activities we like doing	



# Richmond Hill School - PSHE 2024-2025

			<p>To differentiate between food that we like and don't like</p> <p>Identify, know or explain who will be my teacher in september Identify, know or explain where my class will be in september To identify areas where I need help to develop. Identify, know or explain feelings associated with the changes that happen in a new school year Identify why routines and responsibilities might change as they go through school Interact with others with paired responsibilities To learn some strategies to manage new challenges and build persistence and resilience to a new task To know how it feels to do something new and some ways to cope with these feelings Understand it is important to make sensible decisions but that it is alright to make mistakes To begin to learn strategies to cope with frustration and boredom To be able to give some feedback (appropriate to my communication level) about my work and behaviour Identify own hopes/aspirations; explain in simple terms how we might achieve them. To choose, identify or describe hopes/wishes for future life. To choose, identify or describe jobs they can do when they grow up To choose, identify or describe hopes they have for the future To know that jobs help people to earn money to pay for things To recognise some of the qualities required to carry out certain jobs Discuss what skills and interests are needed for different jobs</p>	
<p><b>Intentional Applied</b></p>	<p>Understanding my next steps Learning about responsibilities that change as I get older. Learning mistakes are ok Building persistence and resilience. Learning how to cope with frustration Thinking about my potential future</p>		<p>Identify ways next year will be different and explain why they think this is To take ownership over some IEP targets Discuss what skills and interests are needed for different jobs Identify simple attributes they have that would suit them to a desired job To be able to break long term goals down into small steps (and set mini goals) To be able to weigh up the consequences To be able to identify own hopes/aspirations and explain how we might achieve them. To be able to choose, identify or describe their employment aspirations Explain what steps they can take to achieve future ambitions To understand why people have to work To identify ways to relax To learn about the signs of Mental Health issues or having poor mental health. Demonstrate some communication skills to express the intensity of a feeling To recognise ways in which I am special and unique To recognise and explain/identify what unique means and consider what makes them unique</p>	
<p><b>Enrichment</b></p>	<p>Learning about future employment Becoming fully self-aware; knowing strengths, limitations and challenges Setting goals for myself Learning about mental health</p>		<p>Identify where I am going to school next Identify who I know at my new school Identify, know or explain who will be my teacher in september Identify, know or explain where my class will be in september Identify some similarities and differences between my new school and my current school Identify some of the feelings that I might feel about moving on and develop some strategies to these. Identify who I can tell if I am worried about moving to a new school.</p>	
<p><b>Transition</b></p>	<p>Understanding what will happen next for me and what to do if I feel worried</p>			

# RESPONSIVE, ADAPTIVE AND TAILORED

PSHE is so easy to adapt and tailor to meet needs and emerging experiences of children in the room.

## 3 STEP PROCESS

For lots of our behaviour concerns around PSHE, supporting the child is a 3 step process from there.



1. Observe/manage incident/behaviour in the moment.
2. Report (Teacher, MLT, Cpoms, DSL, Parents)
3. Teach, support, follow-up (whole team)

- Think beyond reporting concerns to your MLT, SLT and DSLs. Think about what you can do next to support the child/children.
- Remember that you have the power and autonomy to TEACH the children to manage or overcome these challenges.
- Ask for help if you are not sure - but also remember that you know exactly how to support these children manage things like this.

You know the children you work with every day 10x better than MLT, PSHE leads, SLT or DSLs do. You are the best people to teach them how to navigate their challenges. You are the experts.

A member of staff saw Child A kiss Child B on the lips. Child B was upset and pushed Child A over in response. The member of staff said "No thank you, we don't push our friends over" and checked Child A was unhurt. The member of staff reported to you as both children are in your class and then logged the incident on cpoms.

How do you address the behaviour shown by child A? How do you address the behaviour shown by child B? Why do you need to support child B as well?

## What do we need to TEACH these children (In a developmentally appropriate way)

How do I behave with different people (family, friends, peers, staff)

Appropriate touch (Where can I touch others and be touched)

What do I do when I feel dysregulated? How to ask someone else to stop/give me space

How to tell an adult something happened.  
(Making disclosures)

## What might this teaching look like for different children?

In-the-moment teaching of appropriate touch and behaviour.

Social stories, visual support, communication boards (yellow zone)

Discrete 1:1 or small group teaching (a short lesson)

Adding pages to communication books and modelling how to use these to disclose to adults.

## Please consider:

How much language am I using?

What are the real/adult life implications of learning or not learning this?

Which other adults should I liaise with? (DSO, PSHE lead, PWL, parents)

On more than one occasion Child C has become very dysregulated in the playground at playtime. He has a favourite bike and becomes dysregulated when other children use it. Child C can then escalate and shout at or pinch/hit out at adults who try to support.

Child C is a leaves child and when regulated can take part in discussions and discrete lessons with others.

There are 2 elements to Child C's behaviour that need to be addressed. What can you do long term to support?

## What do we need to TEACH these children (In a developmentally appropriate way)

Learning to share - this will be a recurrent issue if we don't teach it in a controlled environment

Developmentally appropriate for this child: How do my actions impact others?

What do I do when I feel dysregulated?  
How to take myself away when I am dysregulated

Managing my emotions - how to calm myself down before the point of dysregulation

## What might this teaching look like for different children?

In-the-moment teaching and reinforcement of rules (using a timer, reminders)

Social stories, visual support, communication boards (yellow zone)

Discrete 1:1 or small group teaching (a short lesson)

Shared class rules and discussions. Discussion of consequences for others after behaviour

## Please consider:

How much language am I using?

What are the real/adult life implications of learning or not learning this?

Taking away the bike just means that there is no trigger, not that the child has learned anything.

Child D is in year 4 and is a roots learner. He has started to touch the breasts of members of staff. He will reach out to touch their breasts and then watch their response closely and smile/laugh. This has been logged on cpoms a number of times and parents have been informed. Parents report that he has done this at home also and they are worried about why he is doing this and what they do next.

What could you put in place to support at school and at home?

What do we need to TEACH these children  
(In a developmentally appropriate way)

How do I behave with different people (family, friends, peers, staff)

Appropriate touch (Where can I touch others and be touched)

How can I gain attention in a positive, appropriate way? How else can I get the response I am looking for?

What might this teaching look like for different children?

In-the-moment teaching: Redirect rather than react.

Social stories, visual support, communication boards (colour coded touch zones)

1:1 teaching/session s with pupil to build positive relationships and interactions

1:1 activities relating to appropriate touch and privacy. Consistent use of terms: private

Please consider:

How much language am I using?

What are the real/adult life implications of learning or not learning this?

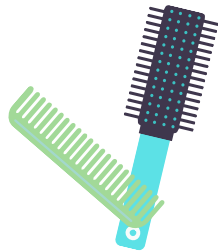
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# PERSONAL CARE BAGS



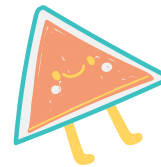
Parents will be asked to make a donation towards the bags as they do for cookery etc

We will source the contents to make it fair across children but parents can send in additional things for their children if appropriate



No set time this has to happen – fit it in, when you can, where you can

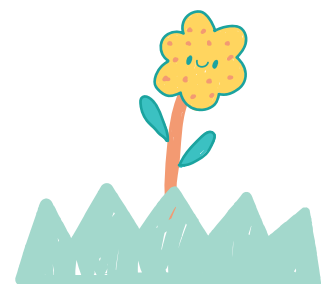
Each adult has key children they are responsible for (2–3) and ticks off on the tracker when it's done.



Five minutes of personal care might happen in the morning for "Bob" because he doesn't eat breakfast, at the end of the day for "Max" because we're not sure he'll brush his teeth before bed, at 10:25 for "Ali" because there was time.

## HOW THIS WORKS IN CLASS...

Some children might be able to do this independently (brilliant!) and tick off the tracker themselves (AMAZING!) So long as it happens, there are no rules.

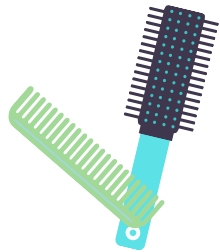


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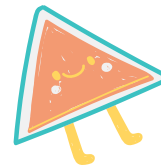
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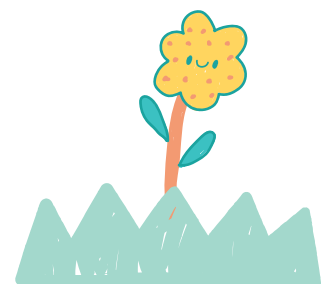
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RSE

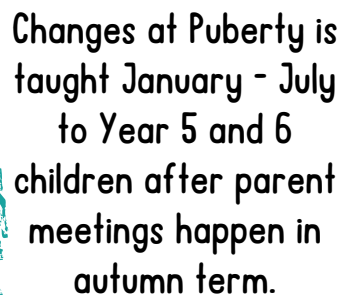
“Relationships” covers any human relationship the pupils might have, observe or encounter - from family, to friends, to peers, teaching staff, strangers.

“Sex” covers biological gender. This encompasses teaching children about body safety, body privacy, anatomical terms, how to communicate about their bodies and appropriate and safe hygiene and toileting.

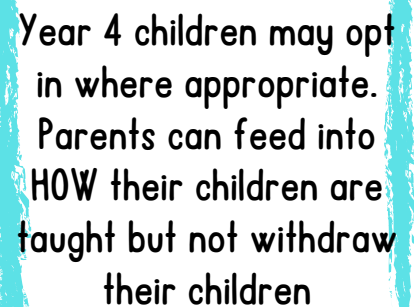
All children are taught RSE through the PSHE curriculum and years 5/6 are taught discrete “Changes at Puberty” lessons.



RSE Week (Autumn 1) will allow us to meet and discuss with ALL parents early in the year

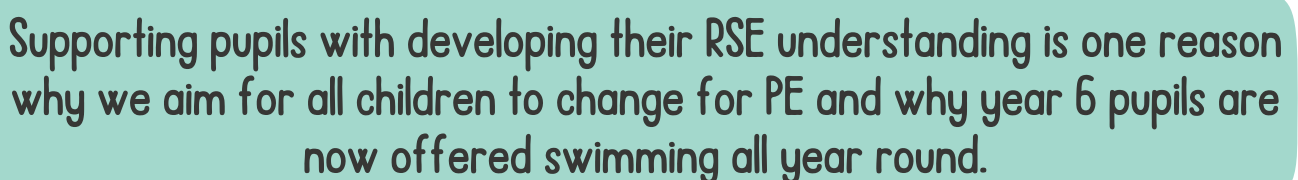


Changes at Puberty is taught January - July to Year 5 and 6 children after parent meetings happen in autumn term.



Year 4 children may opt in where appropriate. Parents can feed into HOW their children are taught but not withdraw their children

RSE conversations and meetings with parents and pertinent information can be added to cpoms and safeguarding action plans.



Supporting pupils with developing their RSE understanding is one reason why we aim for all children to change for PE and why year 6 pupils are now offered swimming all year round.

# RSE

In terms of statutory expectations the government has key ideas for what they would like children to know by the time they leave primary school. Not all of this content is accessible to our children but we do support them in learning about the following in the most appropriate way for them:

## Families and people who care about me

- What is a family and why are families important?
  - Who is in my family? Who lives in my house?
  - How do my special people (my family) make me feel?
  - How do my special people feel about me?
- Healthy family life (time together, working together, care for each other)
  - What do we like to do together?
  - Where is my happy place?
  - Who makes me feel better when I am sad?
  - Why is family wonderful?
- Families sometimes look different (differences; family is family regardless of composition)



## Friendships

- How to choose and make friends
- Why friendship is positive in our lives
- What friendship looks like
- Healthy friendships do not make others feel lonely or excluded
- Friendship ups and downs and how to resolve this appropriately.

YEAR

2

3

4

## Online Relationships

- People sometimes behave differently online, including pretending to be someone they are not.
- Expectations for behaviour and interaction are the same online as in face-to face interactions.
- Rules for keeping safe online, (risks, harmful content and contact; how to ask for help from safe adults).
- How information and data is shared and used online including information that is not true.



## Respect

- Respecting others, even when they are very different from me (physically, personality, backgrounds, choices, preferences or beliefs).
- Courtesy, manners, social etiquette and societal expectations.
- Developing self-respect and pride in themselves and how special they are.
- In school and in wider society they can expect to be treated with respect by others including adults; in turn they should show due respect to others, including those in positions of authority.
- Unkindness - what unkind behaviour might look like and why this is unacceptable.
- "Not to judge a book by its cover" (how stereotypes can be unfair, negative or destructive).
- Consent, permission seeking, sharing and giving space.

YEAR

2



3

4

## Being Safe.

- Privacy and safe/unsafe secrets
- That each person's body belongs to them
  - appropriate and inappropriate touch
  - unsafe physical contact
  - safe adults
  - bathroom privacy and safety
- How to respond safely and appropriately to adults they may encounter
  - Strangers
  - Professionals who help me
  - Identifying unfamiliar safe adults



In every sub-section the final idea is: Who can we communicate with if we are feeling unhappy or unsafe?

We want the children to recognise who their safe adults are at home and at school and appropriate ways to seek support whether this be by physically going to that adult for physical comfort; using symbols, signing or augmented communication; or verbally talking about anything that makes them feel unhappy or unsafe.

We have a very diverse community surrounding RHS and we respect the cultures, traditions and expectations of our families. We have worked together with parents and governors to create an RSE policy that reflects this. Our teaching reflects the diversity that makes up Luton and British culture and it is important that our children understand that that different people live their lives in different ways and that everyone is entitled to respect and kindness.

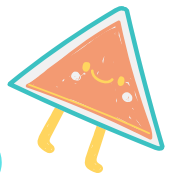
## Vocabulary:

- We do use anatomically correct vocabulary with all our children at all ages. While children in year 3 are not taught in a lesson: this is your \*penis\*, if a child is trying to undress in public or needs support in the toilet we are using phrases like "penis is private." We are not using alternative terms because we do not want to confuse children. This is about safety.

# RSE



# PANTOSAURUS



As a school we are using the NSPCC Pantosaurus Initiative to support our children with understanding how to keep themselves safe and private.

Whatever their age group, when learning about body privacy and toilet safety, Pantosaurus is there to help.

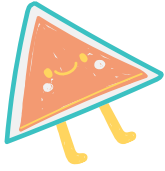
All children are taught that what is covered by their underwear is their private body and should be kept private. Other children should not see it and only safe adults should help them.



Your pants cover up  
Your private parts



# RSE



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## Changes at Puberty



- Changes at Puberty is generally only taught to our year 5 and 6 children.
- If appropriate, and after parental discussion, younger children might opt in if the learning is deemed relevant.
- We cover different modules to try and support our children in preparation for and as they start puberty.
- Our children's bodies continue to change in line with age-expectations even though their cognition does not. We strive to support them and help them understand in a way that is appropriate for them and will keep them safe.

Our Changes at Puberty teaching is statutory. We are very happy to work collaboratively with our families but it is not something that parents can opt out of.

If any parents have concerns they are encouraged to contact the class teacher who can then liaise with MLT or SLT to support.

- Our updated RSE policy is on the website and in Appendix 1 of this handbook
- The policy sets out the curriculum, our informal assessment and the expectations for staff and parents.
- It shows how we are differentiating the Statutory RSHE curriculum to suit the needs of pupils at RHS.



### Key teaching and learning...

- Safeguarding- knowing what's right and wrong, learning what behaviours are appropriate and what are not e.g appropriate touch, appropriate clothing- underwear
- Future safety e.g if they visit the doctor they can describe their anatomy
- Personal hygiene particularly through and after puberty
- Emotions/ feelings that change with hormones
- Preparing for and managing change
- Private body parts
- Relationships- safe adults, knowing who to talk to if they have a problem

YEAR

5

6

- Years 5 and 6 have dedicated RSE lessons and in-the-moment teaching depending on pupil to explore and learn about body changes in puberty.
  - Girls and boys taught separately for key areas.



# RSE

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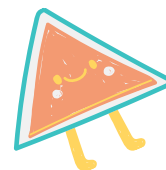
## Changes at Puberty Coverage



### Key teaching and learning...

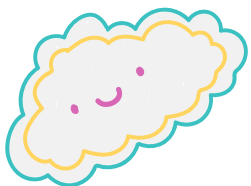
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- Relationships- safe adults, knowing who to talk to if they have a problem

- Years 5 and 6 have dedicated RSE lessons or in the moment teaching depending on needs within a class to explore and learn about body changes in puberty.
  - Girls and boys taught separately for key areas.



### My Private Body Parts

- Identify private and non-private body parts
- Learn which adults can see my private body parts and when this is ok
- Recognise ways to keep my private body parts covered (underwear / when changing)
- Use correct anatomical vocabulary for private body parts



### Changes in my body

- Puberty changes are normal
- My body will change size and shape; height, weight, breadth, growth of breasts/penis/testicles, changes to private parts etc.
- I will grow pubic hair and where this will grow; Boys might grow facial hair (moustache, beards)
- I might get spots and how to manage these.

YEAR

5

### Hygiene

- What hygiene means and why it is important and effects of good/poor hygiene.
- Recognise ways to keep clean: hair, body, teeth, clothes, bedding, nails.
- I will need to clean myself more often as I get older.
- How to wash thoroughly
- How and when to correctly apply a roll on deodorant.
- Learn about keeping safe while hygienic (e.g. not to remove my own body or facial hair without the support from a parent/carer)

6

STAY  
SAFE

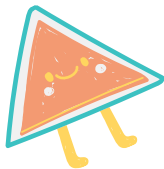




# RSE

66

## Changes at Puberty Coverage



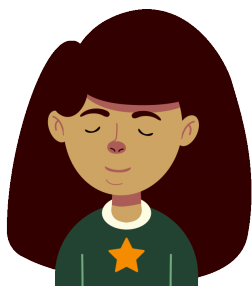
### Feelings and Emotions

- I might feel different emotions when puberty changes happen
- I might sound, look and behave differently.
- You might sometimes feel emotional.
- Understand that your likes and dislikes might change.
- Learn you might become interested in different activities, people or places.

## YEAR

# 5

# 6



### Girls Only

- Girls are taught that they will have a period once a month and that this is normal.
- We show them appropriate sanitary options for them to use and support them with learning the routine for how to manage their periods.
- This is taught in a sensitive way to ensure that children are not scared or confused if this happens.



### Boys only

- Boys are taught that they may experience an erection, what this feels like and how to manage this so that it goes away.
- Boys are also taught that this can happen while they are asleep and what to do if they experience night-time emissions or wet dreams.
- This is taught in a sensitive way to ensure that children are not scared or confused if this happens.

We do not teach children about masturbation or about any sexual behaviour as part of our curriculum. If a child at any age begins to touch their private parts to meet a sensory need in school or at home then a discussion will be had with parents about how best we can support the child and their family. If a child's safeguarding needs warrant support about any form of sexualisation or behaviour then this will be managed on an individual basis with the support of the school safeguarding leads.

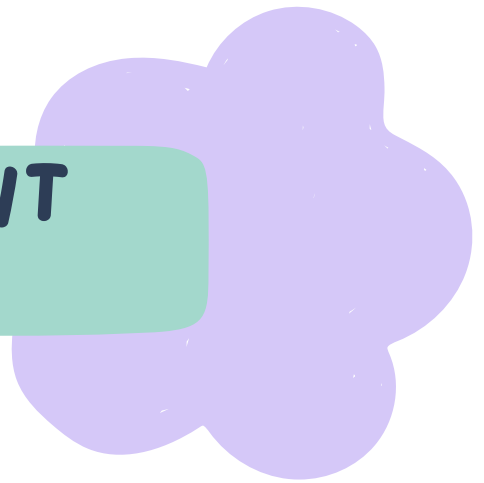
For more information about our RSE curriculum please consult the policy [appendix I]



Year 5/6

RSE

ASSESSMENT  
GRIDS



# ASSESSMENT GRIDS for RSE - Changes at Puberty

Name: Example Pupil	Key	
Class: Jade Class	0	No or little understanding
Pathway: Leaves	1	Limited understanding / <b>Evidenced</b>
	2	Can apply this skill / <b>Maintained</b>
	3	Fully understood / <b>Generalised</b>

Area of Understanding	Year 5		Year 6	
	Score	Notes	Score	Notes
Which parts of my body are private <small>I know my gender; I know what puberty means; I know which parts of my body are private and can point, mark, show someone these areas; I know boys and girls have different body parts; I know which parts need to be covered</small>	2	Not ready to know what "puberty means"		
Safe places and Safe adults <small>I know where it is ok to be unclothed (bathroom, bedroom, changing room, toilet cubicle); I can follow routines for keeping myself private when using the toilet - door closed etc; I know who my safe adults at school are and can name/demonstrate this; I know who my safe adults at home are and can name/demonstrate this; I know who should not see my private body; I know places where I need to keep my private body covered.</small>	2	Demonstrated understanding at swimming and when using the bathroom daily.		
Naming private body parts <small>I can use the appropriate anatomical names for all of MY body parts; I can use the appropriate anatomical names for all of the opposite gender body parts; I can demonstrate my understanding of which parts are private</small>	2	Uses correct names, can label own gender		
Appropriate choices and placement of underwear <small>I know where my underwear goes and what would be appropriate underwear for me; I know where someone else's underwear might go and that underwear is different for boys and girls, adults and children. I know that as I grow older I might need different underwear; I know that swimwear is the same as underwear and keeps me private; I know that underwear covers up my private body</small>	2	Can demonstrate understanding of this in conversation as well as show this when swimming/changing for PE		
Changes - Hair growth <small>I know the places where I will start to grow pubic hair during puberty; I can label this, draw this, point to these areas or discuss this. I know that my hair on my head may get greasy or need washing more regularly; I know that my eyebrows might grow more; I know that boys may develop facial hair (beards, mustaches)</small>	1	Understanding this area but needs further support to wash thoroughly and to recognise when hair might be greasy		
Changes - spots <small>I know the places where I might get spots during puberty; I know that spots are normal; I know that washing my face every day can help with spots; I know that I need to use special soap; I know/can follow the routine for washing my face.</small>	1	Demonstrates understanding theoretically, but no spots yet so no application.		
Changes - Hygiene <small>I know that I need to bath/shower/wash every day as I get older. I know that I need to wash my private parts, underarms and face every day; I know that I need to use different soaps on different parts of my body; I know that I need to use deodorant; I know that I need to use special soap; I know/can follow the routine for washing my face.</small>	1	As above - needs further development of understanding of HOW to wash		
Changes - Growth of body parts <small>I know that different parts of my body will grow as part of puberty; that my body will change shape. Girls: I know that my hips might grow; I know that my breasts grow; I might grow taller; I might change size, weight or shape. Boys: I know that my voice will change. I know that my throat might change shape; I know that my penis and testicles might grow; I know that my shoulders might get broader; I know that I might get</small>				
Changes - Emotions, Feelings <small>I know the zones of regulation and the emotions that are within me; I know that I might feel bigger or more dramatic feelings; I know that I might feel sad or cross and not know why; I know who to ask for help; I know that if I feel different it is ok; I know how to ask for help from my safe adults.</small>				
Safety - How, when and who to ask for help <small>I know about appropriate and inappropriate touch and behaviour; I know who to tell if my body hurts; I know who to tell if I am not ok; I know who might be able to help; I know that doctors, nurses and people at school might be able to help me.</small>	1	Can point out safe adults e.g. aunts, can name safe adults at home and school. Do not know if would actually seek support.		
Gender specific <small>GIRLS: I know that I will start to have periods once a month; I know that periods are normal; I know that I am safe even if I am bleeding a little; I know who to ask for help; I can follow a routine for managing a period; I know that periods are private but my safe adults can help me</small>	2	Can sequence routine for managing this but not yet needed.		

## Assessing Changes at Puberty Learning

- In June of Year 5 and June of Year 6 you update a spreadsheet for each yr 5/6 child. These are then passed on to the new teachers.
- You give them a numerical score (colour coded automatically)
- You write brief notes.
- Please take a screenshot and add to EFL

Year 5/6

RSE

SCHEME OF WORK

For Pupils developmentally ready for discrete teaching regarding  
"Changes at Puberty" - skill development onwards



**RSE - Changes at Puberty Teaching**

The following are the 16 “lessons” or focus areas for our Changes at Puberty Learning. They are ordered progressively but if you need to teach out of order for any reason then you know what is best for your class (e.g. if something becomes more of a relevant issue for your pupils).

There are 16 “lessons” (18 if you count boys and girls separately) but they may take longer than that with your cohort. This is ok - work at the pace that works for them.

Lessons may be lengthy discrete sessions or short activities and drip fed as and when depending on your pupils and their needs/working levels.

Please do recap as you go and across the weeks - remind children when using the toilet etc.

This is here to support - additional ideas are welcomed - please share them so others may benefit from your expertise :)

**Note:** Language used below is based on all children identifying with their biological sex as their gender. Should a child have expressed/demonstrated a different gender or identity to their biological sex then we will adapt teaching and work with parents on a case by case basis. However, it is important to note that choices in fashion, interests and activities is not an indication of being misgendered.

As our learning is purely about biology, appearance and safety we teach that males have a penis and testicles and females a vulva and vagina. Should we have a child join our community for whom this is not correct we will adapt accordingly. If you are unsure - please seek support.

**YOU WILL NEED - A3 blank body templates, folders for work (make yourself).**

Aim/Focus	Teaching	Resources
1 - What colour is my skin and hair?	<p>What colour is your skin? Use mirrors, example pictures or other strategies to help the children recognise and match their own skin colour.</p> <p>If appropriate, compare skin tones with others in the class, talk about why they are different. Support children in understanding their whole body is the same colour as their face and hands.</p> <p><b>By the end of the session:</b> Children have a body template with their correct skin tone and hair colour and face added if appropriate.</p>	<p>Blank body templates Skin colour pencils / shades of peach and browns Hair colour pencils / black, brown, yellow, orange etc</p> <p>OPTIONAL: Powerpoint Photo resources Mirrors</p>
<p><b>Photocopy each child template x 2 (one for lesson 2, one for lesson 3) Add original as first page of folder (treasury tag)</b></p>		
2 - Which parts of my body are	<p>Which parts of your body are private? Use powerpoint, modelling on dolls (Desmond and Daisy), toys, pictures (not photographs) to show where private parts are.</p>	<p>Photocopied body templates from last session</p>



<p>private? Adding symbols. Who can see these parts?</p>	<p>Children add "Private symbols" to the correct place on their body template e.g. genitals and chest as appropriate.</p> <p>If appropriate: Discuss that <u>private body</u> is ALWAYS genital area and for girls chest area but for some people (e.g. within Islam) bodies may also need to be covered from collar bone to knee etc. Explain that your body belongs to you and we do not show lots of other people.</p> <p>Use activities to identify who safe adults are in our lives.</p> <p>Leaves, physically independent children - no-one at school needs to see your private body unless you need help.</p> <p>Identify activities that are public and private to support understanding of what the word private means.</p> <p><b>By the end of the session:</b></p> <p>Children have a body template with their correct skin tone and hair colour and private symbols added to the appropriate places.</p> <p>Children have photos/pictures/drawings/names of safe adults who can see their private body / help them with washing/bathing etc.</p>	<p>Private symbols to stick on OPTIONAL Powerpoint</p> <p>Public and private CIP worksheet (sorting)</p>
<p><b>Add work to folder (treasury tag as book)</b></p>		
<p>3 Am I <u>boy</u> or a girl? Which private parts do I have? What is different about boys and girls? Who grows breasts?</p>	<p>Recap private areas from last session. Show work. But what are our private areas? Use appropriate terminology and explain boys have a penis and testicles and girls have a vulva, vagina and breasts. Everyone has a bottom.</p> <p>Give children a choice of the printed private part strips. Which parts do you have? (Correct if necessary) "You're a boy so you have a penis and testicles" etc.</p> <p>Can the children colour the strip to match their skin tone like the rest of their a3 body? Can the children stick the strip in the correct place? (correct if necessary)</p> <p>If appropriate: Discuss that we need to know the names so we can tell someone if they hurt - if your foot hurts you need to tell someone, if your testicles hurt then you need to tell someone too.</p> <p>Reiterate how important it is to keep your testicles/penis or vulva/vagina private and that friends, other children, people who aren't our parents/carers etc can't see or touch them.</p> <p>Use Daisy and Desmond - can the children point to where the penis/vagina are on Daisy and Desmond. Can the children point to the correct parts on <u>their picture</u>?</p> <p><b>Note:</b> Children (as much as possible) are taught the names of the private parts for their own and the opposing gender for safeguarding reasons. Were someone to expose themselves and the child needed to disclose they need to be able to use the word, choose the symbol or express this in whatever way their communication need allows.</p>	<p>Photocopied body templates from first session (Blank with skin coloured and hair/face added)</p> <p>Printed private part strips to stick on bodies.</p> <p>Changes at puberty coreboards.</p> <p>Skin tone colouring pencils</p> <p>Optional: Body parts Powerpoint</p>



	<p><b><u>By the end of the session:</u></b> Children have a body template with their correct skin tone and hair colour and correct private parts added, in the correct place, with the correct skin tone.</p>	
	<p><b>Photocopy work x2 for subsequent sessions (Keep one photocopy as will be needed for lessons 4, 5, 6, 7 - repeat photocopy every week)</b> <b>Add original work to folder (treasury tag as book)</b></p>	<p>Photocopied body templates from last session (private parts added and coloured to match skin tone) CIP symbols for body parts inc. genitals etc. Changes at puberty core boards</p> <p>Optional: Body parts Powerpoint</p>
<p>4 Body labelling with anatomical names</p>	<p>Recap private parts from last session. Embed understanding from last session by labelling all parts of the body in today's session. Can children add CIP symbols / words / write their own labels to the templates to demonstrate they know where each body part is? Adults to support where needed. Correct mistakes / misconceptions so that children can look back at their work for support in the future should they need to.</p> <p><b><u>By the end of the session:</u></b> Children have a body template including appropriate private parts, labelled with anatomical names.</p>	
<p>5 What kind of underwear is appropriate for me? Where does my underwear go? Where does my swimming costume go?</p>	<p><b>Add work to folder (treasury tag as book)</b> <b>Use photocopies from lesson 3 for next lesson</b></p> <p>Recap private parts from previous two lessons. Use real underwear from the blue boxes - which ones are for girls? Which ones are for boys? sort the underwear. Use large cutouts. WHICH ones are for girls? Which for boys? Show pictures of shops underwear section - which ones are for Girls? Boys? Men? Women? Use Desmond and Daisy if appropriate - can the children choose which underwear is for Desmond and which is for Daisy? Where does it go? On her head? Etc Use templates. Can the children decide which underwear is appropriate for them? Children can colour the underwear the colours they like and then stick to the correct place on their body templates to cover those parts. Use this as a modelling opportunity - e.g. if children stick the pants mid thigh, exclaim that you can still see their private body and they need to pull their pants up. Make velcro versions (see example) and take photos if more appropriate. <b>NOTE:</b> culturally some children may have different expectations e.g. needing to wear a vest or top that covers their stomach. Be sensitive to this. If girls, try to encourage placing bra/crop-top on the body template and then a vest over the top of that.</p> <p><b><u>By the end of the session:</u></b> Children have a body template with appropriate underwear (that reflects gender and culture) covering the private</p>	<p>Skin colour colouring pencils - make the templates look like you.</p> <p>Colouring pencils - colour the underwear</p> <p>Underwear print outs Velcro resource if needed</p> <p>Daisy and Desmond</p> <p>Photos or pictures of underwear</p> <p>Real examples of underwear</p>



	parts.	
<p><b>BEFORE next lesson - double check home situation or rules with parents. If children share a bedroom they may only get changed in the bathroom etc.</b></p> <p><b>Add work to folder (treasury tag as book)</b></p>		
<p>6 Where is it ok to be naked? Recap - Who can see my naked body?</p>	<p>Recap private bodies and what the word "naked" means. Recap which parts of the body are private from lesson 2 - use anatomical names from lesson 4. Discuss when we might be naked/unclothed Discuss where we might need to be naked/unclothed/partially naked Discuss who can see naked bodies / who is ok to help / who is ok to be in the room</p> <p>EXT for MA - discuss consent in terms of doctors. If a doctor / nurse / anyone is going to touch you then should always ask first. They should explain what they are doing and why. You can say no.</p> <p><b>By the end of the session:</b> Children have sheets that list their safe adults and when they might show their private bodies.</p>	<p>Who can see my naked body sheets When and where is it ok to be naked sheets</p>
<p><b>Add work to folder (treasury tag as book)</b></p> <p><b>Use photocopies from lesson 3 for next lesson</b></p>		
<p>7 Changes that will happen - where will hair grow on my body?</p>	<p>Recap the anatomical names of our private body parts. Make sure children are familiar with the names/symbols/signs etc. Correct any misunderstandings about which gender has which body parts.</p> <p>Lots of changes happen as part of growing up, one of them is that hair will start to grow on your body. Hair will grow in different places. Use the pp and Daisy and Desmond to show the places where hair will grow. Children to add hair (using appropriate colouring pencils, or collage materials) to the relevant places on their bodies. Support boys with also adding facial hair. Discuss with more able children that hair may grow thicker on their legs and arms. Reiterate that all of this is normal.</p> <p><b>By the end of the session:</b> Children have a body template with the appropriate genitals and hair added in the places that it will grow.</p>	<p>Body templates from lesson 3 Colouring pencils, or collage materials Daisy and Desmond</p>
<p><b>Add original work to folder (treasury tag as book)</b></p>		



**Photocopy**

**Use photocopies from this lesson (7) for subsequent lessons**

**Email parents and explain that we will be giving the children deodorants to use and practise with at school. Ask parents to let you know if there are any allergies or concerns.**

<p>8 Changes that will happen - Sweating, Body Odour and Deodorant</p>	<p>Recap learning about the names of body parts and where hair will grow.          Increase familiarity with terminology.          Look at work from last lesson.          Use Desmond and Daisy as real life examples.</p> <p>What is sweating? What is body odour? Discuss that as we grow older we sweat more and especially under our arms, in our armpits. Show children where their armpits are.          Discuss deodorant - what does it do?          When should we use deodorant?          Give each child a deodorant for use in school (add to personal care bags)          Practice using deodorant at school daily (and additionally after PE) to support children.</p> <p>MA - discuss why we use roll-on (safer than aerosols)</p> <p><b>By the end of the session:</b>          Children will all have their own deodorant and will have practised using it. This will continue as part of five minutes of personal care.</p>	<p>Deodorants (roll-on)          Personal care bags</p>
<p>9 Changes that might happen - spots are normal</p>	<p>Recap learning from last lesson about sweating and how we sweat more as we grow.          Explain that our skin also gets oilier. Explain that this can lead to spots growing.          Use pp to look at pictures of normal skin          Use pp to look at pictures of spots up close.          Explain that spots are natural and normal but that we should not scratch or squeeze them          Explain that they go away naturally if we wash our faces and keep them clean.</p> <p>Use face templates - add facial features provided and then colour to match body skin tone.          Then use red stickers/bingo stampers/bits of paper/paint and a cotton bud/colouring pencils to add spots where they may appear on your face.</p> <p>MA - explain that spots can appear in other places (back and neck) and that this is normal too.</p>	<p>Personal care bags          Face templates          Skin colour pencils          stickers/bingo stampers/bits of paper/paint and a cotton bud/colouring pencils to add spots</p>

**Add original work to folder (treasury tag as book)**

	<p>Practise washing our faces. If appropriate - Talk about safe soaps we can use at home, or just water. We need to wash our faces every day - even if just with water. Add this to five minutes of personal care routines moving forwards</p> <p><b>By the end of the session:</b> All children will have a face template with spots added on.</p>	
<p><b>Add original work to folder (treasury tag as book)</b></p>		
<p>10 Changes that will happen - where do I need to wash every day?</p>	<p>Recap <u>last lessons lessons</u> about spots and sweating. Explain that this means as we grow we need to wash every day, especially some areas</p> <p>Use PP to show where we need to wash every-day.</p> <p>Use body templates to add symbols for washing (activity ideas on page 3 of sheets) differentiated for ability. Adults model and work 1:1 with children to show them practically on the sheets.</p> <p>Use Daisy and Desmond to point to parts that need washing. Practise washing dolls with water. Practise washing Daisy and Desmond with dry flannel or sponge (NO WATER)</p> <p><b>By the end of the session:</b> All children have a body template with washing symbols/anatomical names added of where needs washing everyday.</p>	<p>Templates for lesson 10.</p> <p>Washing symbols</p> <p>Dolls</p> <p>Daisy and Desmond</p> <p>Flannels, sponges</p>
<p><b>Add original work to folder (treasury tag as book)</b></p>		
<p>11 Changes that will happen - where will grow bigger/wider on my body</p>	<p>Recap anatomical names for different parts of the body and why they need to be kept private. Recap differences between boys and girls.</p> <p>Talk about how, as we get older some parts of our body will change (use PP) Show on <u>desmond</u> and Daisy which parts of boys and girls will grow.</p> <p>Use the sheets and the CIP symbols (MA can write) - what will grow or change on your body as you grow?</p> <p><b>By the end of the session:</b> All children have a body template with some of the changes listed about what might change or grow.</p>	<p>Templates for session 11 (sheets)</p> <p>CIP symbols</p> <p>Daisy and Desmond</p>



<p style="text-align: center;"><b>Add original work to folder (treasury tag as book)</b></p>		<p style="text-align: center;"><b>Add original work to folder (treasury tag as book)</b>  <b>Add photos if took selfies</b></p>	
<p>12. Changes that might happen - emotions and feelings</p>	<p>Something else that changes as part of puberty is our feelings and emotions. As we get older sometimes our feelings get BIGGER in the same way as our bodies. You might feel more angry or sad and these feelings might come and go quickly and take you by surprise. This is normal. Use mirrors or ipads to take selfies of children and practise showing emotions. Create different examples of happy, sad and angry faces using the sheets / templates. Differentiate according to abilities / strengths in class. Discuss / build bank of strategies together for what you can do if you feel sad or angry and you do not know why. Explain that as always, safe adults are here to help.</p> <p><b>By the end of the session:</b>            Children have recapped on their emotional understanding and have created faces that show happiness, anger and sadness.</p>	<p>Emotions activities in folder            Ipads, mirrors</p>	
<p>13. Safety - What to do if someone looks at or touches your private body</p>	<p>Recap private bodies - where is it ok to be partially dressed or undressed?            Recap using previous work in packs - refer to who children identified as safe adults. Who can see? Who can help?            Should anyone else see your private body? No.            Should anyone else touch your private body? No.            What do you do if you someone does? Tell an adult.            If anything ever makes you feel uncomfortable or unhappy then what do you do? Tell and adult            Use pantasaurus resources (song, video of story, resources - all links and docs on drive)            Use "My body is my body" resources (song, work books, discussion points) (there are more songs but 1 and 4 are most appropriate for our children at the moment)</p>	<p>My body is my body resources - on drive            My body is my body songs            Pantasaurus resources, songs and videos            Safe adults work from earlier in the module            Coreboard</p>	
<p>14. Safety - What to do if you have questions / worries / concerns</p>			



The following sessions are more challenging to differentiate and teachers will need to use their judgement. We want all children to be prepared but there are some children who are not emotionally, physically or socially ready for this content.  
 For some girls it may be best to wait until you think they are about to start their periods etc before you introduce the ideas below.  
 For some boys if they do not seem to be having erections or emissions then it may not be appropriate to cover the following.

Teachers can and should discuss with families and use their judgement.

<p><b>15. Boys -</b> Erections are normal and ok</p>	<p>Boys only session:          Use the social story to show what an erection is and that they are normal and ok.          Remind boys that their body (especially their penis and testicles) belong to them and are private and that others should not see them          Explain that erections happen but that we need to try to leave them alone.</p>	<p>Erections social story          powerpoint</p>
<p><b>15. Girls -</b> Periods are normal and safe</p>	<p>Girls only session:          Use the powerpoint to explain to MA girls what periods are and why they happen. Adapt for LA children if possible.          Use the CIP booklets in the blue box to further explain.          Practical ideas - explore the sanitary pads in the blue box. Take them out, practise putting them in the underwear in the box. <u>Practise</u>/role play doing this with Daisy.          Add red paint, food colouring or felt tip to sanitary pads to model what a period is.</p>	<p>Blue boxes and resources          powerpoint</p>
<p><b>16. Boys -</b> Keeping your penis clean (night time emissions)</p>	<p>Boys only session:          Repeat learning about erections using social <u>story</u>.          Remind boys that their body (especially their penis and testicles) belong to them and are private and that others should not see them          Explain that erections happen but that we need to try to leave them alone.          Explain that sometimes erections happen while we are sleeping and this is ok. We might wake up with an erection in the morning and that is normal too.          Sometimes boys might wake up and there is something sticky in their pants. This is ok and normal but we need to be clean and hygienic.          Explain that we need to wash our penis and testicles and change our underwear.          (Use KY jelly in <u>blue box</u> to show what ejaculate might feel like IF APPROPRIATE).</p>	<p>Blue boxes and resources          Social story          powerpoint.</p>
<p><b>16. Girls -</b> Period routines</p>	<p>Practical as possible -          Recap last lesson - Use the resources in the blue box (girls). Show children the sanitary pads. Let them unwrap and explore.</p>	<p>Sequencing          Sanitary pads from blue boxes</p>



	<p>Practise putting sanitary pads into underwear in the box and then onto Daisy etc.</p> <p>Take children to bathrooms to look for the special bins.</p> <p>Put sanitary towels in their own personal care bags.</p> <p>If appropriate - complete the sequencing activity for following hygiene rules when changing sanitary pads.</p> <p>Put up on backs of cubicle doors for children to use as reminders in toilet.</p> <p>Adults support if children start their periods and use reminders.</p>	
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Additional Activities and Resources:


<https://www.twinkl.co.uk/go/resource/y5-puberty-sorting-activity-ig-t-sc> - RECAP QUIZ (More able learners)

<https://www.twinkl.co.uk/resource/puberty-changes-worksheet-t-sc-2550697> - Sorting activity (more able learners)

<https://www.twinkl.co.uk/resource/t2-s-114-how-your-body-changes-during-puberty-discussion-aid-pictures> - How your body changes discussion pictures



## RSE Breakdown - All objectives for all learners in years 2 - 6

<b>Topic: Body parts, Privacy, Underwear and Safety</b>	
<b>Objective</b>	<b>Activities we might expect to see / Topics we anticipate being covered</b>
Identify pants/underwear that are appropriate for me	<ul style="list-style-type: none"> <li>★ Sorting underwear according to gender</li> <li>★ Choosing underwear that goes together</li> <li>★ Designing pants/vest</li> <li>★ Discussing that we must wear clean underwear every day</li> </ul>
Identify where on the body pants/underwear go	<div style="text-align: center;">  <p>body</p> </div> <ul style="list-style-type: none"> <li>★ Putting underwear on a doll/teddy</li> <li>★ Drawing underwear on a drawing of an age appropriate (anatomical parts do not need to be present on image)</li> <li>★ Verbal discussion and pointing on self</li> <li>★ Pantosaurus song and resources</li> </ul>
To demonstrate understanding of privacy when dressing/undressing	<ul style="list-style-type: none"> <li>★ Sequencing how we get dressed</li> <li>★ Practising dressing and undressing safely at school e.g. in the bathroom; for PE</li> <li>★ Sharing rules for private and safe changing</li> </ul>
Recognise and understand which areas of the body are 'private' and should not be shown in public.	<ul style="list-style-type: none"> <li>★ Pointing on self to private body parts</li> <li>★ Pointing/covering "private body parts" on a doll or toy (does not need to be anatomically correct)</li> <li>★ Using "private" symbols to label bodies</li> <li>★ Pantosaurus song and resources</li> </ul>
To know that our bodies are private and understand The Underwear Rule.	<ul style="list-style-type: none"> <li>★ Pantosaurus - <a href="https://learning.nspcc.org.uk/research-resources/schools/pants-teaching">https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</a></li> <li>★ Look at different types of underwear - what do they cover and why might we wear them? Try them on Desmond and Daisy.</li> </ul>
To understand and learn the PANTS rules	<ul style="list-style-type: none"> <li>★ Pantosaurus - <a href="https://learning.nspcc.org.uk/research-resources/schools/pants-teaching">https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</a></li> <li>★ NSPCC -App on the ipad - several Pantosaurus games.</li> </ul>
To name body parts and know which parts should be private	<ul style="list-style-type: none"> <li>★ Naming facial parts</li> <li>★ Naming border body parts (arms, legs, hands, thumbs etc)</li> <li>★ Naming private body parts - Penis, testicles, bottom, vulva, vagina, nipples</li> <li>★ Labelling as private / not private</li> </ul>
	<p><b>Language and Terminology</b></p> <p>We, as adults, are using the correct terminology.</p> <p>We do not need to explicitly teach children :- "this part of you is called a penis" until year 5/6. However, if children are using ambiguous terms then we can and should correct them at any age and model back the anatomical term.</p> <p>Any time you as an adult are referencing their private body e.g. "You need to cover your penis", then <b>we use the appropriate terms</b>.</p> <p>We can also just say "We need to cover our private body".</p> <p><b>If you are likely to be using these terms with a child then it's important to discuss with parents.</b></p> <p>Some parents may wish you to demonstrate the private/discreet nature of these words by encouraging them to whisper etc. This can be discussed and agreed.</p> <p>→ Terms when correcting/modelling: Penis, Testicles, Vagina, Vulva, Bottom, Breasts, Chest, Nipples</p> <p>→ We need to correct any use of "swearing" or crude language to the correct anatomical terms.</p> <p><b>REASONING: SAFEGUARDING OUR PUPILS:</b></p> <p>→ If they are hurt and need to tell a medical professional or first aider then they need to be able to use the appropriate name.</p>



## RSE Breakdown - All objectives for all learners in years 2 - 6

<p>Identify simple changes made since they were a baby.</p>	<ul style="list-style-type: none"> <li>★ What can you do now that you couldn't do before?</li> <li>★ What do babies need help with?</li> <li>★ What do you need help with?</li> <li>★ What used to scare you or make you sad?</li> <li>★ Draw comparisons with younger siblings if possible.</li> <li>★ Sorting activities</li> <li>★ Matching activities - who drinks from a bottle? Who sleeps in the day? etc</li> </ul>	<p>→ If someone touches them inappropriately they need to be able to articulate this and ask for help.</p> <p>Integrate the use of "Private and Safe" into vocabulary throughout the day as much as you can.</p> <p>→ E.g. Praise - When children close the door behind them in the bathroom - "Well done! Keeping yourself private and safe"</p> <p>→ E.g. Reminders - "Remember to keep yourself private"</p>
<p>Identify some of the differences between a baby, child and adult.</p>	<ul style="list-style-type: none"> <li>★ What can babies, children and adults PHYSICALLY do?</li> <li>★ What are babies, children and adults ALLOWED to do?</li> <li>★ Spot the difference activities</li> </ul>	<p>Language you might use:</p>
<p>Identify stages of the human life cycle.</p>	<ul style="list-style-type: none"> <li>★ Ordering/sequencing life stages and pictures</li> <li>★ Looking at pictures of they themselves as a baby, toddler, child etc</li> </ul>	<p>★ "No thank you. That is your private body."</p> <p>★ "Your underwear/pants/knickers cover your private body"</p> <p>★ "Clothes and underwear help us keep private and safe"</p> <p>★ "Only safe adults like _____ should see your private body."</p> <p>★ "What's in your pants belongs only to you" (Pantosaurus)</p> <p>★ "Your pants cover up your private parts" (Pantosaurus)</p> <p>★ "if someone asks to see then say "no"" (Pantosaurus)</p>
<p>Choose, identify or describe how their needs have changed since they were a baby.</p>	<ul style="list-style-type: none"> <li>★ What can you do now that you couldn't do before?</li> <li>★ What do babies need help with?</li> <li>★ What do you need help with?</li> <li>★ What used to scare you or make you sad?</li> <li>★ Draw comparisons with younger siblings if possible.</li> <li>★ Sorting activities</li> <li>★ Matching activities - who drinks from a bottle? Who sleeps in the day? Etc</li> <li>★ What do older people need? Do grandparents/the elderly need more help sometimes? Why?</li> </ul>	
<p>Explain how the needs of babies, children, adults and older people differ.</p>	<ul style="list-style-type: none"> <li>★ Sequencing</li> <li>★ Making rules</li> <li>★ Making posters</li> <li>★ Practising private dressing for PE</li> <li>★ Practising private/safe procedures for using the toilet</li> </ul>	
<p>To demonstrate understanding of privacy when dressing/undressing</p>	<ul style="list-style-type: none"> <li>★ Pointing on self to private body parts</li> <li>★ Pointing/covering "private body parts" on a doll or toy (does not need to be anatomically correct)</li> <li>★ Using "private" symbols to label bodies (body image does not need to be anatomically correct)</li> <li>★ Pantosaurus song and resources</li> </ul>	
<p>Recognise and understand which areas of the body are 'private' and should not be shown in public.</p>	<ul style="list-style-type: none"> <li>★ Abstract places e.g. supermarket, living room, kitchen, train</li> <li>★ Photos of real places in children's lives</li> <li>★ True or false activities (safe/unsafe; private/not private)</li> </ul>	
<p>Identify places you can get undressed or places</p>		



## RSE Breakdown - All objectives for all learners in years 2 - 6

you shouldn't get undressed.	<ul style="list-style-type: none"> <li>★ Spot the error activities - what have they got wrong?</li> </ul>
Sort pictures of areas into places you can get undressed or places you shouldn't get undressed.	<ul style="list-style-type: none"> <li>★ Abstract places e.g. supermarket, living room, kitchen, train</li> <li>★ Photos of real places in children's lives</li> <li>★ True or false activities (safe/unsafe; private/not private)</li> <li>★ Spot the error activities</li> </ul>

<b><u>TOPIC: Appropriate behaviour towards others, safe adults, consent</u></b>	
<b>Objective</b>	<b>Activities we might expect to see / Topics we anticipate being covered</b>
Identify my safe adults	<ul style="list-style-type: none"> <li>★ Use photos of safe adults at home and school</li> <li>★ Draw safe adults</li> <li>★ True or false activities (safe/unsafe)</li> <li>★ Finding safe adults - how can we tell they are safe? (Lanyards)</li> </ul>
To recognise safe adults they can talk to in school and at home if people are unkind.	<ul style="list-style-type: none"> <li>★ Use photos of safe adults at home and school</li> <li>★ Draw safe adults</li> <li>★ True or false activities (safe/unsafe)</li> <li>★ Finding safe adults - how can we tell they are safe? (Lanyards)</li> <li>★ Give examples of unkind behaviour and then ask - who can you tell? Who will help you?</li> </ul>
To recognise/identify appropriate physical contact with peers and adults at school	<ul style="list-style-type: none"> <li>★ Talking about "kind hands"</li> <li>★ Making rules</li> <li>★ Personal Space bubbles</li> <li>★ Body Mapping - where can I touch others?</li> </ul>
To learn how to respond to physical contact they do not like.	<ul style="list-style-type: none"> <li>★ Modelling, Role-play</li> <li>★ Rules</li> <li>★ Link back to safe adults</li> <li>★ Reminders of kind hands etc and rules above</li> </ul>
To recognise safe adults they can talk to in school and at home if people are unkind.	<ul style="list-style-type: none"> <li>★ Use photos of safe adults at home and school</li> <li>★ Draw safe adults</li> <li>★ True or false activities (safe/unsafe)</li> <li>★ Finding safe adults - how can we tell they are safe? (Lanyards)</li> </ul>
	<p style="text-align: center;"><b>Language and Terminology</b></p> <p><b>Note:</b> We use terms like "kind hands". Do the children actually know what these terms mean? Make sure that you specifically teach - "Kind hands" first if children are unsure.</p> <p><b>Safeguarding:</b> Be aware of children disclosing what their family members may do or not do. Be mindful of any "tricky" topics and any children you perceive to be at risk and how you ask them to complete tasks. Keep records and refer to DSL if unsure.</p> <p>When teaching about consent, focus on bodies, emotions and personal space. Make sure children are aware that they can say no to help, support or touch. Explain why they might wish to say no. Clarify that saying "no" or "no thank you" is a good way to keep yourself safe and feeling ok (green zone). It does open up possibilities for children to say no to work tasks however, teaching them body autonomy and that they can say no to unwanted attention is fundamentally important for their</p>



## RSE Breakdown - All objectives for all learners in years 2 - 6

	<ul style="list-style-type: none"> <li>★ Give examples of unkind behaviour and then ask - who can you tell? Who will help you?</li> </ul>	<p>safety and emotional wellbeing.</p> <p>For non-verbal children, consider <b>how</b> they "say" no. How could you teach them to express no and be understood?</p> <p>This learning will obviously vary according to the developmental stage of children in the class and will need adapting. The focus is on interacting with others.</p> <p>The broader PSHE objectives also link well but these specific objectives link to RSE and our statutory obligations.</p> <p>Language we might use in lessons:</p> <ul style="list-style-type: none"> <li>→ "You can say no to touch you do not want."</li> <li>→ "Other people should not come into your bubble"</li> <li>→ "Sometimes people do not want to be touched and this is ok"</li> </ul> <p>Language we might use around school:</p> <ul style="list-style-type: none"> <li>→ "Is it ok for me to help you?"</li> <li>→ "Can I help you?"</li> <li>→ "Would you like me to stop?"</li> <li>→ "Please remember personal space"</li> <li>→ "Kind hands" IF confident child knows what this means</li> </ul> <p>Discuss with parents - explain that we are teaching children they can say no to unwanted touch and explain why.</p> <p>Work with families if children are likely to say no to things that are important e.g. brushing teeth, help cleaning themselves.</p> <p>We need to be mindful that some children will want to say no to some hygiene tasks or safety driven actions e.g. holding hands near roads.</p>
To recognise/identify appropriate physical contact with peers and adults at school	<ul style="list-style-type: none"> <li>★ Talking about "kind hands"</li> <li>★ Making rules</li> <li>★ Personal Space bubbles</li> <li>★ Body Mapping - where can I touch others?</li> <li>★ Discuss listening to others -</li> </ul>	
To learn how to respond to physical contact they do not like.	<ul style="list-style-type: none"> <li>★ Modelling, Role-play</li> <li>★ Rules</li> <li>★ Link back to safe adults</li> <li>★ Reminders of kind hands etc and rules above</li> </ul>	
Begin to understand the concept of "consent" - Learning its ok to say no.	<ul style="list-style-type: none"> <li>★ What does "no" mean?</li> <li>★ When can I say "no"?</li> <li>★ Who can I say "no" to?</li> <li>★ Matching, sorting, social stories, discussion</li> </ul>	
To learn who to tell if they feel worried, unsafe or unhappy about something at home, school or somewhere else	<ul style="list-style-type: none"> <li>★ Leads on from above - saying no.</li> <li>★ Identify DSLs, safe adults at school and home, safe adults in the community</li> <li>★ Model/reenact/role play how to ask for help.</li> <li>★ Make posters or advice for others about what they can do.</li> </ul>	
To learn how to respond safely to adults they don't know	<ul style="list-style-type: none"> <li>★ How do we know adults are safe?</li> <li>★ What could we say to a stranger?</li> <li>★ Who could you ask for help if an adult you didn't know tried to talk to you?</li> </ul>	
To learn basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	<ul style="list-style-type: none"> <li>★ What are nice things you could do with friends?</li> <li>★ What might a friend ask you to do that might not be safe?</li> <li>★ Who could you tell if you felt unsafe?</li> </ul>	
To learn the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	<ul style="list-style-type: none"> <li>★ Use some premade social stories with a child 'Jake' who is asked to keep 5 secrets - which ones are ok to keep for a short period of time and which ones are not.</li> </ul>	
To learn what to do if they feel unsafe or worried for themselves	<ul style="list-style-type: none"> <li>★ Ongoing discussion of safe adults</li> <li>★ Discussion of what "unsafe" feels like</li> </ul>	



## RSE Breakdown - All objectives for all learners in years 2 - 6

<p>or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>To know what we can do/say (or whom to tell) if someone does not respect our privacy, or shares something with us that makes us feel uncomfortable.</p>	<ul style="list-style-type: none"> <li>★ Funny in your tummy song - Youtube, Jessie and Friends</li> <li>★ Encouraging to say it again until someone listens</li> <li>★ Talking about who you could tell in your class</li> <li>★ Who could you tell at home?</li> <li>★ What are secrets?</li> <li>★ What kind of thing is ok to have as a secret?</li> <li>★ Who should have secrets with you?</li> <li>★ What is privacy?</li> <li>★ When might our safe adults need to know about something even if it is private?</li> </ul>	<p>Where possible, we need to make it clear to children that safe adults sometimes need to do things to help us. It is a delicate balance. Always seek support if you are unsure.</p> <p>Also: Be aware of supporting children to say "no" politely e.g. if they do not want a family member to kiss them or hug them (not a safeguarding concern) simply because they don't like it, we need to teach them how to say "I would rather you didn't" or "no thank you".</p>
<p>To learn about the difference between private and public (including places).</p>	<ul style="list-style-type: none"> <li>★ What is privacy?</li> <li>★ What is public?</li> <li>★ What do we need to keep private?</li> <li>★ What do we need to be careful of sharing in public?</li> <li>★ When is it ok to share private things?</li> <li>★ Who is it ok to share private things with?</li> </ul>	<p>As with a lot of the teaching and learning we cover through RSE, we are tasked with teaching our children to navigate social situations appropriately and safely. These skills that neurotypical children might learn through observation or through a single interaction need to be explicitly taught for many of our cohort.</p>
<p>To learn the difference between appropriate and inappropriate touch; To learn that they have the right to say "no" to unwanted touch</p> <p>To learn about how to respond if physical contact makes them feel uncomfortable or unsafe</p>	<ul style="list-style-type: none"> <li>★ What does "no" mean?</li> <li>★ When can I say "no"?</li> <li>★ Who can I say "no" to?</li> <li>★ How do we say "no" clearly but without being impolite.</li> <li>★ Matching, sorting, social stories, discussion</li> <li>★ Identify DSLs, safe adults at school and home, safe adults in the community</li> <li>★ Model/reenact/role play how to ask for help.</li> <li>★ Make posters or advice for others about what they can do.</li> </ul>	

<p><b><u>TOPIC: Families, communities and relationships</u></b></p>	
<p><b>Objective</b></p>	<p><b>Activities we might expect to see / Topics we anticipate being covered</b></p> <ul style="list-style-type: none"> <li>★ Identifying who cares for us</li> <li>★ Use photos of the people who are important to us at home and school. (additional photos might include social worker etc)</li> <li>★ Drawing our families</li> <li>★ Identifying special adults who live at home but also those who may live somewhere</li> </ul>
<p>Identify/Describe special people in their life and reasons why they are special</p>	
<p><b>Language and Terminology</b></p>	<p>We live in a very multicultural society as a country and also as a community in Luton and at RHS. Our children need to understand who they may meet or interact with and that</p>



## RSE Breakdown - All objectives for all learners in years 2 - 6

	else.	everyone should follow the same rules of respect and kindness and that physical and social differences should not impact behaviour towards others.  This learning will obviously vary according to the developmental stage of children in the class and will need adapting. The focus is on interacting with others.  The broader PSHE objectives also link well but these specific objectives link to RSE and our statutory obligations.
Identify ways we show that we care or love	<ul style="list-style-type: none"> <li>★ Matching tasks a parent does for us</li> <li>★ Matching tasks that we do for parents/loved ones</li> <li>★ Talk about presents and gifts</li> <li>★ Carry out "caring" activities at school.</li> </ul>	
Identify how we know if someone cares or loves us	<ul style="list-style-type: none"> <li>★ Create posters together about how we know we are cared for.</li> <li>★ Talk about rules and why adults saying no shows they care rather than shows they don't</li> <li>★ Talk about how we can communicate love/care (signs, symbols)</li> <li>★ Teach children to sign "I love you" for parents/carers</li> <li>★ Give examples of care that makes us cross</li> </ul>	
To recognise there are different types of relationships e.g friendships, family, online	<ul style="list-style-type: none"> <li>★ List/Compare relationships</li> <li>★ Match actions to whom you show them to e.g. kiss → parent, high five → friend</li> <li>★ Develop rules for how we treat different people - what is the same and what is different</li> <li>★ Identify what we should / should not say or do in an online relationship (where appropriate)</li> </ul>	<b>Vocabulary and Language:</b> <ul style="list-style-type: none"> <li>→ Family</li> <li>→ Community</li> <li>→ Sharing</li> <li>→ Differences</li> <li>→ Similarities</li> <li>→ Respect</li> <li>→ Manners</li> <li>→ Accepting</li> </ul>
Identify different family members and family structures	<ul style="list-style-type: none"> <li>★ Read stories about different families</li> <li>★ Talk about different families in our class</li> <li>★ Draw our families</li> <li>★ Ask for photos of family members and make collages</li> </ul>	
Identify simple differences such as skin colour, hair colour and eye colour and gender.	<ul style="list-style-type: none"> <li>★ Identify our own hair colour, eye colour, skin colour and gender</li> <li>★ Compare within class - use mirrors and photos</li> <li>★ Build pictures of ourselves using mix and match segments - can we find the correct hair etc</li> <li>★ Talk about same and different and use the colours</li> <li>★ Link to correct toilet signs and where we need to go to the toilet.</li> </ul>	Some of our children may find it difficult to accept differences and different ways of living/doing things. These children need to be supported to understand that different is not bad. Some children will also need to be supported with understanding that following your cultural expectations is something for you and your family as individuals and does not need to be followed by everyone you meet. This can be challenging for our more able learners to accept, especially those who struggle with nuance and "grey" areas. Families - we might discuss that some families have 2 dads or 2 mums and we
Identify some similarities and differences between families	<ul style="list-style-type: none"> <li>★ Read stories about different families</li> <li>★ Talk about different families in our class</li> <li>★ Draw our families</li> <li>★ Ask for photos of family members and make collages</li> <li>★ Talk about what is the same and different.</li> </ul>	
To recognise oneself as part of various families and communities	<ul style="list-style-type: none"> <li>★ Community circles activity (child in the middle and then ever increasing circles to show wider community - children can add photos to the different circles)</li> <li>★ Discuss different communities we might belong to (home, school, luton, religion,</li> </ul>	



## RSE Breakdown - All objectives for all learners in years 2 - 6

	cultural background, ethnic group, human beings!)	talk about how some children have 2 mums and 2 dads e.g. step-parents.
Learn about how family life might be the same or different from their own	<ul style="list-style-type: none"> <li>★ What their family looks like and does on a daily basis</li> <li>★ Jobs and breadwinners in different families</li> <li>★ Different people who might live in the house/separately.</li> <li>★ Compare families</li> </ul>	<p>“Some children have two mums, some have two dads, some have one of each, some have two of each. Sometimes families all live in one house, sometimes they are spread out. Sometimes mums and dads are married, sometimes they are not.”</p>
To understand that it is not acceptable to be unkind towards others because of differences.	<ul style="list-style-type: none"> <li>★ Rules for talking to others about their families</li> <li>★ Discussion of all families and differences being ok</li> <li>★ Discussing emotional implications of being unkind</li> <li>★ Adding to class rules</li> <li>★ Simple discussion of racism and discrimination)</li> </ul>	<p>We do not need to discuss homosexuality explicitly and need to be mindful and respectful of all the cultures in our RHS community, however, we need to teach our children to be accepting and tolerant of everything we may encounter in our society.</p>
To identify the many different types of families including those that are different from theirs	<ul style="list-style-type: none"> <li>★ Identify what different families look like</li> <li>★ Make posters showing the different types of families</li> <li>★ Compare with a friend</li> <li>★ Talk about family make-ups inc LAC, children who live with grandparents, carers, siblings. Talk about single parent families or same sex parents</li> </ul>	<p>Unless asked explicitly, we do not need to talk about boyfriends/girlfriends (heterosexual or homosexual).</p> <p>If homosexuality, single families, boyfriends/girlfriends, marriage or anything else that seems difficult is a topic raised by a child/children in your class then this will need to be discussed individually and parents involved in making sure that the children are supported with understanding at a level that is appropriate and respectful according to their background and family beliefs.</p>
To identify common features of family life	<ul style="list-style-type: none"> <li>★ What actually makes a family? Discuss qualities to show that it is about care, love and support rather than fitting the norm or what it looks like.</li> <li>★ Who does the shopping? Who does the cooking?</li> <li>★ Matching, sorting or drawing family members in different places in the house to show their jobs.</li> <li>★ Discuss who helps us with different tasks e.g.               <ul style="list-style-type: none"> <li>■ Learning to swim/ride a bike?</li> <li>■ Washing/toileting?</li> <li>■ Going to sleep?</li> </ul> </li> </ul>	<p>Be mindful of LAC children - depending on the individual circumstances. Assess whether this is something that it is ok to talk about as a group or if it is better handled discreetly.</p>
Identify how we are the same and different to other people	<ul style="list-style-type: none"> <li>★ Side by side comparisons of physical features</li> <li>★ Side by side comparisons of home situations</li> <li>★ Side by side comparisons of cultures and expectations</li> <li>★ Sorting whole class by different categories e.g. who goes to mosque, who goes to church, who doesn't go anywhere etc.</li> </ul>	
Identify more complex differences such as race, religion and physical disabilities and medical conditions..	<ul style="list-style-type: none"> <li>★ Identify disabilities and what they are.</li> <li>★ Identify what might be more difficult for someone who has a medical condition or disability</li> <li>★ Identify all the things that someone who is disabled or has a medical condition does that are the same as everyone else.</li> <li>★ How do we interact, react to or socialise with someone who is disabled or has a</li> </ul>	

## RSE Breakdown - All objectives for all learners in years 2 - 6



	<p>medical condition?</p> <ul style="list-style-type: none"> <li>★ Invisible disabilities - discuss how not all disabilities involve a wheelchair!</li> </ul>	<p>Discuss mixed-race families and children and show that not all families look exactly the same. Look at photos/pictures to support children with understanding.</p>
<p>Learn about prejudice-based unkindness (e.g. because of someone's skin colour, religion, the way they look, their disability or their family setting) and why this is unacceptable</p>	<ul style="list-style-type: none"> <li>★ Identify what racism, prejudice, discrimination mean and who they might affect</li> <li>★ Add to class rules - what is not acceptable.</li> <li>★ Talk about what makes us all the same</li> <li>★ Talk about what everyone deserves and is entitled to.</li> <li>★ Talk about friendships and good relationships and use visuals of multicultural/faith/backgrounds to illustrate friendships and relationships that circumnavigate these aspects.</li> </ul>	<p><b>Safeguarding:</b> Be aware of children disclosing what their family members may do or not do. Be mindful of any "tricky" topics and any children you perceive to be at risk and how you ask them to complete tasks. Keep records and refer to DSL if unsure.</p>
<p>To identify some of the communities I belong to (Family, Our Class, RHS)</p>	<ul style="list-style-type: none"> <li>★ Where do I belong?</li> <li>★ Identifying different groups and my communities (matching, sorting, placing photographs)</li> </ul>	
<p>To identify how to show care and concern for others in other countries</p>	<ul style="list-style-type: none"> <li>★ Special days links</li> <li>★ Use stories to show how other children live</li> <li>★ Discuss how we can help</li> <li>★ Talk about looking after the planet / being eco-friendly</li> </ul>	<p>Be aware of different cultures that may impact all areas these topics e.g. Jehovah's witness children, children living in poverty etc</p>
<p>To learn why we might need to look after others in other countries</p>	<ul style="list-style-type: none"> <li>★ Use stories to show how other children live</li> <li>★ Discuss how we can help</li> <li>★ Talk about similarities between children regardless of where they live</li> </ul>	<p>We live in a very multicultural society as a country and also as a community in Luton and at RHS. Our children need to understand who they may meet or interact with and that everyone should follow the same rules of respect and kindness and that physical and social differences should not impact behaviour towards others.</p>
<p>Describe what they do in different groups we belong to</p>	<ul style="list-style-type: none"> <li>★ Different groups we belong to as a class (outside of school clubs etc, school, home, places of worship)</li> </ul>	
<p>Describe how being part of a group makes us feel</p>	<ul style="list-style-type: none"> <li>★ Positives of being in a group</li> <li>★ What is nice about our class?</li> <li>★ What could be better about our class?</li> <li>★ Do we like being with others or alone?</li> </ul>	
<p>To learn to accept that we are different to others and it is okay to be different.</p>	<ul style="list-style-type: none"> <li>★ Sorting/matching characteristics that we/others have.</li> <li>★ Celebrating difference</li> <li>★ Showing off different skills</li> <li>★ Praising each other</li> </ul>	
<p>To learn about how to treat themselves and others with respect; how to be polite and courteous.</p>	<ul style="list-style-type: none"> <li>★ What is respect?</li> <li>★ What is it to be "polite"?</li> <li>★ What are manners or courtesy?</li> <li>★ How do we show these skills?</li> </ul>	

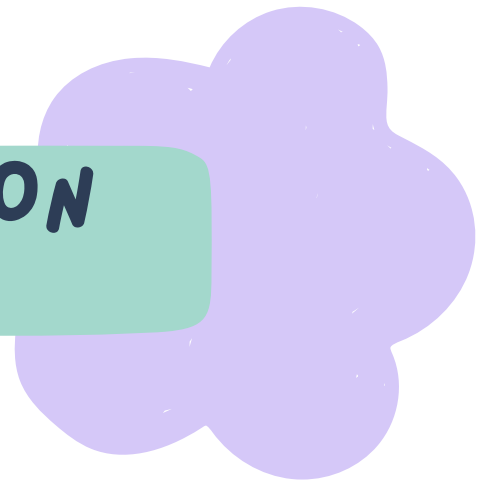


## RSE Breakdown - All objectives for all learners in years 2 - 6

		<ul style="list-style-type: none"> <li>★ Can we still be polite, respectful and courteous even when we are cross?</li> </ul>
To learn about the challenges faced in other countries by those less fortunate than ourselves		<ul style="list-style-type: none"> <li>★ Use stories to show how other children live</li> <li>★ Discuss how we can help</li> <li>★ Focus on how lucky we are</li> </ul>
To identify/describe how you can be part of different communities.		<ul style="list-style-type: none"> <li>★ Which communities am I part of?</li> <li>★ What is special about Luton?</li> <li>★ What is special about UK?</li> </ul>
Identify ways we can help people to feel welcome in different groups and communities.		<ul style="list-style-type: none"> <li>★ Rules for being kind to others</li> <li>★ Everyone is welcome here (story book in PSHE library)</li> <li>★ How do you make someone feel welcome? If someone came to your house, how would you make them feel welcome? How could you extend this to a bigger community?</li> </ul>
Identify the communities in our town; identify things they have in common and differences		<ul style="list-style-type: none"> <li>★ Look at different communities in Luton</li> <li>★ What do we all have in common?</li> <li>★ What makes us different?</li> <li>★ What do we work together on?</li> <li>★ What questions do we have?</li> </ul>
To learn about human rights, that are there to protect everyone		<ul style="list-style-type: none"> <li>★ Basic lessons about human rights</li> <li>★ Rights vs responsibilities</li> <li>★ Values links</li> <li>★ School values and rights</li> <li>★ Link back to consent in the previous topic.</li> </ul>

# RSE

**INFORMATION  
AND FAQ**





## RSE Language across the site with all children

**We, as adults, are using the correct terminology.**

We do not need to explicitly teach children :- "this part of you is called a penis" until year 5/6. However, if children are using ambiguous terms then we can and should correct them at any age and model back the anatomical term.

**As an adult you can remind children that they need to "cover their private body".**

**If you are likely to be using these terms with a child then it's important to tell the class teacher so they can discuss with parents.** We are not asking permission from parents but some parents may wish you to demonstrate the private/discreet nature of these words by encouraging them to whisper etc.

Terms when correcting/modelling: Penis, Testicles, Vagina, Vulva, Bottom, Breasts, Chest, Nipples

→ We need to correct any use of "swearing" or crude language to the correct anatomical terms.

### REASONING: SAFEGUARDING OUR PUPILS:

- If they are hurt and need to tell a medical professional or first aider then they need to be able to use the appropriate name.
- If someone touches them inappropriately they need to be able to articulate this and ask for help.

Integrate the use of "Private and Safe" into vocabulary throughout the day as much as you can.

- E.g. Praise - When children close the door behind them in the bathroom - "Well done! Keeping yourself private and safe"
- E.g. Reminders - "Remember to keep yourself private"

Language you might use:

- ★ "No thank you. That is your private body."
- ★ "Your underwear/pants/knickers cover your private body"
- ★ "Clothes and underwear help us keep private and safe"
- ★ "What's in your pants belongs only to you" (Pantosaurus)
- ★ "Your pants cover up your private parts" (Pantosaurus)
- ★ "If someone asks to see then say "no"" (Pantosaurus)

**Note:** We can use terms like "kind hands". But please consider: Do the children actually know what these terms mean? This might need discrete teaching.

**Families**- Within our school community we may have linear families, single-parent families, same-sex parent families, mixed-race parent families, blended families and separated families. When speaking to the children be mindful that they may come from very different situations

[Our own personal opinions on families and individual circumstances should never impact on how we speak to children or what we say in front of them.](#)

Be mindful of LAC children - depending on the individual circumstances. Not every child we have at RHS does live with Mummy and/or Daddy or even a family member if they are a looked after child. Be mindful of the language you use.

We do not need to discuss homosexuality explicitly and need to be respectful of all the cultures in our RHS community, however, we need to teach our children to be accepting and tolerant of everything we may encounter in our society.

Unless asked explicitly, we do not need to talk about boyfriends/girlfriends (heterosexual or homosexual). Please be careful of saying things like "When you are older you WILL have boyfriend/girlfriend" as this may not be appropriate.

**If you are unsure then remember we always encourage tolerance and acceptance of all other people and then try to move on.** Raise this with your class teacher or DSLs later so that parents and staff can work together to deliver a united, tolerant perspective to the child.

**Consent: Children can say no to help, support or touch.**

Saying "no" or "no thank you" is a good way to keep yourself safe and feeling ok (green zone).

It does open up possibilities for children to say no to work tasks however, teaching them body autonomy and that they can say no to unwanted attention is fundamentally important for their safety and emotional wellbeing.

Language we might use:

- "You can say no to touch you do not want."
- "Other people should not come into your personal space"
- "Sometimes people do not want to be touched and this is ok"

Language we might use around school:

- "Is it ok for me to help you?"
- "Can I help you?"
- "Would you like me to stop?"
- "Please remember personal space"

**Note:** We can use terms like "kind hands". But please consider: Do the children actually know what these terms mean? This might need discrete teaching.

Some of our children may find it difficult to accept differences and different ways of living/doing things. These children need to be supported to understand that different is not bad.

Some children will also need to be supported with understanding that following your cultural expectations is something for you and your family as individuals and does not need to be followed by everyone you meet. This can be challenging for our more able learners to accept, especially those who struggle with nuance and "grey" areas.