



Nursery	Pupils should have the opportunity to learn:	Activities/ resources
	<ul style="list-style-type: none"> ▪ The importance of self-respect and how this links to their own happiness. ▪ The importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs. 	<p>You Choose – Book</p> <p>Red Rockets and Rainbow Jelly – Book</p>
	<ul style="list-style-type: none"> ▪ That families are important for children growing up because they can give love, security and stability. ▪ That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. ▪ That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. 	<p>The Family Book – Book</p> <p>Mommy, Mama and Me – Book</p>
	<ul style="list-style-type: none"> ▪ How important friendships are in making us feel happy and secure, and how people choose and make friends. 	<p>Blue Chameleon – Book</p>
	<ul style="list-style-type: none"> ▪ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. ▪ That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ▪ About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 	<p>NSPCC – Talk PANTS –</p> <p>This lesson is specially created for early years and primary school children, with engaging and age-appropriate messages about keeping safe.</p> <p>P – Private Parts are private</p> <p>A – Always remember your body belongs to you</p> <p>N – No means No</p> <p>T – Talk about secrets that upset you</p> <p>S – Speak up, someone can help</p>



Reception	Pupils should have the opportunity to learn:	Activities/ resources
	<ul style="list-style-type: none"> ▪ The importance of self-respect and how this links to their own happiness. ▪ The importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs. 	You Choose – Book Red Rockets and Rainbow Jelly – Book
	<ul style="list-style-type: none"> ▪ That families are important for children growing up because they can give love, security and stability. ▪ That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. ▪ That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. 	The Family Book – Book Mommy, Mama and Me – Book My Family lesson – Learning about different types of families and talking about their own families.
	<ul style="list-style-type: none"> ▪ How important friendships are in making us feel happy and secure, and how people choose and make friends. 	Blue Chameleon – Book
	<ul style="list-style-type: none"> ▪ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ▪ How to ask for advice or help for themselves or others, and to keep trying until they are heard. 	Jessie and friends – Episode 1 – Watching videos. Children will learn what to do and who to tell if they see something you don’t like on a video.
	<ul style="list-style-type: none"> ▪ What a stereotype is, and how stereotypes can be unfair, negative or destructive. 	Expect Respect (Women’s Aid) - Looking at Challenging Gender Expectations Using Toys – Children will talk about themselves and the toys they like to play with. They will learn that some toys are seen as girls’ toys / boys’ toys but that all children can play with them.
	<ul style="list-style-type: none"> ▪ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. ▪ That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ▪ About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 	NSPCC – Talk PANTS – This lesson is specially created for early years and primary school children, with engaging and age-appropriate messages about keeping safe. P – Private Parts are private



		<p>A – Always remember your body belongs to you N – No means No T – Talk about secrets that upset you S – Speak up, someone can help</p>
Year 1/ 2 Cycle A Taught in:	Pupils should have the opportunity to learn:	Activities/ resources
Autumn term	<ul style="list-style-type: none"> What a stereotype is, and how stereotypes can be unfair, negative or destructive. 	<p>Expect Respect (Women’s Aid) – Gender, careers and assumptions. A discussion around which careers can be carried out by men and women and their ideas about what they would like to do in the future.</p>
Spring term	<ul style="list-style-type: none"> That families are important for children growing up because they can give love, security and stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. How to seek help or advice is a family relationship is making them feel unhappy or unsafe. 	<p>Book – How to Babysit a Grandad</p> <p>Medway Year 1/2 Lesson 1 – My special people – In this lesson children will talk about people in their family who are special to them. They will learn about how these people care for them and how they can care for them in return.</p> <p>PSHE Association - Families – Lesson 1 – This lesson focuses on identifying what a family is and how family members can care, and show love, for each other. Pupils also learn about ways to show care for those family members who live further away.</p>
	<ul style="list-style-type: none"> That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. 	<p>PSHE Association - Families – Lesson 2 - This lesson focuses on different types of families and who can make up a family group, including single parents, foster/ adopted parents, carers and same sex parents. Pupils explore the differences and similarities</p>



		<p>between families, as well as how they spend time together. Books - 'My world Your world' 'The Family Book' – (EYFS pack)</p>
	<ul style="list-style-type: none"> ▪ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. ▪ About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 	<p>Expect Respect (Women's Aid) – Year 1 – Friends, secrets and people who can help us.</p> <p>Children will learn how their behaviour can affect others and how other's behaviour can affect them. They will begin to be able to distinguish friendly and unfriendly behaviour or good and bad secrets and be assertive enough to say no to unreasonable demands.</p>
	<ul style="list-style-type: none"> ▪ The importance of respecting others, even when they are very different from them (physically) ▪ The importance of self-respect and how it links to their own happiness. 	<p>FPA – Growing up with Yasmine and Tom – Module 1 Lesson 4 – My brilliant body. This lesson helps pupils to recognise that all bodies are different and begin to develop a body positive image about themselves and learn skills to respond to negative comments about their bodies.</p>
	<ul style="list-style-type: none"> ▪ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. ▪ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ▪ About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. <ul style="list-style-type: none"> ▪ The names for the main parts of the body (including external genitalia). 	<p>We will be teaching our pupils how to stay safe by learning the PANTS rules. PANTS stands for– P – Private Parts are private A – Always remember your body belongs to you N – No means No T – Talk about secrets that upset you S – Speak up, someone can help</p>



		<p>The lessons will introduce a range of ideas, all delivered in a way that's fully age-appropriate. These include:</p> <ul style="list-style-type: none"> • appropriate and inappropriate touching. • your child's right to say no to things that make them feel upset or uncomfortable. • who your child can turn to if they ever feel upset or worried. • The names for parts of the bodies. They will learn the scientific terminology for male and female genitalia, including, testicles, penis, vulva and vagina. It is important for younger pupils to know how to name body parts correctly as this contributes to safeguarding – helping them to take care of their bodies and keep themselves safe.
	<ul style="list-style-type: none"> ▪ What sort of boundaries are appropriate in friendships with peers and others. ▪ The conventions of courtesy and manners. 	<p>PSHE Association – Consent - Asking for permission.</p> <p>In this lesson children are taught about why they should ask other people for permission in different situations, including when touching someone else and to use simple phrases to ask for, give or not give permission.</p>
	<ul style="list-style-type: none"> ▪ How important friendships are in making us feel happy and secure, and how people choose and make friends. ▪ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ▪ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ▪ That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 	<p>PSHE Association – Friendship and Bullying Lesson 1 – Let's be friends.</p> <p>Children will learn how friendships are formed and looks at common features of friendships.</p> <p>Lesson 2 – Let's make up.</p> <p>This lesson explores the ups and downs of friendships, looks at ways to resolve friendship issues and how children can get</p>



		<p>help for themselves or someone else if they are feeling lonely.</p> <p>Lesson 3 – Let’s be kind. This lesson focuses on recognising kind and unkind behaviour and what actions pupils should take if they witness unkind behaviour.</p>
Summer term	<ul style="list-style-type: none"> About the process of growing from young to old and how people’s needs change. About growing and changing and new opportunities and responsibilities that increasing independence may bring. 	<p>Medway - Lesson 2 – Growing up: The human life cycle. (Science) – Baby, Toddler, Teenager, Adult, Elderly Children will learn about how humans grow from baby to adult and how children their age can do more than when they were younger.</p>
	<ul style="list-style-type: none"> The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How information and data is shared and used online. 	<p>Jessie and friends – Episode 1 – Watching videos. To understand what to do and who to tell if you see something you don’t like on a video. Episode 2 – Sharing Pictures – To understand what happens when you share a picture and who to go to for help.</p>
	<ul style="list-style-type: none"> The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them 	<p>BBFC – Watch Out – Goof Viewing Choices Lesson 1 Children will learn about the BBFC film ratings (U to 18), what they mean and how to make good viewing choices.</p>
Through assemblies, books and themed weeks	<ul style="list-style-type: none"> About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 	<p>Children learn about this in lessons surrounding bullying in Anti-Bullying week.</p>
	<ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	<p>Children will learn about this through assemblies and follow up lesson themed</p>



	<ul style="list-style-type: none"> ▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. ▪ The importance of self-respect and how this links to their own happiness. 	<p>around: British Values, Black History Month, Pride Month and Refugee Week.</p> <p>‘Max the Champion’ – Book ‘Ten Little Pirates’ – Book ‘Elmer’ - Book</p> <p>We are taught these through our school rules and values.</p>
<p>Year 1/2 - Cycle B</p>	<p>Pupils should have the opportunity to learn:</p>	<p>Activities/ resources</p>
<p>Autumn</p>	<p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p>	<p>BBFC – Watch Out – Goof Viewing Choices Lessons 1 and 2 Children will learn about the BBFC film ratings (U to 18), what they mean, how to make good viewing choices and identifying what to do if something they see makes them feel upset or worried.</p>
<p>Spring</p>	<ul style="list-style-type: none"> ▪ How important friendships are in making us feel happy and secure, and how people choose and make friends. ▪ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ▪ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ▪ That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. ▪ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. ▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships. 	<p>This is taught through our Highways Heroes lessons.</p> <p>The first module is called: ‘Connecting 4 Friendship’ They focus on what makes a good friend, how to be a good friend and how they could respond if someone is not being a good friend. They are taught how to act if they have an argument with their friend.</p> <p>The second module is called: ‘Sticking Up 4 Me’</p>



	<ul style="list-style-type: none">▪ That un school and wider society they can expect to be treated with respect by others, and that they in turn should show due respect to others.▪ About different types of bullying (Including cyberbullying), the impact of bullying, responsibilities of bystanders and how to get help.▪ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	<p>These lessons teach children how to manage friendship groups and how to stand up for themselves if there are any arguments.</p> <p>Blown Away – Book</p>
Summer	<ul style="list-style-type: none">▪ The names for the main parts of the body (including external genitalia) the scientific similarities and differences between boys and girls.	<p>Medway KS1 – Everybody’s body/ FPA – Growing up with Tom and Yasmin – Lesson 6 – Naming Body parts.</p> <p>In these lessons, children will learn about how they are the same or different from others – based on things they like/ don’t like and physical differences.</p> <p>They will learn the correct terminology for male and female genitalia, including, testicles, penis, vulva and vagina. It is important for younger pupils to know how to name body parts correctly as this contributes to safeguarding – helping them to take care of their bodies and keep themselves safe.</p>
	<ul style="list-style-type: none">▪ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	<p>We will be teaching our pupils how to stay safe by learning the PANTS rules.</p> <p>PANTS stands for–</p> <p>P – Private Parts are private</p>



	<ul style="list-style-type: none"> ▪ That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ▪ About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 	<p>A – Always remember your body belongs to you N – No means No T – Talk about secrets that upset you S – Speak up, someone can help</p> <p>The lessons will introduce a range of ideas, all delivered in a way that’s fully age-appropriate. These include:</p> <ul style="list-style-type: none"> • appropriate and inappropriate touching. • your child’s right to say no to things that make them feel upset or uncomfortable. • who your child can turn to if they ever feel upset or worried. • The names for parts of the bodies. They will learn the scientific terminology for male and female genitalia, including, testicles, penis, vulva and vagina. It is important for younger pupils to know how to name body parts correctly as this contributes to safeguarding – helping them to take care of their bodies and keep themselves safe.
	<ul style="list-style-type: none"> ▪ How to ask for advice or help for themselves or others, and to keep trying until they are heard. ▪ Where to get advice e.g. family, school and/or other sources. 	<p>PSHE Association – Keeping safe at home – Children are taught about common hazards in the home and what they can do to be safe at home.</p>
	<ul style="list-style-type: none"> ▪ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ▪ How to recognise and report feelings of being unsafe or feeling bad about any adult. ▪ How to ask for advice or help for themselves or others, and to keep trying until they are heard. ▪ How to report concerns or abuse, and the vocabulary and confidence needed to do so. ▪ Where to get advice e.g. family, school and/or other sources. 	<p>FPA – Growing up with Yasmine and Tom – Module 1 – Lesson 7 – Keeping safe.</p> <p>In this lesson children will learn to have an awareness of some of the ways that they can keep themselves safe and to build a support network of people who can help them.</p>



	<ul style="list-style-type: none"> ▪ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ▪ How information and data is shared and used online. ▪ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	<p>Jessie and Friends – Episode 3 – Playing Games. Knowing how to stay safe when playing games online.</p>
<p>Through assemblies, books and themed weeks</p>	<ul style="list-style-type: none"> ▪ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 	<p>Children learn about this in lessons surrounding bullying in Anti-Bullying week.</p>
	<ul style="list-style-type: none"> ▪ That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. 	<p>The Great Big Book of Families – Book The Odd Egg – Book</p>
	<ul style="list-style-type: none"> ▪ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	<p>Children will learn about this through assemblies and follow up lesson themed around: British Values, Black History Month, Pride Month and Refugee Week.</p> <p>We will read the books: ‘Slodge’ ‘Just Because’ ‘Welcome’</p>
	<ul style="list-style-type: none"> ▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. ▪ The importance of self-respect and how this links to their own happiness. 	<p>We are taught these through our school rules and values.</p>



Year 3/4 Cycle A Taught in:	Pupils should have the opportunity to learn:	Activities/ resources
Autumn	<ul style="list-style-type: none"> ▪ About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ▪ How information and data is shared and used online. 	<p>Google – Be Internet Legends – Sharp activities</p> <p>Children will learn that what they see online is a chosen frame. They put their skills to the test by choosing the right path of who things are shared with online.</p>
Spring	<ul style="list-style-type: none"> ▪ How important friendships are in making us feel happy and secure, and how people choose and make friends. ▪ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ▪ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ▪ That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. ▪ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	<p>This is taught through our Highways Heroes lessons.</p> <p>The series of lessons is called: ‘Connecting 4 Friendship’</p> <p>They focus on what makes a good friend, how to be a good friend and how they could respond if someone is not being a good friend. They are taught how to act if they have an argument with their friend.</p>
	<ul style="list-style-type: none"> ▪ That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. ▪ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ▪ How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met. ▪ How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 	<p>Google – Be Internet Legends – Kind activities</p> <p>Children learn how to be kind online, how to reframe negative comments into positive, and report and block bullies.</p> <p>ThinkUKnow - Band Runner – How to know who you are talking to online and how to block unwanted attention.</p>
	<ul style="list-style-type: none"> ▪ Where to get help or advice, e.g. family, school and/or other resources. ▪ Where and how to report concerns and get support with issues online. 	<p>FPA – Growing up with Yasmine and Tom – People who can help us on and offline.</p>



	<ul style="list-style-type: none"> ▪ That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. ▪ The importance of respecting others, even when they are very different from them (for example physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority. 	<p>Children will learn who they can ask for help if they feel worried or sad about something that has happened online or offline.</p> <p>Premier League Primary Stars – Diversity</p> <p>This lesson focuses on encouraging pupils to identify and celebrate diversity both within their school and the wider community.</p>
<p>Summer</p>	<ul style="list-style-type: none"> ▪ How their body will, and emotions may, change as they approach and move through puberty. ▪ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. ▪ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ▪ How to recognise and report feelings of being unsafe or feeling bad about any adult. ▪ How to ask for advice or help for themselves or others, and to keep trying until they are heard. ▪ How to report concerns or abuse, and the vocabulary and confidence needed to do so. 	<p>Medway Year 4/5 - Time to change –</p> <p>This lesson introduces the concept of puberty and explores some external changes that happen to the body, as well as supporting pupils to identify and label key body parts.</p> <p>FPA – Growing up with Yasmine and Tom – My personal and private body parts and keeping safe</p> <p>Children will review scientific names of body parts, including: penis, testicles, vulva, vagina, nipples. They will learn about the difference between safe and unsafe touch and that no one has the right to touch us in a way that makes us feel unsafe.</p>



	<ul style="list-style-type: none"> ▪ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ▪ How to ask for advice or help for themselves or others, and to keep trying until they are heard. ▪ Where to get advice e.g. family, school and/or other sources. 	<p>PSHE Association – Keeping safe at home – Children will learn to assess some hazards in the home that could cause harm or injury and describe strategies to reduce risk at home and help keep themselves (or others) safe, including strategies to manage peer influence.</p>
<p>Through assemblies, books and themed weeks</p>	<ul style="list-style-type: none"> ▪ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 	<p>Children learn about this in lessons surrounding bullying in Anti-Bullying week.</p>
	<ul style="list-style-type: none"> ▪ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	<p>Children will learn about this through assemblies and follow up lesson themed around: British Values, Black History Month, Pride Month and Refugee Week.</p> <p>The Way back home - Book The Flower – Book</p>
	<ul style="list-style-type: none"> ▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. ▪ The importance of self-respect and how this links to their own happiness. 	<p>We are taught these through our school rules and values. We focus on a different value every half term.</p> <p>We will read the book ‘Red: A Crayon’s Story’</p>
	<ul style="list-style-type: none"> ▪ That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. ▪ That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 	<p>Book - ‘King and King’</p>
	<ul style="list-style-type: none"> ▪ What a stereotype is, and how stereotypes can be unfair, negative or destructive. 	<p>We will read and discuss the book ‘Dogs Don’t Do Ballet’</p>



Year 3/4 Cycle B Taught in:	Pupils should have the opportunity to learn:	Activities/ resources
Autumn	<ul style="list-style-type: none"> ▪ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ▪ How information and data is shared and used online. ▪ How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ▪ Where and how to report concerns and get support with issues online. 	<p>Google – Be Internet Legends – Be Brave and Be Kind activities. Children learn about the different roles in bullying incidents online and learn how to be an upstander (helper).</p>
	<ul style="list-style-type: none"> ▪ What a stereotype is, and how stereotypes can be unfair, negative or destructive. 	<p>FPA – Growing up with Yasmine and Tom – Module 2 – Gender stereotypes and aspirations. Children will be taught what it means to stereotype someone based on their gender and their job. They will talk about what they aspire to be when they grow up.</p> <p>LOUD! Network – Job Skills, influences and goals Children will look at some skills they might need for different jobs.</p>
Spring	<ul style="list-style-type: none"> ▪ That families are important for children growing up because they can give love, security and stability. ▪ The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. ▪ That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. ▪ That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. ▪ That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 	<p>PSHE Association – Families.</p> <p>Lesson 1 – Family Relationships This lesson focuses on family relationships, including how families spend time together and support each other.</p> <p>Lesson 2 – Diverse Families This lesson focuses on different types of families and family structures, including single parents, nuclear families, blended families foster/ adopted parents, carers and same sex parents. Children will explore the differences</p>



	<ul style="list-style-type: none">▪ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	<p>and similarities between them and recognise how all families are equal and should be valued and celebrated.</p> <p>Lesson 3 – Family changes This lesson explores some of the changes that can happen in families. Children identify the feelings associated with change and consider strategies to manage changes in a family. The lesson also provides an opportunity to introduce the concept of conflict in families.</p>
	<ul style="list-style-type: none">▪ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.▪ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	<p>Expect Respect (Women’s Aid) – Year 3 – Resolving Conflict and Where to Get Help. Children will learn how their behaviour affects others and how other’s behaviour affects them. They will begin to be able to distinguish conflicts which need urgent resolution and those which can wait and how to get help.</p>
	<ul style="list-style-type: none">▪ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).▪ That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	<p>PSHE Association – Consent In the first lesson children are taught the importance of asking for permission in different contexts, and how to ask for, give or not give permission respectfully. The second lessons his lesson focuses on personal boundaries and how these might be different for different people and how to respect the boundaries of others, enforce their own boundaries, and seek help if they have been made to feel uncomfortable. The third lesson focuses on appropriate and inappropriate touch and who to tell if physical contact feels unsafe or uncomfortable.</p>



<p>Summer</p>	<ul style="list-style-type: none"> ▪ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ▪ The importance of self-respect and how this links to their own happiness. 	<p>FPA - Growing up with Yasmine and Tom – Me, Myself and I In this lesson children will think about similarities and differences between them and other members of the class. They will focus on thinking about things they are good at and goals they would like to achieve. Premier League Primary Stars – Self Esteem This lesson helps pupils build their own self-esteem and improve the self-esteem of others.</p>
	<ul style="list-style-type: none"> ▪ What sort of boundaries are appropriate in friendships with peers and others (including in a digital context). ▪ Where to get advice e.g. family, school and/or other sources. 	<p>FPA – Growing up with Yasmine and Tom – Is it Risky? Children will learn to assess risk and take steps to keep themselves safe. They will learn that they can say no to things they don't want to do and learn how to get help if they feel unsafe.</p>
<p>Through assemblies, books and themed weeks</p>	<ul style="list-style-type: none"> ▪ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ▪ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	<p>Children learn about this in lessons surrounding bullying in Anti-Bullying week. Children will learn about this through assemblies and follow up lesson themed around: British Values, Black History Month, Pride Month and Refugee Week. The Huey's in the New Jumper – Book Beegu – Book</p>
	<ul style="list-style-type: none"> ▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. ▪ The importance of self-respect and how this links to their own happiness. 	<p>We are taught these through our school rules and values.</p>



	<ul style="list-style-type: none"> ▪ How important friendships are in making us feel happy and secure, and how people choose and make friends. ▪ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ▪ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ▪ That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 	<p>Oliver – Book Welcome – Book This Our House – Book</p>
	<ul style="list-style-type: none"> ▪ That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. ▪ That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 	<p>King and King – Book</p>
<p>Year 5/6 Cycle A</p>	<p>Pupils should have the opportunity to learn:</p>	<p>Activities/ resources</p>
<p>Autumn</p>	<ul style="list-style-type: none"> ▪ How to be a discerning consumer of information online, including understanding that information, including that from search engines, is ranked, selected and targeted. 	<p>Guardian Foundation and National Literacy Trust – Newswise In these lessons children will focus on news and learn that some news might be fake and harmful. They will also learn about the difference between fact and opinion in the news.</p>
	<ul style="list-style-type: none"> ▪ That for most people the internet is an integral part of life and has many benefits. ▪ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ▪ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	<p>City of London Police – Cyber Detectives – children will learn different types of online fraud and how to recognise them. Pupils also explore some of the associated risks and learn</p>



	<ul style="list-style-type: none"> How information and data is shared and used online. 	<p>basic ways to protect their information while online.</p>
	<ul style="list-style-type: none"> What a stereotype is, and how stereotypes can be unfair, negative or destructive. 	<p>LOUD! Network – Job Skills, influences and goals Children will look at some skills they might need for different jobs.</p> <p>FPA – Growing up with Yasmine and Tom – Module 2 – Gender stereotypes and aspirations. Children will be taught what it means to stereotype someone based on their gender and their job. They will talk about what they aspire to be when they grow up.</p>
<p>Spring</p>	<ul style="list-style-type: none"> That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Practical steps they can take in a range of different contexts to improve or support respectful relationships. That in school and wider society they can expect to be treated with respect by others, and that they in turn should show due respect to others. About different types of bullying (Including cyberbullying), the impact of bullying, responsibilities of bystanders and how to get help. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 	<p>PSHE Association – Friendship and Bullying Lesson 1 – Including others - Children will learn about the foundations of friendships, such as having things in common. They will explore what it means to be part of a group and learn ways to make others feel included. Lesson 2 - Positive and respectful friendships – Children will learn about different types of friendships, and the positive impact a friendship can have. They will learn the importance of respectful communication, including online. Lesson 3 – Bullying and its impact - This lesson focuses on different types of bullying and its impact. Pupils will explore the link between peer influence and bullying behaviour, and learn about the potential signs that someone is experiencing bullying.</p>



		<p>Highways Heroes lessons. The series of lessons is called: 'Sticking Up 4 Me' These lessons teach children how to manage friendship groups and how to stand up for themselves if there are any arguments.</p>
	<ul style="list-style-type: none"> ▪ What sort of boundaries are appropriate in friendships with peers and others (including in a digital context). ▪ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ▪ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ▪ How to recognise and report feelings of being unsafe or feeling bad about any adult. ▪ Where to get advice e.g., family, school and/ or other sources. 	<p>FPA – Growing up with Yasmine and Tom -Safe and unsafe touch Children will learn why people need to ask and receive permission (consent) for some types of touch, to identify when physical contact feels unsafe, learn how to say no to touch and describe how to ask for help.</p>
	<ul style="list-style-type: none"> ▪ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. ▪ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ▪ How to recognise and report feelings of being unsafe or feeling bad about any adult. ▪ About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ▪ Where to get advice e.g., family, school and/or other sources. 	<p>Expect Respect – Secrets and Stories In this lesson children will think about how their behaviour affects others and how they can play a role in helping others even if this sometimes means telling a secret. They will be taught that sometimes children are experiencing problems at home that they find difficult to share with others and how to ask for help.</p>
<p>Summer Year 5's only</p>	<ul style="list-style-type: none"> ▪ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ▪ About menstrual wellbeing including the key facts about the menstrual cycle. 	<p>Children in year 5 will be taught about puberty in same sex classes.</p> <p>FPA – Growing up with Yasmine and Tom – Menstruation – Children will learn about how girls' bodies change during puberty – focusing on what a period is.</p> <p>FPA Growing up with Yasmine and Tom – Wet dreams – Children will learn about how boys'</p>



		<p>bodies change during puberty and what wet dreams are.</p> <p>Medway – Lesson 2 – Puberty, menstruation and wet dreams. This lesson explores in more detail some of the external and internal changes that happen to the body during puberty, including menstruation and wet dreams.</p> <p>Lesson 3 – Personal hygiene This lesson focuses on the importance of personal hygiene and explores ways to manage some of the physical changes that occur during puberty.</p> <p>Lesson 4 – Emotions and feelings This lesson focuses on emotional changes during puberty, and where pupils can find help and support for the physical and emotional changes experienced.</p>
<p>Summer Year 6 only</p>	<ul style="list-style-type: none">▪ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.▪ About menstrual wellbeing including the key facts about the menstrual cycle.▪ About human reproduction.	<p>Medway – Year 6 Lesson 1 - Puberty recap This gives children an opportunity to consolidate previous learning about puberty and further develop their understanding.</p> <p>Lesson 2 – Puberty: Change and becoming more independent</p>



		<p>Children will learn about the changes that might occur alongside puberty, including moving to secondary school and the new feelings, roles and responsibilities that accompany becoming more independent.</p> <p>Lesson 3 – Positive, healthy relationships. This lesson focuses on what is meant by a positive, healthy, and loving relationship by exploring different types of relationships, and the qualities, values, and behaviours within them.</p> <p>FPA – Growing up with Yasmine and Tom – Module 3 – Lesson 10 – Making Babies – Sexual Intercourse Children will learn how fertilization happens through sexual intercourse. They will learn about how a baby is made through sexual intercourse. They will learn about consent and know the age of consent.</p> <p>FPA – Growing up with Yasmine and Tom – Pregnancy and Birth Children will be taught about how a baby grows, develops and is born.</p> <p>These lessons are taught at an age-appropriate level.</p>
<p>Summer All children in years 5/6</p>	<ul style="list-style-type: none">▪ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.▪ The importance of self-respect and how this links to their own happiness.	<p>Premier League Primary Stars – Self Esteem This lesson helps pupils build their own self-esteem and improve the self-esteem of others.</p>



	<ul style="list-style-type: none"> ▪ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. ▪ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ▪ How to recognise and report feelings of being unsafe or feeling bad about any adult. ▪ How to ask for advice or help for themselves or others, and to keep trying until they are heard. ▪ How to report concerns or abuse, and the vocabulary and confidence needed to do so. ▪ Where to get advice e.g. family, school and/or other sources. 	<p>PSHE Association - FGM, seeking help & reporting FGM concerns Children will learn what Female Genital Mutilation (FGM) is, the law in relation to FGM and how to seek help and report if they or others are, or might be, at risk.</p> <p>FPA – Growing Up with Yasmine and Tom – Module 3 Lesson 15 – Getting Help Children will learn about who can help them, including external services, and know that it is good to talk no matter what the issue. They will learn about Childline and how to access it.</p>
<p>Through assemblies, books and themed weeks</p>	<ul style="list-style-type: none"> ▪ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 	<p>Children learn about this in lessons surrounding bullying in Anti-Bullying week.</p>
	<ul style="list-style-type: none"> ▪ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships. 	<p>Children will learn about this through assemblies and follow up lesson themed around: British Values, Black History Month, Pride Month and Refugee Week.</p> <p>We will read the books: ‘The Artist Who Painted a Blue Horse’ ‘Rose Blanche’</p>
	<ul style="list-style-type: none"> ▪ That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. ▪ That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. 	<p>We will read and discuss the book ‘And Tango Makes Three’</p>
	<ul style="list-style-type: none"> ▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 	<p>We are taught these through our school rules and values.</p>



	<ul style="list-style-type: none"> ▪ The importance of self-respect and how this links to their own happiness. 	
Year 5/6 Cycle B	Pupils should have the opportunity to learn:	Activities/ resources
Autumn	<ul style="list-style-type: none"> ▪ What a stereotype is, and how stereotypes can be unfair, negative or destructive. ▪ How to ask for help for themselves or others and to keep trying until they are heard. ▪ Where to get advice e.g., family, school and/or other sources. 	<p>PSHE Association – Inclusion, belonging and addressing extremism – Lesson 3 – Stereotypes and Lesson 4 – Extremism</p> <p>Changing faces – stereotypes in film and TV. In these lessons children will learn how negative stereotypes can influence behaviours and attitudes towards different groups of people. How to seek help for themselves or others if needed.</p>
	<ul style="list-style-type: none"> ▪ That for most people the internet is an integral part of life and has many benefits. ▪ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ▪ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ▪ How information and data is shared and used online. 	<p>City of London Police – Cyber Detectives – children will learn different types of online fraud and how to recognise them. Pupils also explore some of the associated risks and learn basic ways to protect their information while online.</p> <p>Google Internet Legends – Be internet alert – children will learn about phishing and how to judge if something is fact or fiction.</p>
Spring	<ul style="list-style-type: none"> ▪ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ The importance of self-respect and how it links to their own happiness. ▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others. ▪ That sometimes people behave differently online, including by pretending to be someone they are not. 	<p>Barnardo’s Real Love Rocks</p> <p>These lessons use animations and activities to teach children about relationships and keeping safe in an age-appropriate way. It focuses on 4 areas:</p> <ul style="list-style-type: none"> ▪ Relationships - what they are and what makes a happy, safe and fair relationship ▪ Grooming - what it is and how to get help if a child feels uncomfortable



	<ul style="list-style-type: none"> ▪ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ▪ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ▪ How information and data is shared and used online. ▪ What sort of boundaries are appropriate in friendships with peers and others (including in a digital context). ▪ That each person’s body belongs to them, and the difference between appropriate and inappropriate or unsafe physical and other, contact. ▪ How to respond safely and appropriately to the adults they may encounter whom they do not know. ▪ How to ask for advice or help for themselves or others, and to keep trying until they are heard. ▪ How to report concerns and the vocabulary and confidence needed to do so. 	<ul style="list-style-type: none"> ▪ Keeping Safe - how to stay safe, especially as they begin to get an increased independence and go to secondary school <p>Being Online - How to keep safe when online, on phones, computers, tablets and when gaming.</p>
	<ul style="list-style-type: none"> ▪ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others. ▪ 	<p>FPA – Growing up with Yasmine and Tom – Equality and the law. Children will about discrimination and the Equality Act.</p>
	<ul style="list-style-type: none"> ▪ How to recognise and report feelings of being unsafe or feeling bad about any adult. ▪ How to ask for advice or help for themselves or others, and to keep trying until they are heard. ▪ How to report concerns or abuse, and the vocabulary and confidence needed to do so. ▪ Where to get advice e.g., family, school and/or other sources. 	<p>FPA – Growing Up with Yasmine and Tom – Module 3 Lesson 15 – Getting Help Children will learn about who can help including external services and know that it is good to talk no matter what the issue. They will learn about Childline and how to access it.</p>
<p>Summer Year 5’s only</p>	<ul style="list-style-type: none"> ▪ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ▪ About menstrual wellbeing including the key facts about the menstrual cycle. 	<p>Children in year 5 will be taught about puberty in same sex classes.</p> <p>FPA – Growing up with Yasmine and Tom – Menstruation – Children will learn about how girls’ bodies change during puberty – focusing on what a period is.</p>



		<p>FPA Growing up with Yasmine and Tom – Wet dreams – Children will learn about how boys’ bodies change during puberty and what wet dreams are.</p> <p>Medway – Lesson 2 – Puberty, menstruation and wet dreams. This lesson explores in more detail some of the external and internal changes that happen to the body during puberty, including menstruation and wet dreams.</p> <p>Lesson 3 – Personal hygiene This lesson focuses on the importance of personal hygiene and explores ways to manage some of the physical changes that occur during puberty.</p> <p>Lesson 4 – Emotions and feelings This lesson focuses on emotional changes during puberty, and where pupils can find help and support for the physical and emotional changes experienced.</p>
<p>Summer Year 6 only</p>	<ul style="list-style-type: none">▪ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.▪ About menstrual wellbeing including the key facts about the menstrual cycle.▪ About human reproduction.▪	<p>Medway – Year 6 Lesson 1 - Puberty recap This gives children an opportunity to consolidate previous learning about puberty and further develop their understanding.</p>



		<p>Lesson 2 – Puberty: Change and becoming more independent Children will learn about the changes that might occur alongside puberty, including moving to secondary school and the new feelings, roles and responsibilities that accompany becoming more independent.</p> <p>Lesson 3 – Positive, healthy relationships. This lesson focuses on what is meant by a positive, healthy, and loving relationship by exploring different types of relationships, and the qualities, values, and behaviours within them.</p> <p>FPA – Growing up with Yasmine and Tom – Module 3 – Lesson 10 – Making Babies – Sexual Intercourse Children will learn how fertilization happens through sexual intercourse. They will learn about how a baby is made through sexual intercourse. They will learn about consent and know the age of consent.</p> <p>FPA – Growing up with Yasmine and Tom – Pregnancy and Birth Children will be taught about how a baby grows, develops and is born.</p> <p>These lessons are taught at an age-appropriate level.</p>
<p>Summer All children in years 5/6</p>	<ul style="list-style-type: none">▪ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.▪ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.▪ How to recognise and report feelings of being unsafe or feeling bad about any adult.	<p>PSHE Association – Rights and Responsibilities - In these lessons, children will be taught about ‘The United Nations Declaration of the Rights of the Child’ and human rights. Children will learn about the law and their rights</p>



	<ul style="list-style-type: none"> ▪ 	<p>regarding their bodies. Including forced marriage and FGM.</p>
	<ul style="list-style-type: none"> ▪ That people sometimes behave differently online, including by pretending to be someone they are not. How information and data is shared and used online. 	<p>NSPCC – Share aware – Lesson 1 - Pupils will learn the dangers about sharing things online.</p> <p>Lesson 2 – Pupils will learn about the dangers of chatting to strangers online.</p>
<p>Through assemblies, books and themed weeks</p>	<ul style="list-style-type: none"> ▪ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 	<p>Children learn about this in lessons surrounding bullying in Anti-Bullying week.</p>
	<ul style="list-style-type: none"> ▪ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships. 	<p>Children will learn about this through assemblies and follow up lesson themed around: British Values, Black History Month, Pride Month and Refugee Week.</p> <p>We will read and discuss the book ‘The Island’</p>
	<ul style="list-style-type: none"> ▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. ▪ The importance of self-respect and how this links to their own happiness. 	<p>We are taught these through our school rules and values.</p>
	<ul style="list-style-type: none"> ▪ That families are important for children growing up because they can give love, security and stability. 	<p>We will read and discuss the book ‘Love you Forever’</p>
	<ul style="list-style-type: none"> ▪ That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. ▪ That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. 	<p>This will link to the different families, same love poster, which shows cartoon images of different families.</p> <p>We will recap different types of families.</p> <p>We will read and discuss the book ‘The Whisperer’</p>