Reception













Lessons requiring additional support/ adaptations

Kind and Caring

Remind children about our school values especially 'be kind'

What's safe to go onto my body

- This lesson focuses on labelling body parts and thinking about things like clothes that we wear. If children choose to say words for their private parts then teacher to introduce language of 'penis' and 'vulva'. Suggest that some families/ people have different names for these parts but they have proper 'grown up' names and these are penis and vulva.
- Do not introduce this vocabulary at this stage unless prompted by the children.

People who help to keep me safe

 Primarily about police, road safety, doctors etc. Remind children about Dawn and other trusted adults in school.

Looking after my special people

• Focuses on families and how they love and care for each other.

Life stages

• Focuses primarily on plants/ animals e.g. through tadpoles. Does mention mother as having the egg/ seed.

Where do babies come from?

Mentions mother as having 'seed' and 'Daddy' sperm

Quote from lesson plan:

Sometimes the baby comes from its birth mummy and daddy, as in this case (described above).

Sometimes another person is their mummy or daddy or special person. This is called adoption or surrogacy; it's one of the reasons why sometimes children look like their parents and sometimes they don't.

Me and my body – girls and boys

Introduces 'private parts' and links to pantosaurus NSPCC.

Quote from lesson:

• Why are girls' bodies and boys' bodies different? (Because one day, if we want to, they are needed to have children. We need tiny eggs from the woman's body and tiny seeds called sperm from the man's body to make a baby.)

Year 1 Overview of all lessons.

Me and My Relationships
Why we have classroom rules
Thinking about feelings
Our feelings
Feelings and bodies
Our special people balloons
Good friends
How are you listening?

Valuing Difference
Same or different?
Unkind, tease or bully?
Harold's school rules
Who are our special people?
It's not fair!

Keeping Myself Safe
Healthy me
Super sleep
Who can help? (1)
Harold loses Geoffrey
What could Harold do?
Good or bad touches?
Sharing pictures

Rights and Responsibilities
Harold's wash and brush up
Around and about the school
Taking care of something
Harold's money
How should we look after our money?
Basic first aid

Being my Best
I can eat a rainbow
Eat well
Catch it! Bin it! Kill it!
Harold learns to ride his bike
Pass on the praise!
Harold has a bad day

Growing and Changing
Inside my wonderful body!
Taking care of a baby
Then and now
Who can help? (2)
Surprises and secrets
Keeping privates private

Lessons requiring adaptation/ supplementary materials

Why we have classroom rules

Refer to school's vision and values that are consistent and same throughout school

Our feeling

• Be mindful/ sensitive to any pupils who may be undergoing a significant loss/ bereavement at the time/ in recent history

Our special people balloons

• Encourage children to think about people who are special e,g, family but also friends, special groups e.g. rainbows/ the church they belong to

How are you listening?

• Refer also to school vision/ values and learning behaviours in class e.g. be co-operative

Harold's school rules

Reiterating same message as above so could be omitted/ light touch as appropriate

Who can help?

• Ensure that children are clear who can help them – parents, welfare staff, Dawn and teachers.

Good or bad touches?

• Link to NSPCC website. Useful resources for children to access.

Catch it! Bin it! Kill it!

• Link to frequent handwashing and hand sanitiser

Who can help (2)?

• Ensure that children are clear who can help them – parents, welfare staff, Dawn and teachers.

Keeping privates private

- Lesson focus is primarily on privacy
- Supplement with NSPCC 'pants' rule
- Focus on toileting and wiping yourself and keeping toileting private.
- Teacher to introduce language of 'penis' and 'vulva'. Suggest that some families/ people have different names for these parts but they have proper 'grown up' names and these are penis and vulva.













Lessons requiring adaptation/guidance

Our ideal classroom

Refer to school's vision and values as appropriate

Bullying or teasing?

- Focus on being kind and looking after each other.
- Don't need to go through definitions of bullying, teacher would instead focus on bullying types of behaviour e.g. pushing, shoving saying unkind things or sending unkind message and that this is not a one off. Also on what bullying is not.

My special people

- Remind children that groups they belong to e.g. church may also be very special to them
- Remind children about trusted adults in school

What should Harold say?

• Remind children about trusted adults in school

I don't like that!

- Hugs and kisses from family and friends.
- Teacher to focus on what the children and their examples rather than giving them examples.
- Remind children (light tough) about NSPCC rule

Some secrets should never be kept

Do not teach this lesson. Instead merge with session – 'should I tell?' and introduce children to the idea that a secret should make you feel happy e.g. what we have bought someone for Christmas and there should always be a time when we will tell everyone e.g. on Christmas day. Surprises should not make you feel uncomfortable or only be between 2 people or not be able to tell anyone ever.

My body, your body

Teacher to focus on what is similar/ different as per lesson plan. May be helpful to say that we don't 'show' our private parts but that sometimes a mummy, doctor may need to look to keep us healthy or other people may see our bodies e.g. our family when we get in/ out of bath.

Respecting privacy

Focuses on belongings and bedroom spaces rather than body privacy.

Year 3 Overview

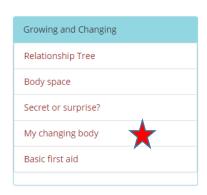
Me and My Relationships
As a rule
My special pet
Tangram team challenge
Looking after our special people
How can we solve this problem?
Dan's dare
Thunks
Friends are special

Valuing Difference
Family and friends
My community
Respect and challenge
Our friends and neighbours
Let's celebrate our differences
Zeb

Keeping Myself Safe
Safe or unsafe?
Danger or risk?
The Risk Robot
Alcohol and cigarettes: the facts
Super Searcher
None of your business!
Raisin challenge (1)
Help or harm?

Rights and Responsibilities
Our helpful volunteers
Helping each other to stay safe
Recount task
Harold's environment project
Can Harold afford it?
Earning money

Being my Best
Derek cooks dinner! (healthy eating)
Poorly Harold
For or against?
l am fantastic!
Getting on with your nerves!
Body team work
Top talents



Lessons requiring supplementary materials/guidance

Family and friends

- Lesson focuses on different types of families e.g. adoption, fostering, step-families and same sex relationships.
- Focus that families are people who love and care for each other but that families might look different from each other and we must respect this.
- Teacher support for clarification if issue is raised by children: marriage is a legal joining of two people as partners in a relationship (man and woman, man and man, woman and woman). Christian definition of marriage is the legal joining of a man and woman in the eyes of God.

Help or harm

 Be mindful of 'heavy' vocabulary. Focus instead on healthy/ unhealthy choices on a generic level.

Earning money

• Be mindful of pupils whose parents may not work

Getting on with your nerves!

• Links to cooperation and learning behaviours

Secret or surprise?

- Introduce children to the idea that a secret should make you feel happy e.g. birthday surprise for mum and there should always be a time when we will tell everyone e.g. on mum's birthday. Surprises should not make you feel uncomfortable or only be between 2 people or not be able to tell anyone ever.
- Reiterate to children that 'unsafe' secrets should be told to a trusted adult and ensure children know who these are.

My Changing body

Do not teach this lesson – moved to year 5

Year 4



Year 4 lessons requiring additional guidance/ supplementary materials

An email from Harold

• Introduces vocabulary e.g. guilty/ ashamed and threatened. Teacher needs to make sure these words are explained in context.

Islands

- Reinforcing PANTS rule
- Remind children that they can go to trusted adults in school for help and support.

What would I do?

 Mentions older or online friends – ensure children understand that they should always feel comfortable around their friends and that their family and other people know about them.

The people we share our world with

Ensure that stereotypes are not reinforced

That is such a stereotype!

• Do not deliver in class – to be delivered as key stage 2 school assembly with HT/ DHT lead.

Know the norms

- Focus on sensitively dealing with answers may come from children e.g. if they say someone
 at home drinks a lot. Teacher to keep a balanced view point e.g. some people do it, some
 people don't that is their choice. It is important that we don't do it too much as it can be
 unhealthy. Smoking is an unhealthy choice and ask for suggestions of what are healthy
 choices e.g. eating fruit and veg, exercising.
- Focus on not worrying children if they say their parent does drink/ smoke. Instead ask group about what healthy choices are.

Why pay taxes?

• Be mindful of pupils whose parents may not work

Making choices

• Omit the last box that asks pupils to choose what humans can never do – don't want to promote silly ideas!

All change! And Preparing for periods

Move to Year 5 curriculum

Together

- Discussion around marriage and different types of marriage and relationships.
- Teacher support: *Christian view of marriage is that of marriage between and man and a woman in the eyes of God.

Year 5

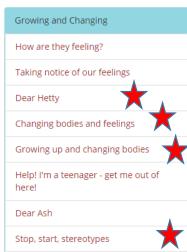
Me and My Relationships
Collaboration Challenge!
Give and take
How good a friend are you?
Relationship cake recipe
Being assertive
Our emotional needs
Communication

Valuing Difference					
Qualities of friendship					
Kind conversations					
Happy being me					
The land of the Red People					
Is it true?					
It could happen to anyone					

Keeping Myself Safe					
'Thunking' about habits					
Jay's dilemma					
Spot bullying					
Ella's diary dilemma					
Decision dilemmas					
Play, like, share					
Drugs: true or false?					
Smoking: what is normal?					
Would you risk it?					

Rights and Responsibilities
What's the story?
Fact or opinion?
Rights, responsibilities and duties
Mo makes a difference
Spending wisely
Lend us a fiver!
Local councils





Lessons requiring supplementary guidance

Spending wisely

• Links to fair trade

Local Councils

• Consider visitors relevant to this lesson

My School Community

• Make clear links to school vision and values and links to local Church

Independence and responsibility

 Teacher to be mindful if any children in their class are young carers or take on additional responsibilities

Is it true?

- Uses David Walliams' book 'The Boy in the Dress' to ask children to share their opinions on quotes from the book.
- Glossary need not be referred to other than for Teacher's background subject knowledge

Dear Hetty

Do not teach this lesson

Smoking: what is normal

May have already been covered with previous units

Dear Ash

- Letter hints at a tense home situation and child worried that Dad is angry and may become violent. This must be handled sensitively
- Letter hints at older sibling stealing alcohol and child is worried about it.
- Must be made clear to children that they can talk to trusted adults in school

Stop, start, stereotypes

- Do not teach this lesson due to reinforcing stereotypes
- See alternative lesson plan (devised by school)

Changing Bodies and Feelings and Growing up and changing bodies

Do not follow lesson plan

Information to be taught

Puberty – the following will be taught:

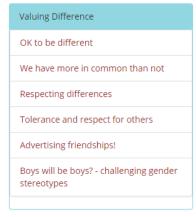
- Hormone changes this is as a result of changes in your brain and hormones that then lead to changes in your body. Hormones may make you moody, sensitive, upset, teary
- Personal hygiene body odour, deodorant, showering more,
- Physical changes
- Girls breasts grow (choose to wear bra), hips widen, height increase, periods begin, hair growing between legs, under arms, spots on face
- Boys height increases, chest and shoulders grow bigger, body hair on face (shaving), under arm pits, between legs, penis and testicles grow in size, penis may become larger (erection) voice deepens, semen begin to be produced (discharge and wet dreams)
- Periods and menstruation headaches and stomach cramps may precede a period. Go
 through physical changes inside fallopian tubes, womb, discharge etc during menstruation.
 Worries that might occur. Show sanitary towel/ tampon. Where to access towels in school
 and how to dispose of them.

Clarify:

- Emphasis everyone is unique and special and that changes start at different times, progress at different rates and everyone's unique genetic code determines what a person will be like as an adult
- It may be that you start to develop earlier or later than your friends and not to worry.
- Provide a chance for question/ answer sessions
- Sessions to be taught in separate groups i.e. boys separate to girls but both groups will be taught the same materials. This is to allow for different questions to be explored without fear e.g. girls may dependent on the cohort, this may be taught by class teacher, another member of staff, learning mentor or school nurse.
- Follow up session: how can we show respect to each other during puberty

Year 6 Overview













Lessons requiring supplementary/ additional Guidance

Don't force me

 Discusses forced marriage – video from childline (cartoon) and is appropriate. Also, discusses marriage as a public demonstration of a relationship. People in a relationship may choose to get married or not to get married. Marriage is a free choice and legal age of marriage is 16 with parental permission in England and 18 otherwise.

Not appropriate to discuss activity 2.

Marriage is a legal joining of two people as partners in a relationship (man and woman, man and man, woman and woman).

*Church of England definition of marriage is the legal joining of a man and woman in the eyes of God.

Acting Appropriately

- Statements are all ok to use but should be used mindfully. Scenarios for children to consider
 if they would feel comfortable or not and what they should do if they felt uncomfortable
 (e.g. tell a trusted adult) This would also be important if a friend confided in them.
 Introduces FGM as a scenario for children to consider if touch was appropriate or not.
- Questions box after session for any concerns

Tolerance and respect

• Make links explicit to school vision and values and Christian Values

To share or not to share?

- Lesson discusses sexting and the importance of not sending such messages. Reiterates that once shared, videos/ images can then be shared without your consent and can be seen by people you don't know or people who may be unkind.
- Video is NSPCC 'I saw your willy' cartoon. Focuses on how images we send do not remain private
- Reiterates that it is illegal to share such images.

What sort of drug is...?

Do not teach this session – covered in next session in more appropriate way.

Action stations

Good lesson but do not use whiteboard powerpoint as it is not linked to this lesson.

What's the risk

Scenario where children are asked if typing 'sex' into google is safe. Reiterate that this is unsafe as we cannot control what images/ information will appear and so it may not be something we want to see/ may make us uncomfortable.

Scenario where boys says he likes Justin Bieber and tells his friends – is this safe/ not safe. Safe because he is telling his friends something about his feelings

Media manipulation

Possible links to fake news/ under representation of some groups on social media.

Pressure online

NSPCC video (Lucy and the Boy) cartoon video exploring the idea that who we send messages to might not be the actual person they say they are. Age appropriate and useful

Is this normal?

Move this lesson to when puberty is taught in Year 5.

Is this normal? - Do not teach this lesson materials online instead for parents - online for parents

What is HIV? - Do not teach this lesson – available online as support for parents

<u>Making Babies</u> - Do not teach this lesson – available online as support for parents