



**Relationships and sex education policy**  
**Sep 2024**  
**Nettlesworth Primary School**

<b>Approved by:</b>	Donna Lee	<b>Date:</b> Sep 2024
<b>Last reviewed on:</b>	Sep 2023	
<b>Next review due by:</b>	Sep 2025	

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### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Contribute to our existing Rights Respecting Ethos and values

See Appendix 1 for our ethos and values

### 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Nettlesworth Primary School we teach RSE as set out in this policy.

### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Governor Consultation - the school has identified a link governor to support us in this area.
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
5. Pupil consultation – we investigated what exactly pupils want from their RSE
6. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

### 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and offline safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Relationships and Sex Education (RSE) is an important part of PSHE Education (DfE, 2014).
- When any school provides RSE they must have regard to the Secretary of State's guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28). Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019):
- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014)

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is born

For more information about our curriculum, see our curriculum map in Appendix 2.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE/SEAL) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE), through our UNCRC/Rights Respecting Schools Ethos and Safeguarding Workshops.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Physical health and mental wellbeing topics include:

Mental wellbeing

Internet Safety and Harms

Physical health and fitness

Healthy Eating

Drugs, alcohol and tobacco

Health Prevention

Basic First aid

Changing Adolescent body (Visit from the school nurse in year 5 and 6)

Throughout the year there will be visits from the NSPCC

For more information about our RSE curriculum, see Appendices 1, 2, 3 and 4

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### 7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher/PSHCE/RSE/UNCRC/SEAL Co-ordinator- Mrs Donna Lee

All staff at Nettlesworth Primary School will teach, or support in the teaching of, RSE. Nettlesworth Primary School has an identified RSE lead who supports and monitors RSE provision, including regular professional dialogues with the link governor when appropriate.

RSE Leader/Head Teacher/SENCO (also leads PSHE,SEAL,UNCRC and Wellbeing):Donna Lee  
Safeguarding Governor: Diana Barclay

RSE Governor: Claire Boden

### **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the components of sex education within RSE.

Alternative work will be given to pupils who are withdrawn from sex education.

## **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Head Teacher-Mrs Donna Lee through:

Monitoring arrangements, such as planning scrutinies, learning walks, etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Donna Lee- Head Teacher annually. At every review, the policy will be approved by the Governing Body

## Appendix 1

Nettlesworth Primary School is a place where **inclusion, pupil voice** and **respect** are valued.

Our school aims to provide all children with a well planned and balanced education taking full account of National Curriculum Statutory requirements. Within the bounds of this we also provide for individual children's special needs which may require more challenging work or additional help. We are an **Inclusion Quality Mark** School, who focuses on the pursuit of outstanding teaching and learning and creating an environment in which every student, including those who do not have disabilities, has the opportunity to flourish.

We are a **NACE** accredited school (an award in recognition of school-wide high-quality provision for more able learners within a context of challenge for all) and ensure there is a whole school commitment and a clear focus to providing for More Able Gifted and Talented pupils. We provide pupils with a wide range of experiences and opportunities individualised to their personal needs and interests. Parents are closely involved in the education of their child and are consulted about their provision.

As a Rights Respecting **Gold** School, we place the **UNCRC** (United Conventions of the Rights of a Child) at the heart of its planning, policies and practice. The school has a Rights Respecting Ethos, where children are empowered to become active citizens and learners.

Nettlesworth Primary School is like a family, where everyone is cared for. We provide a secure and happy environment in which children, as members of the school family, acquire the basic skills needed in order to make progress in all aspects of their life. We work together where all members of the community feel safe, achieve and make a positive contribution to the school and the wider community.

Children are given opportunities to broaden experience, listen and talk about what they explore and investigate, develop skills and practice them

## Appendix 2: Curriculum map

### Relationships and sex education curriculum map

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
EYFS/Year 1	Autumn	<p>Getting on and Falling Out Animals including Humans New Beginnings Articles 27, 15, 31 Getting on and Falling Out Articles 15, 31, 2, 14, 30, 29 Say no to Bullying Week</p> <p>Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.</p> <p>Includes understanding my place in the class, school and global community as well as devising Learning Charters.</p>	
	Spring	<p>Belonging to a Family Good to be me Relationships Going for Goals Articles 5, 12 Good to be Me Article 1, 2 Relationships Articles 7, 8, 9, 10, 12, 16</p> <p>Includes goal-setting, aspirations for yourself and the world and working together.</p> <p>Includes understanding friendship, family and other relationships, conflict resolution and communication skills.</p> <p>Includes anti-bullying (cyber and homophobic bullying included) and diversity work.</p>	
	Summer	<p>Changes Changes Article 31</p> <p>Includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)</p> <p><b>EYFS RSE specific content:</b> Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene</p> <p><b>Year 1 RSE specific content:</b> Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private</p>	



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Autumn	<p>Getting on and Falling Out Animals including Humans New Beginnings Articles 27, 15, 31 Getting on and Falling Out Articles 15, 31, 2, 14, 30, 29 Say no to Bullying Week</p> <p>Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.</p> <p>Includes understanding my place in the class, school and global community as well as devising Learning Charters.</p>	
	Spring	<p>Having Friends Good to be me Relationships Going for Goals Articles 5, 12 Good to be Me Article 1, 2 Relationships Articles 7, 8, 9, 10, 12, 16</p> <p>Includes goal-setting, aspirations for yourself and the world and working together.</p> <p>Includes understanding friendship, family and other relationships, conflict resolution and communication skills.</p> <p>Includes anti-bullying (cyber and homophobic bullying included) and diversity work.</p>	
	Summer	<p>Changes Changes Article 31</p> <p>Includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)</p> <p>RSE specific context: Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Autumn	<p>Feeling Good Getting on and Falling Out Animals including Humans New Beginnings Articles 27, 15, 31 Getting on and Falling Out Articles 15, 31, 2, 14, 30, 29 Say no to Bullying Week</p> <p>Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.</p> <p>Includes understanding my place in the class, school and global community as well as devising Learning Charters.</p>	
	Spring	<p>Having Friends Good to be me Relationships Going for Goals Articles 5, 12 Good to be Me Article 1, 2 Relationships Articles 7, 8, 9, 10, 12, 16</p> <p>Includes goal-setting, aspirations for yourself and the world and working together.</p> <p>Includes understanding friendship, family and other relationships, conflict resolution and communication skills.</p> <p>Includes anti-bullying (cyber and homophobic bullying included) and diversity work.</p>	
	Summer	<p>Changes Animals including Humans Changes Article 31</p> <p>Includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)</p> <p>RSE specific content: Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Autumn	<p>Getting on and Falling Out Animals including Humans New Beginnings Articles 27, 15, 31 Getting on and Falling Out Articles 15, 31, 2, 14, 30, 29 Say no to Bullying Week</p> <p>Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.</p> <p>Includes understanding my place in the class, school and global community as well as devising Learning Charters.</p>	
	Spring	<p>Good to be me Relationships Making Choices Going for Goals Articles 5, 12 Good to be Me Article 1, 2 Relationships Articles 7, 8, 9, 10, 12, 16</p> <p>Includes goal-setting, aspirations for yourself and the world and working together.</p> <p>Includes understanding friendship, family and other relationships, conflict resolution and communication skills.</p> <p>Includes anti-bullying (cyber and homophobic bullying included) and diversity work.</p>	
	Summer	<p>Changes Friendship Beating Bullies Animals including Humans Changes Article 31</p> <p>Includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)</p> <p>RSE specific content: Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception)*; girls and puberty; boys and puberty; confidence in change; accepting change.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Autumn	<p>Getting on and Falling Out Conflict Animals including Humans New Beginnings Articles 27, 15, 31 Getting on and Falling Out Articles 15, 31, 2, 14, 30, 29 Say no to Bullying Week</p> <p>Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.</p> <p>Includes understanding my place in the class, school and global community as well as devising Learning Charters.</p>	
	Spring	<p>Good to be me Relationships Living Things Going for Goals Articles 5, 12 Good to be Me Article 1, 2 Relationships Articles 7, 8, 9, 10, 12, 16</p> <p>Includes goal-setting, aspirations for yourself and the world and working together.</p> <p>Includes understanding friendship, family and other relationships, conflict resolution and communication skills.</p> <p>Includes anti-bullying (cyber and homophobic bullying included) and diversity work.</p>	
	Summer	<p>Changes Self Esteem and Awareness Changes Article 31</p> <p>Includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)</p> <p>RSE specific content: Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMART internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF)*; growing responsibility; coping with change</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Autumn	<p>Getting on and Falling Out Conflict Living Things, Evolution and inheritance, Animals inc humans New Beginnings Articles 27, 15, 31 Getting on and Falling Out Articles 15, 31, 2, 14, 30, 29 Say no to Bullying Week</p> <p>Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.</p> <p>Includes understanding my place in the class, school and global community as well as devising Learning Charters.</p>	
	Spring	<p>Good to be me Relationships Citizenship Going for Goals Articles 5, 12 Good to be Me Article 1, 2 Relationships Articles 7, 8, 9, 10, 12, 16</p> <p>Includes goal-setting, aspirations for yourself and the world and working together.</p> <p>Includes understanding friendship, family and other relationships, conflict resolution and communication skills.</p> <p>Includes anti-bullying (cyber and homophobic bullying included) and diversity work.</p>	
	Summer	<p>Changes Self Esteem and Awareness Evolution and inheritance Animals inc humans Changes Article 31</p> <p>Includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)</p> <p>RSE specific content Children’s universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including ‘county-lines’ and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth*; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

## Nettlesworth Primary School Safeguarding/Theme Workshop/Assemblies

	R/Year 1	Year2	Year 3	Year 4	Year 5	Year 6
<b>13th September</b>	<p><b>E-Safety E-Awareness</b></p> <ul style="list-style-type: none"> <li>☑ Know that some information (full name, address, birthday etc...) is 'special' as it applies to them.</li> <li>☑ Children know that personal information is as valuable online as offline and that it should not be shared without a parent, carer or teacher's permission.</li> <li>☑ Children discuss, understand and abide by the school's e-Safety SMART Rules.</li> <li>☑ For children to understand the importance of talking to a trusted adult about their online experiences.</li> </ul>	<p><b>E-Safety E-Awareness</b></p> <ul style="list-style-type: none"> <li>☑ Children are aware that not everyone they meet online is automatically trustworthy.</li> <li>☑ Children understand that personal information is unique to them and should not be shared without a teacher or parent's permission.</li> <li>☑ Children identify characteristics of people who are worthy of their trust.</li> </ul>	<p><b>E-Safety E-Awareness</b></p> <ul style="list-style-type: none"> <li>☑ Develop awareness of relevant e-Safety issues, such as cyber bullying.</li> <li>☑ Children understand and abide by the school's 'Being SMART Online' Rules and know that it contains rules that exist in order to keep children safe online.</li> <li>☑ Understand what personal information should be kept private.</li> <li>☑ Know that passwords keep information secure and that they should be kept private</li> </ul>	<p><b>E-Safety E-Awareness</b></p> <ul style="list-style-type: none"> <li>☑ Children understand and abide by the school's 'Being SMART Online' rules and aware of the implications of not following the rules.</li> <li>☑ Children understand that a password can keep information secure and the need to keep it a secret.</li> </ul> <p><b>Childnet</b> –What is reliable? Smart Rules</p>	<p><b>E-Safety E-Awareness</b></p> <ul style="list-style-type: none"> <li>☑ Children understand and abide by the school's 'Being SMART Online' rules and aware of the implications of not following the rules.</li> <li>☑ Children understand that a password can keep information secure and the need to keep it a secret.</li> </ul> <p>Play Like Share Think U Know Kids Quiz - Cybersmart kids quiz</p>	<p><b>E-Safety E-Awareness</b></p> <ul style="list-style-type: none"> <li>☑ Children understand and abide by the school's 'Being SMART Online' rules and aware of the implications of not following the rules.</li> <li>☑ Children understand that a password can keep information secure and the need to keep it a secret.</li> <li>☑ To know why they need a password.</li> </ul>
<b>20th September</b>	<p><b>Keeping Safe Anti – Bullying</b></p> <ul style="list-style-type: none"> <li>☑ At appropriate age related level, discuss how children can be affected by bullying.</li> <li>☑ Discuss examples of bullying.</li> <li>☑ Discuss how to report this to adults and the importance of this.</li> </ul>	<p><b>Keeping Safe Anti – Bullying</b></p> <ul style="list-style-type: none"> <li>☑ At appropriate age related level, discuss how children can be affected by bullying.</li> <li>☑ Discuss examples of bullying.</li> <li>☑ Discuss how to report this to adults and the importance of this.</li> </ul>	<p><b>Keeping Safe Anti – Bullying</b></p> <ul style="list-style-type: none"> <li>☑ At appropriate age related level, discuss how children can be affected by bullying.</li> <li>☑ Discuss examples of bullying.</li> <li>☑ Discuss how to report this to adults and the importance of this.</li> </ul>	<p><b>Keeping Safe Anti – Bullying</b></p> <ul style="list-style-type: none"> <li>☑ At appropriate age related level, discuss how children can be affected by bullying.</li> <li>☑ Discuss examples of bullying.</li> <li>☑ Discuss how to report this to adults and the importance of this.</li> </ul>	<p><b>Keeping Safe Anti – Bullying</b></p> <ul style="list-style-type: none"> <li>☑ At appropriate age related level, discuss how children can be affected by bullying.</li> <li>☑ Discuss examples of bullying.</li> <li>☑ Discuss how to report this to adults and the importance of this.</li> </ul>	<p><b>Keeping Safe Anti – Bullying</b></p> <ul style="list-style-type: none"> <li>☑ At appropriate age related level, discuss how children can be affected by bullying.</li> <li>☑ Discuss examples of bullying.</li> <li>☑ Discuss how to report this to adults and the importance of this.</li> <li>☑ Discuss why people bully?</li> </ul> <p><b>Cyber Bullying</b></p>

**Digizen** Video and or What's Cyberbullying?  
 Pupils explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises

## Nettlesworth Primary School Safeguarding/Theme Workshop/Assemblies

### 27th September

#### E-Safety - Online Exploration

- ☑ Children need help from their teacher or trusted adult before they go online.
- ☑ Children explore onscreen activities that mimic real life.
- ☑ Children talk about the differences between real and online experiences.

#### Searching

Pupils search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet  
 Researching ladybirds / Minibeasts  
 Swiggle – safe search engine  
 Ask Jeeves for Kids  
 Zipeps Astro Circus - cyberbullying

#### E-Safety

##### Online Research

Children explore a range of age-appropriate digital resources.  
 Children to know that not everything they find online is accurate.  
 Know that some websites contain advertisements (often embedded) and learn how to ignore them.  
 Children to know what to do if they find something inappropriate online.  
 Children discuss, understand and abide by the school's e-Safety SMART Rules  
**SWGfl-** Swiggle **Google** – Safesearchkids  
**Common Sense Media** - Choosing a Search Site

#### E-Safety

##### Online Research

Use child-friendly search engines independently to find information through key words.  
 Understand that the Internet contains fact, fiction and opinions and begin to distinguish between them.  
**Websites and Adverts**  
 Common Sense Media Lesson

#### E-Safety Online Research

Be aware of different search engines and discuss their various features (e.g. Google image & video search).  
 Show children how to change the 'Search Settings' to Strict in Google.  
 Understand the importance of framing questions into search criteria when conducting web searches.  
 Be aware that not everything they find online is accurate and that information needs to be checked and evaluated.  
**Rings of Responsibility**  
**RRS**  
 Pupils explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens  
**Kidsmart – Safe Searching**

#### E-Safety

##### Online Research

☑ Children use a range of sources to check the validity of a website.  
 ☑ Children recognise that different viewpoints can be found on the web. They critically evaluate the information they use, and understand some of the potential dangers of not doing so.  
 Children are aware of the issues of plagiarism, copyright and data protection in relation to their work.  
 Google Search Lessons ( First )  
 Google Inside Search  
 LGfL Trust Me  
 NW Pacific Tree Octopus...( Fake news)  
<http://zapatopi.net/treeoctopus/>

#### E-Safety

##### Online Research

☑ Children use a range of sources to check the validity of a website.  
 ☑ Children recognise that different viewpoints can be found on the web. They critically evaluate the information they use, and understand some of the potential dangers of not doing so.  
 ☑ Children are aware of the issues of plagiarism, copyright and data protection in relation to their work.  
**Searching**  
**Google search lessons**  
 Search Lesson  
**lgfl trust me**  
 Trust Me

### 4th October

#### Celebrating Ourselves Disabled People

☑ At appropriate age related level, discuss how children may encounter people with different disabilities and how we should treat these people.  
 ☑ Discuss examples of disabilities and how these can affect people.

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Discuss how we can support these people without causing upset.

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☑ Discuss who they know in the media with disabilities.

## Nettleworth Primary School Safeguarding/Theme Workshop/Assemblies

### 11th October

#### Keeping Safe Stranger Danger

- ☑ At appropriate age related level, discuss how children should be aware of strangers.
- ☑ Children should be made aware of what to do if lost and who they can ask for help.
- ☑ Children should understand what to do if approached by a stranger.

#### Keeping Safe Stranger Danger

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- ☑ Children should understand what to do if approached by a stranger.

**See SWGFL Schemes  
Going Places Safely** Common sense media Going Places

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- ☑ Children should understand what to do if approached by a stranger.

**Staying Safe  
Smart Crew** Videos and lesson resources. (Covering a range of areas)  
Video :- Video  
Create posters to demonstrate understanding of key issues. ( Publisher or Pages )  
Lesson Plan

#### Keeping Safe Stranger Danger

- ☑ At appropriate age related level, discuss how children should be aware of strangers.
- ☑ Children should be made aware of what to do if lost and who they can ask for help.
- ☑ Children should understand what to do if approached by a stranger.

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### 18th October

#### E-Safety - Online Communication and E-Awareness

- ☑ Children understand that they can share information online, e.g. via email or the school learning platform.
- ☑ Children understand that there is a right and wrong way to communicate and this may be different depending on who you are communicating with.

#### E-Safety Communication & Collaboration

- ☑ Children are able to send suitable and purposeful emails, developing awareness of appropriate language to use.
- ☑ Children know that passwords help to keep information safe and secure and that they should not be shared
- ☑ Children contribute to a class discussion forum.

#### E-Safety Communication & Collaboration

- Use a range of online communication tools, such as email, forums and polls.
- Know how to deal with unpleasant forms of electronic communication (save the message and screenshot and speak to a trusted adult)
- Be able to discern when an email should or should not be opened.
- Respect Online**  
Link

#### E-Safety Communication & Collaboration

- Children use online communication tools to exchange and develop their ideas in a range of curriculum opportunities.
- Use sensitive and appropriate language when using online communication tools.
- Develop understanding of when it is unsafe to open an email or an email attachment.

#### E-Safety Communication & Collaboration

- ☑ Decide which online communication tool is the most appropriate to use for a particular purpose, e.g. email, discussion forums, podcast, or multi-user documents on Fronter.
- ☑ Discuss issues to do with Social Networking. E.g. giving too much information, people using information online, not knowing who is at the other end of the conversation

#### E-Safety Communication & Collaboration

- ☑ Decide which online communication tool is the most appropriate to use for a particular purpose, e.g. email, discussion forums, podcast, or multi-user documents on Fronter.
- ☑ Discuss issues to do with Social Networking. E.g. giving too much information, people using information online, not knowing who is at the other end of the conversation.

☒ Discuss what info can be shared and why?

## Nettlesworth Primary School Safeguarding/Theme Workshop/Assemblies

**1st November**

### **Our Community**

#### **Behaviour, Litter and graffiti**

- ☒ At appropriate age related level, discuss how children support and be a credit within their own community.
- ☒ Discuss examples of issues that affect our local community.
- ☒ Discuss how to report this to trusted adults.

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**8th November**

### **Keeping Safe**

#### **Sexual Exploitation, trafficking & Missing**

- ☒ At appropriate age related level, discuss how children can be affected by sexual exploitation, trafficking & missing.
- ☒ Discuss examples of this.
- ☒ Discuss how to report this to trusted adults.

### **Keeping Safe**

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☒ [Link to media discussions.](#)

**15th November**

### **E-Safety - Online research**

- ☒ Use simple navigation skills to open a teacher selected website from a favourites link or shortcut.
- ☒ Know how to minimise a screen or turn off a monitor if they see something inappropriate on a website

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- ☒ Discuss issues to do with Social Networking. E.g. giving too much information, people using information online, not knowing who is at the other end of the conversation
- ☒ Discuss which sites they use

and tell a trusted adult.

and tell a trusted adult.

## 22nd November

### Keeping Safe Anti – Bullying

- ☑ At appropriate age related level, discuss how children can be affected by bullying.
- ☑ Discuss examples of bullying.
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## Nettlesworth Primary School Safeguarding/Theme Workshop/Assemblies

### 29th November

#### E-Safety - Online Research

- ☑ Know that email is a method of sending and receiving messages through the Internet.
- ☑ Participate in the sending of class emails.
- ☑ Understand the need to keep passwords private.

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#### E-Safety Communication & Collaboration

- ☑ Discuss issues to do with the safe use of mobile phones.
- ☑ Understand the safe use of text messaging and Apps.
- ☑ Understand how to screenshot mobile phone screens and report to adult.
- ☑ Use of Snapchat, Instagram, Twitter, Facebook etc.

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- ☑ Understand how to screenshot mobile phone screens and report to adult.
- ☑ Use of Snapchat, Instagram, Twitter, Facebook etc.
- ☑ Discuss images can be on the internet forever.

### 6th December

#### Keeping Safe Substance Misuse

- ☑ At appropriate age related level, discuss the topic of substance misuse.
- ☑ Discuss what substance misuse looks like and examples of these.
- ☑ Express importance of keeping health and the effects substance misuse can have on us.

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**10<sup>th</sup> January**

**E-Safety E-Awareness**

☑ Be aware of the issues surrounding cyberbullying and understanding the impact on an individual of sending or uploading unkind or inappropriate content.  
☑ Know that malicious adults use the Internet and attempt to make contact with children and know how to report abuse.

**Going Places Safely**

Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe  
Smartie the Penguin

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**CEOP - Hector's World**

<https://www.thinkuknow.co.uk/Teachers/Resources/>

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**Nettlesworth Primary School Safeguarding/Theme Workshop/Assemblies**

**17<sup>th</sup> January**

**Keeping Safe**

**Dangers Around the home**

☑ At appropriate age related level, discuss how children should be aware of dangers around the home.  
☑ Children should be made aware of what to do if they stop something unsafe in the home.  
☑ Children should understand how to keep themselves safe in the home.

**Keeping Safe**

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**24<sup>th</sup> January**

**E-Safety E-Awareness  
Extremism**

☑ Use current news stories and media to explain and discuss extremism and radicalisation at appropriate age related level.

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## 31st January

### Keeping Safe Smoking

- ☑ At appropriate age related level, discuss the topic of smoking.
- ☑ Discuss what smoking looks like and examples of these.
- ☑ Express importance of keeping health and the effects smoking can have on us.

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## 7th February

### E-Safety E-Awareness Online Reputation

- ☑ At appropriate age related level, discuss how your reputation can be affected by what others say online.
- ☑ Express importance of having a good online presence.

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- ☑ At appropriate age related level, discuss how your reputation can be affected by what others say online.
- ☑ Express importance of having a good online presence.
- ☑ Discuss how to conduct oneself online.

### The Power of Words

<https://www.commonsemia.org/educators/lesson/power-words-4-5>

## Nettlesworth Primary School Safeguarding/Theme Workshop/Assemblies

### 7th March

#### Keeping Safe Anti – Bullying

- ☑ At appropriate age related level, discuss how children can be affected by bullying.
- ☑ Discuss examples of bullying.
- ☑ Discuss how to report this to adults and the importance of this.

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### 14th March

#### Keeping Safe Road Safety

- ☑ At appropriate age related level, discuss how children should be aware of the dangers of crossing roads.
- ☑ Children should be made aware of what to do if they are playing near roads or crossing.
- ☑ Children should understand

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### 21st March

**E-Safety E-Awareness**  
Normalising Extreme Violence  
☑ At appropriate age related level, discuss how children can be affected by viewing extreme violence in films and games.

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### 25th April

**Keeping Safe Fire Safety**  
☑ At appropriate age related level, discuss how children should be aware of the dangers of fire.  
☑ Children should be made aware of what to do if they encounter a fire.  
☑ Children should understand how to keep themselves safe in the home and how to get out of the home in a fire.

**Keeping Safe Fire Safety**  
☑ At appropriate age related level, discuss how children should be aware of the dangers of fire.  
☑ Children should be made aware of what to do if they encounter a fire.  
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☑ At appropriate age related level, discuss how children should be aware of the dangers of fire.  
☑ Children should be made aware of what to do if they encounter a fire.  
☑ Children should understand how to keep themselves safe in the home and how to get out of the home in a fire.  
☑ Discuss a suitable route out of their house.

## Nettleworth Primary School Safeguarding/Theme Workshop/Assemblies

### 2nd May

**E-Safety Cyber-Bullying**  
☑ At appropriate age related level, discuss how children can be affected by cyber-bullying.  
☑ Discuss examples of this.  
☑ Discuss how to report this to adults and the importance of saving & screenshot taking of evidence.

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**Game On ( Office of the Australian e-safety)**

**Game On  
Super Digital Citizen**

Pupils explore Spider-Man's motto, "with great power comes great responsibility" through the lens of digital citizenship. They create comic strips show a digital superhero who witnesses an act of poor digital citizenship, and then helps resolve it.

**Keeping Safe  
Water Safety**

☑ At appropriate age related level, discuss how children should be aware of the dangers of being around water.  
☑ Children should be made aware of what to do if they are playing near water.  
☑ Children should understand how to keep themselves safe when playing near water.

**Keeping Safe  
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☑ At appropriate age related level, discuss how children should be aware of the dangers of being around water.  
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**Keeping Safe  
Anti – Bullying**

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☑ Discuss how to report this to adults and the importance of this.

**Keeping Safe  
Anti – Bullying**

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**9th May**

**16th May**

**Nettlesworth Primary School Safeguarding/Theme Workshop/Assemblies**

- Childnet – Who should you tell?
- Skills School – Safety features explained
- Cybersmart - Cyberbullying
- BBC - CBBC – What is cyberbullying?

Play Like Share Think U Know  
<https://www.esafety.gov.au/kids-quiz/> - Cybersmart kids quiz

6th June

**Keeping Safe  
Substance Misuse**

- ☑ At appropriate age related level, discuss the topic of substance misuse.
- ☑ Discuss what substance misuse looks like and examples of these.
- ☑ Express importance of keeping health and the effects substance misuse can have on us.

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20th June

**Our Community  
Behaviour, Litter and graffiti**

- ☑ At appropriate age related level, discuss how children support and be a credit within their own community.
- ☑ Discuss examples of issues that affect our local community.
- ☑ Discuss how to report this to trusted adults.

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25th June

**Safety online  
Keep it Private**

Pupils learn that many websites ask for information that is private and discuss how to responsibly handle such requests  
Smartie the Penguin

**General safety online.  
Lee & Kim**

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Passwords  
Passwords Setting Network  
Passwords.**

**Powerful Passwords** Common Sense Media  
<https://www.commonsensemedia.org/educators/lesson/powerful-passwords-k-2>

**Personal Safety  
Digizen** – Digital Values Lesson plans and activity.  
**Cyber-Detectives** – Teacher led lesson where children solve a mystery.  
<https://esafety.gov.au/educator-resources/classroom-resources/cybersmart-detectives>

**Spam e-mails and texts.**  
Common Sense Media  
<https://www.commonsensemedia.org/educators/lesson/youve-won-prize-4-5>

**Privacy Rules**  
<https://www.commonsensemedia.org/educators/lesson/privacy-rules-3-5>  
Pupils learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval.



## Extra Sessions

**General safety online.  
Lee & Kim**  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Key word searches  
**The Key to Keywords** [Link](#)  
Pupils learn strategies to increase the accuracy of their keyword searches and make inferences about the effectiveness of the strategies.

**Making Strong Passwords** Passwords  
**Other Password tools / lessons** Microsoft  
Password checker

**Selling Stereotypes**  
Pupils explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles in two online activity zones for children.  
**Dove – Self Esteem** [Link](#)

### **Whose is it, Anyway?**

Pupils learn that copying the work of others and presenting it as one's own is called plagiarism. They also learn about when and how it's ok to use the work of others.

[Link](#)

[Link](#)

### **Private and Personal Information**

<https://www.common sense media.org/educators/lesson/private-and-personal-information-3-5>

How can you protect yourself from online identity theft? Pupils think critically about the information they share online **ICO** – Personal information and information rights

### **You've Won a Prize**

Pupils learn what spam is, the forms it takes, and then identify strategies for dealing with it.

#### Appendix 4: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<p>Caring friendships</p>	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

