



**Relationships, Sex and Health Education policy
(RSHE)
Sep 2026
Nettlesworth Primary School**

Approved by: Donna Lee

Date: Sep 2026

Last reviewed on: Sep 2025

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development.....	3
4. Definition	3
5. Curriculum	3
6. Delivery of RSHE.....	4
7. Roles and responsibilities	7
8. Parents' right to withdraw	8
9. Training	8
10. Monitoring arrangements.....	9
Appendix 1: Curriculum map	11
Appendix 2: By the end of primary school pupils should know	30

1. Aims

The aims of relationships, sex and health education (RSHE) 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 and cultivate positive characteristics such as kindness and integrity.
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant and about health including mental health.
- 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](#). [We must also teach health education.](#)

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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

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. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
 - Have respect for others
 - Know how to keep themselves safe
 - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

5. Curriculum

Our RSHE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE/SEAL) education curriculum. Biological aspects of RSHE 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.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- "Over blocking" by the school's filtering and monitoring system doesn't lead to unreasonable restrictions as to what children can be taught

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

Primary sex education taught in year 5 and/or year 6 will be taught in line with the National Curriculum for science, and focus on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams

- Videos
- Books
- Games
- Discussions and practical activities

Resources and materials will be formally assessed prior to use.

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting

- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

7. Use of external organisations and materials

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught.

We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Are accessible for all pupils, including those with SEND
 - Are sensitive to pupils' needs
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)

- The [Education Act 1996](#)

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
 - How confidentiality will work in any lesson
 - How safeguarding reports should be dealt with, in line with our school policies
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSHE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive, high quality and appropriate for each year group.
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non statutory/non-science components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/mysandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour and stereotypes.
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Mrs Donna Lee

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

RSHE Leader/Head Teacher/SENCO (also leads PSHE, SEAL, UNCRC and Wellbeing): Donna Lee

Safeguarding Governors: Diana Barclay, Aaron O'Roarty, Kelly Lofthouse

RSHE Governor: Claire Boden and Laura Riley

8.4 Pupils

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

9. Parents' right to withdraw

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

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSHE – the headteacher will grant all requests to withdraw a pupil from the [non-statutory/non-science] parts of sex education.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

10. Training

Staff are trained on the delivery of RSHE 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 RSHE.

11. Monitoring arrangements

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

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

Pupils' development in RSHE 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 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
------------	------	---------------------	-----------

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
EYFS/Year 1	Autumn	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 Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices. Includes understanding my place in the class, school and global community as well as devising Learning Charters.	
	Spring	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 Includes goal-setting, aspirations for yourself and the world and working together. Includes understanding friendship, family and other relationships, conflict resolution and communication skills. Includes anti-bullying (cyber and homophobic bullying included) and diversity work.	
	Summer	Changes Changes Article 31 Includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education) EYFS RSHE specific content: 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 Year 1 RSHE specific content: 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	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Autumn	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 Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices. Includes understanding my place in the class, school and global community as well as devising Learning Charters.	
	Spring	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 Includes goal-setting, aspirations for yourself and the world and working together. Includes understanding friendship, family and other relationships, conflict resolution and communication skills. Includes anti-bullying (cyber and homophobic bullying included) and diversity work.	
	Summer	Changes Changes Article 31 Includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education) RSHE 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	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Autumn	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 Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices. Includes understanding my place in the class, school and global community as well as devising Learning Charters.	
	Spring	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 Includes goal-setting, aspirations for yourself and the world and working together. Includes understanding friendship, family and other relationships, conflict resolution and communication skills. Includes anti-bullying (cyber and homophobic bullying included) and diversity work.	
	Summer	Changes Animals including Humans Changes Article 31 Includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education) RSHE 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.	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Autumn	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 Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices. Includes understanding my place in the class, school and global community as well as devising Learning Charters.	
	Spring	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 Includes goal-setting, aspirations for yourself and the world and working together. Includes understanding friendship, family and other relationships, conflict resolution and communication skills. Includes anti-bullying (cyber and homophobic bullying included) and diversity work.	
	Summer	Changes Friendship Beating Bullies Animals including Humans Changes Article 31 Includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education) RSHE 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.	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Autumn	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 Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices. Includes understanding my place in the class, school and global community as well as devising Learning Charters.	
	Spring	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 Includes goal-setting, aspirations for yourself and the world and working together. Includes understanding friendship, family and other relationships, conflict resolution and communication skills. Includes anti-bullying (cyber and homophobic bullying included) and diversity work.	
	Summer	Changes Self Esteem and Awareness Changes Article 31 Includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education) RSHE 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	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Autumn	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 Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices. Includes understanding my place in the class, school and global community as well as devising Learning Charters.	
	Spring	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 Includes goal-setting, aspirations for yourself and the world and working together. Includes understanding friendship, family and other relationships, conflict resolution and communication skills. Includes anti-bullying (cyber and homophobic bullying included) and diversity work.	
	Summer	Changes Self Esteem and Awareness Evolution and inheritance Animals inc humans Changes Article 31 Includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education) RSHE 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	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Appendix 1: Safeguarding Workshops

Nettlesworth Primary School Safeguarding/Theme Workshop/Assemblies

	R/Year 1	Year2	Year 3	Year 4	Year 5	Year 6
13th September	E-Safety E-Awareness ☑ Know that some information (full name, address, birthday etc...) is 'special' as it applies to them. ☑ 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. ☑ Children discuss, understand and abide by the school's e-Safety SMART Rules. ☑ For children to understand the importance of talking to a trusted adult about their online experiences.	E-Safety E-Awareness ☑ Children are aware that not everyone they meet online is automatically trustworthy. ☑ Children understand that personal information is unique to them and should not be shared without a teacher or parent's permission. ☑ Children identify characteristics of people who are worthy of their trust.	E-Safety E-Awareness ☑ Develop awareness of relevant e-Safety issues, such as cyber bullying. ☑ 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. ☑ Understand what personal information should be kept private. ☑ Know that passwords keep information secure and that they should be kept private	E-Safety E-Awareness ☑ Children understand and abide by the school's 'Being SMART Online' rules and aware of the implications of not following the rules. ☑ Children understand that a password can keep information secure and the need to keep it a secret. Childnet –What is reliable? Smart Rules	E-Safety E-Awareness ☑ Children understand and abide by the school's 'Being SMART Online' rules and aware of the implications of not following the rules. ☑ Children understand that a password can keep information secure and the need to keep it a secret. Play Like Share Think U KnoW Kids Quiz - Cybersmart kids quiz	E-Safety E-Awareness ☑ Children understand and abide by the school's 'Being SMART Online' rules and aware of the implications of not following the rules. ☑ Children understand that a password can keep information secure and the need to keep it a secret. ☑ To know why they need a password.
20th September	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.	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.	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.	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.	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.	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. ☑ Discuss why people bully? Cyber Bullying

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
Zippeps 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.

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.

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.

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.

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.

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.

Discuss how we can support these people without causing upset.

Discuss how we can support these people without causing upset.

Discuss how we can support these people without causing upset.

Discuss how we can support these people without causing upset.

Discuss how we can support these people without causing upset

Discuss how we can support these people without causing upset.
 ☑ Discuss who they know in the media with disabilities.

Nettlesworth 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

- ☑ 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.

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

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.

**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.

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

- ☑ 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.

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.

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.

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.

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.

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.

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.

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 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 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 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 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 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.

☒ 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

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

E-Safety Communication & Collaboration

- ☒ 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

- ☒ 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

- ☒ 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

- ☒ 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.
- Discuss how to report this to adults and the importance of this.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.
- 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.

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.

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.

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.

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.

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.

10th 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

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.

CEOP - Hector's World

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

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.

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.

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.

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.

Nettlesworth Primary School Safeguarding/Theme Workshop/Assemblies

17th 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

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

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

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

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

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.

24th January

E-Safety E-Awareness Extremism

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

E-Safety E-Awareness Extremism

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

E-Safety E-Awareness Extremism

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

E-Safety E-Awareness Extremism

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

E-Safety E-Awareness Extremism

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

E-Safety E-Awareness Extremism

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

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.

**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.

**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.

**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.

**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.

**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.

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.

**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.

**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.

**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.

**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.

**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.
- Discuss how to conduct oneself online.

The Power of Words
<https://www.commonsensemedia.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.

**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.

**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.

**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.

**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.

**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.

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.

**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.

**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.

**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.

**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.

**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 how to keep themselves safe when playing near or crossing roads.	☒ Children should understand how to keep themselves safe when playing near or crossing roads.	☒ Children should understand how to keep themselves safe when playing near or crossing roads.	☒ Children should understand how to keep themselves safe when playing near or crossing roads.	Children should understand how to keep themselves safe when playing near or crossing roads.	☒ Children should understand how to keep themselves safe when playing near or crossing roads.
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.	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.	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.	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.	-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.	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.
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. ☒ 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. ☒ 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. ☒ 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. 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. ☒ 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.

Nettlesworth 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.	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.	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.	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.	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.	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. Game On (Office of the Australian e-safety)
----------------	--	--	--	--	--	---

Super Digital Citizen

Keeping Safe

Water Safety

**Keeping Safe
Anti – Bullying**

9th May

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 Water Safety

- ② At appropriate age related level, discuss how children should be aware of the dangers of being around water.
- ② Children should be made aware of what to do if they are playing near water.
- ② Children should understand how to keep themselves safe when playing near water.

Keeping Safe Water Safety

- ② At appropriate age related level, discuss how children should be aware of the dangers of being around water.
- ② Children should be made aware of what to do if they are playing near water.
- ② Children should understand how to keep themselves safe when playing near water.

Keeping Safe

Water Safety

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

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.

16th May

Keeping Safe Anti – Bullying

- ② At appropriate age related level, discuss how children can be affected by bullying.
- ② Discuss examples of bullying.
- ② Discuss how to report this to adults and the importance of this.

Keeping Safe Anti – Bullying

- ② At appropriate age related level, discuss how children can be affected by bullying.
- ② Discuss examples of bullying.
- ② Discuss how to report this to adults and the importance of this.

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.

Keeping Safe Anti – Bullying

- ② At appropriate age related level, discuss how children can be affected by bullying.
- ② Discuss examples of bullying.
- ② Discuss how to report this to adults and the importance of this.

**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.

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.

**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.

**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.

**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.

**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.

**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.

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.

**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.

**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.

**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.

**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

**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.

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

Passwords
Passwords Setting Network Passwords.
Powerful Passwords Common Sense Media
<https://www.commonsem.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/education-resources/classroom-resources/cybersmart-detectives>

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

Privacy Rules
<https://www.commonsem.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.

Nettlesworth Primary School Safeguarding/Theme Workshop/Assemblies

Extra Sessions

General safety online.
Lee & Kim
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 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: 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 other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people in relationships, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively and manage conflict with kindness and respect: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect by others and the importance of respecting others, including those who are different (for example: physically or in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs • About different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online Safety and Awareness	• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations • That people should be respectful in online interactions, and 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. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

TOPIC	PUPILS SHOULD KNOW
General wellbeing	• The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others • Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation • The importance of promoting general wellbeing and physical health • The range of scale of emotions that they might experience in different situations (e.g. happiness, sadness, anger, fear, surprise, nervousness) and that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • That isolation and loneliness can affect children, and the benefits of seeking support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently • Where and how to seek support (including recognising the triggers for seeking support), including who to speak to in school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • That it is common to experience mental health problems, and early support can help

TOPIC	PUPILS SHOULD KNOW
Wellbeing online	• That for almost everyone the internet is an integral part of life • How to think about positive and negative aspects of the internet • How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection • The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them • That abuse, bullying and harassment can take place online and that this can impact wellbeing • How to seek support from trusted adults • How to understand the information they find online, including from search engines, and know how information is selected and targeted • That they have rights in relation to sharing personal data, privacy and consent Where and how to report concerns and get support with issues online
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity • The risks associated with an inactive lifestyle, including obesity How and when to seek support including which adults to speak to in school if they are worried about their health

TOPIC	PUPILS SHOULD KNOW
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content) • Understanding the importance of a healthy relationship with food • The principles of planning and preparing a range of healthy meals The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol, tobacco and vaping	The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches
Health protection and prevention	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils
Personal safety	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code
Basic first aid	• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries

TOPIC	PUPILS SHOULD KNOW
Developing bodies	• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. That all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts The facts about the menstrual cycle, including physical and emotional changes (while the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress)

Appendix 3: Parent/carers form requesting their child's withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carers signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	