



Courthouse Green Primary School 'Doing our best to be our best'



PSHCE overview Spring Term 2022 Protective Behaviours and RSE

A typical structure for PSHE lessons:

- Begin with a TALK task - consider using key vocabulary that links with prior learning Emotional/real hook - something to get the children enthused/engaged in the theme
- Use statements/quotes to promote discussion - from books - either recaps prior learning **or hooks children in to discussion - links to the Big Question from assembly**
- 3 Big Questions for debate - Questions linked to the text or other stimulus - focus on one of the 4 strands to develop Oracy - cognitive, physical, linguistic and social & emotional
- Video to prompt discussion, reflect on key messages
- Core Value Champion exploration - what core value have they specifically shown? what can we learn from them? what lessons do they teach us?
- **Consider how to link forward for TALK TUESDAYS**



The focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.

Key Concepts to address:

Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these)

Relationships (including different types and in different settings)

Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)

Diversity and equality (in all its forms)

Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)

Year 1

Key Vocabulary: friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva, private parts, uncomfortable

Key Concepts: **RISK** Appropriate and inappropriate touch, trusted adults, Early Warning Signs, promises/secrets, the right to say 'No', E-safety, different friends, growing and changing, families and care

Week 1 Aim: PANTS To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)

British Value

Rule of Law

Core Values:

Responsibility

Resilience

Kindness

Collaboration

Strive to improve

Pride

To learn:

- about appropriate and inappropriate touch
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact
- how to respond safely and appropriately to adults they may encounter (in all contexts) whom they do not know.

Key questions:

- If something is happening that we do not like, what can we say or do?
- How else can we say 'no' to being touched?
- Who should we tell if we feel uncomfortable, worried or confused?

Text based questions:

- Why is your body special?
- When is it safe to share your body?
- When doesn't he like to share his body? Why do you think this is?
- What does he say when he doesn't want to be touched?
- What does it mean when we say that we feel uncomfortable? What might your body be doing?

Questions for discussion:

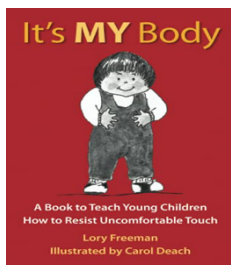
- How does it feel in our bodies when someone who makes us feel safe and happy cuddles us?
- How do our bodies react when we don't want to be touched?

The learner will be able to:

- identify different types of touch (cuddles, kisses, punches, pokes, tugs, strokes)
- describe how it feels when people try to touch us in ways we do not like or that make us uncomfortable
- recognise they have a choice about being touched and the right to say 'no' and tell someone if they don't feel comfortable

Key text:

It's my body by Lory Freeman



Week 2 Aim: To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.

British Value

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Key text/Stimulus

Do you have a Secret?

By Jennifer Moore

Mallinos

To learn:

- about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid
- 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

Key questions:

- Do we have to keep promises and secrets if someone says so?
- When should we tell someone else?
- Who can we tell?
- Will we get into trouble if we tell?
- What should someone do or say if they are asked to keep a secret they feel unsure about?

Text based Questions:

- What is the difference between good and bad secrets?
- How do fun secrets make us feel? How do bad secrets make us feel? Why?
- What should you do with bad secrets?
- What would you do if you saw an older person steal a younger persons lunch money? Would you keep this a secret?
- Why is it important for you to tell an adult if someone touches your private parts?

Questions for discussion:

- All secrets should be kept? Agree/disagree? Why/why not?
- If you're worried about hurting someone's feelings should you keep a secret that you feel uncomfortable with? Why/why not?
- What if the other person is REALLY happy about it and you feel A LITTLE unhappy about it? Would you still need to tell?" Why/why not?
- What advice would you give to someone that has a bad secret and they don't want to tell anyone else?

The learner will be able to:

- explain what a secret is and what it means to keep a secret
- explain what a surprise is and what it means to surprise someone
- recognise that no one should ask someone to keep a secret or surprise that will be hurtful to themselves or someone else
- identify who they can go to in school if they are worried about a surprise or a secret

Week 3 Aim: To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid (LINK TO E-SAFETY)

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Key Text/Stimulus:

Chicken Clicking by Jeanne Willis and Tony Ross

To learn:

- about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid(link to online)
- 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 online

Key questions:

- When should we tell someone else when something is making us feel uncomfortable online?
- Who can we tell?
- What should someone do or say if they are asked to keep a secret they feel unsure about?

Text based questions:

- What do you think it means to have ‘a little browse’?
- What did chick do on the computer? Do you think she was browsing safely? Why/why not?
- How do you know that you’re using the internet safely?
- How do you think the farmer felt when the items arrived? What were chick’s consequences ordering things online?
- How did the farmer react? Why do you think he blamed his wife? Is this fair? How do you think she might feel?
- Who do we give our trust to online? Are there particular websites or apps that you might trust more than others? When working or playing online, do we ever knowingly (or unknowingly) give our personal information and details out? Who might we give personal details to? Why is it important to never share your name, age, date of birth, address, etc. with people you don’t know?

Questions for discussion:

- Do we have to keep promises and secrets with someone we’ve met online?
- Will we get into trouble if we tell?

The learner will be able to:

- explain what a secret is and what it means to keep a secret (online)
- explain what a surprise is and what it means to surprise someone
- recognise that no one should ask someone to keep a secret or surprise that will be hurtful to themselves or someone else (online)
- identify who they can go to in school if they are worried about a surprise or a secret (link to online)

Year 1

RSE (See shared folder 'CGNN and PSHE' for year group plans and resources under '**2022 RSE Plans and Resources**')

<u>Week</u>	<u>Topic</u>	<u>British Value</u>
Week 4	Different Friends	Mutual respect
Week 5	Growing and Changing	Rule of Law
Week 6	Families and Care	Mutual respect

Year 2

Key vocabulary to embed

Vocabulary: similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva

Key Concepts: RISK Appropriate and inappropriate touch, trusted adults, Early Warning Signs, promises/secrets, the right to say 'No', E-safety, differences, female and male animals, naming body parts

Week 1 Aim: PANTS To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)

British Value

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Key text

My Body

Belongs to me
from my head
to my Toes

To learn:

- about appropriate and inappropriate touch
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

Key questions:

- How does it feel in our bodies when someone who makes us feel safe and happy cuddles us?
- How do our bodies react when we don't want to be touched?
- If something is happening that we do not like, what can we say or do?
- How else can we say 'no' to being touched?
- Who should we tell if we feel uncomfortable, worried or confused?

Text based questions:

- How do you think the girl were feeling when she received a hug? Why? (girls sitting in a treehouse).
- Can you use some words to describe what happens to our bodies when we're happy about receiving/ giving hugs?
- Does the girl like to be touched all the time? Why? Do you ever feel like that? Why?
- What do you think the word 'icky' means? What might be happening to your body when you feel like that?
- What does the girl say when she doesn't want to be touched?
- Does the girl always touch everyone when she is asked to touch them, especially by a grown up? Why do you think she says 'No, I don't want to touch you. I don't feel like it'. Do you think she should worry about hurting their feelings?

Questions for discussion:

- What does the word uncomfortable mean when someone is asking to hug or touch you?
- Should you always give or receive hugs if you are asked. Why?

The learner will be able to:

- describe different types of touch (cuddles, kisses, strokes, rough and tumble) and when these are nice to receive (e.g. a hug from your best friend when you are feeling sad)
- receive (e.g. a hug from your best friend when you are feeling sad)
- describe how it feels when people try to touch us in ways we do not like or that make us uncomfortable
- recognise there are parts of their body that are private
- recognise they have a choice about being touched and the right to say 'no' if they don't feel comfortable
- explain that it is important to tell an adult they trust if they are worried or upset about this

Year 2

Week 2 Aim: To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.

British Value
Rule of Law

Core Values:
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Strive to improve
Pride

Key text/
Ruby's Worry
by Tom
Percival

To learn:

- give examples of surprises that are nice to keep secret (until everyone finds out about them)
- explain that no one (including adults) should ask us to keep a secret or surprise that makes us feel worried or uncomfortable or that means someone (including the person themselves) might be hurt
- identify whom they can go to in school if they are worried about a surprise or a secret
- explain that they have a right to tell a teacher (or other adult they trust) about any secret or surprise that makes them feel uncertain, uncomfortable or worried
- 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 unsafe

Key questions:

- Do we have to keep promises and secrets if someone says so?
- When should we tell someone else?
- Who can we tell if we feel uncertain, uncomfortable or worried?
- What could we say and do to attract the attention of an adult when we want to tell them something?
- What can we say to help us explain?
- How can someone say 'no' if they are asked to keep a secret they feel unsure about?

Text based questions:

- Can you think of other feelings words are associated with 'worry/worrying'?
- What did Ruby like to do that made her feel happy? What makes you happy?
- How do you think Ruby was feeling as her worry grew bigger?
- Why do you think Ruby's worry 'would not leave her alone'?
- Do you think it was easy for Ruby to 'carry on as normal' even though she was worrying? Why?
- What made Ruby's worry shrink? Why do you think talking helps?

Questions for discussion:

- What is a bad secret? How can bad secrets make you worry? What might happen to your body?
- If my worry is small, I should just keep it to myself. Agree/disagree? Why?
- My worry might grow bigger if I tell someone. Agree/disagree? Why?
- How can you spot someone worrying with a bad secret (no matter how big or small it is). What might you say to them?

The learner will be able to:

- give examples of surprises that are nice to keep secret (until everyone finds out about them)
- explain that no one (including adults) should ask us to keep a secret or surprise that makes us feel worried or uncomfortable or that means someone (including the person themselves) might be hurt
- identify whom they can go to in school if they are worried about a surprise or a secret
- explain that they have a right to tell a teacher (or other adult they trust) about any secret or surprise that makes them feel uncertain, uncomfortable or worried

Week 3 Aim: To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid (LINK TO E-SAFETY)

British Value

Rule of Law

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Resilience
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Strive to improve
Pride

**Key text/
Stimulus**

Webster's
Friend by
Hannah
Whaley

To learn:

- give examples of surprises that are nice to keep secret (until everyone finds out about them)
- explain that no one (including adults) should ask us to keep a secret or surprise that makes us feel worried or uncomfortable or that means someone (including the person themselves) might be hurt

- identify whom they can go to in school if they are worried about a surprise or a secret
- explain that they have a right to tell a teacher (or other adult they trust) about any secret or surprise that makes them feel uncertain, uncomfortable or worried
- 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 unsafe

Key questions:

- Do we have to keep promises and secrets if someone says so?
- When should we tell someone else?
 - Who can we tell if we feel uncertain, uncomfortable or worried?
 - What could we say and do to attract the attention of an adult when we want to tell them something?
 - What can we say to help us explain?
 - How can someone say 'no' if they are asked to keep a secret they feel unsure about?

Text based questions:

- Can you remember what Webster pretended to be at the start of the story?
- When is it okay to pretend to be someone or something else?
- Why do you think Webster told 'Bruno' that he was a 'Champion Gardener' even though he had never done any gardening in his life?
- Do you think Webster did the right thing telling his dad about Bruno (when he asked to meet up with him)? Why?
- How do you think Webster felt when he found out that 'Bruno' was his brother Jake? Why?

Questions for discussion:

- Why is it important to tell the truth online?
- If someone 'fun' asks you to keep a secret or to meet up with them in secret, you should never tell. Agree/disagree?

The learner will be able to:

- give examples of surprises that are nice to keep secret (until everyone finds out about them)
- explain that no one (including adults) should ask us to keep a secret or surprise that makes us feel worried or uncomfortable or that means someone (including the person themselves) might be hurt
- identify whom they can go to in school if they are worried about a surprise or a secret
- explain that they have a right to tell a teacher (or other adult they trust) about any secret or surprise that makes them feel uncertain, uncomfortable or worried

Year 2

RSE (See shared folder 'CGNN and PSHE' for year group plans and resources under '**2022 RSE Plans and Resources**')

<u>Week</u>	<u>Topic</u>	<u>British Value</u>
Week 4	Differences	Individual liberty
Week 5	Male and female animals	Mutual respect
Week 6	Naming body parts	Mutual respect

Year 3

Key vocabulary to embed: Online, Offline, Anonymous, Risks, Pretend, stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, filtering, adoption, relationship

Key Concepts: RISK acceptable/unacceptable physical contact, body space, Early Warning signs, trusted adults, E-safety, body differences, personal space, help and support

Week 1 Aim: PANTS To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).

<p><u>British Value</u> Rule of Law</p> <p><u>Core Values:</u> Responsibility Resilience Kindness Collaboration Strive to improve Pride</p> <p><u>Key text/Stimulus</u> No Means No! By Jayneen Sanders</p>	<p>To learn:</p> <ul style="list-style-type: none">• about the difference between acceptable and unacceptable physical contact• how to respond to unacceptable physical contact• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult <p>Key questions:</p> <ul style="list-style-type: none">• How do we feel when someone is in our body space?• Does it depend on who is in our body space?• How does our body/mind warn us when someone gets too close?• How can we tell when others are feeling comfortable or uncomfortable about their body space?• What should we someone do if someone is touching us in ways we don’t like, or making us feel hurt of uncomfortable in any way? <p>Text based questions:</p> <p>-How do you feel when somebody tries to hug or kiss you? What did you do about it? -What can you do if you don’t want to be hugged or kissed? P.6-7 – Do you think the little girls parents are cross at how she is greeting Auntie Jeanie? Why/why not? P.7-8 – Where are your private parts? Who is the boss of your body? P.12-15 – What happens when you tell someone ‘No’ when you don’t want to play a game? Is there anything you could do make sure that they listen? -Do you always have to do what an older person says? P.16-19 – If someone wants to hold your hand and you don’t want to, what can you do? Look at the boy- Do you think he’s worried or angry that the little girl said no? Why/why not?</p> <p>Discussion questions:</p> <ul style="list-style-type: none">• When you say ‘No’ you’re hurting someone’s feelings? Agree/disagree?• When you say ‘No’ you might get into trouble with that person. Agree/disagree?	<p>The learner will be able to:</p> <ul style="list-style-type: none">• identify when we like someone to sit beside us, to hold our hand, to cuddle us or kiss us• explain that everyone has a right to have their ‘body space’ respected and that they should respect others body space• explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don’t like• recognise physical contact that is aggressive or hurtful is not acceptable• explain why it is ok and important to talk to someone they trust if anyone makes them feel hurt, uncomfortable or confused
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Week 2 Aim: To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

British Value

Rule of Law

Core Values:

Responsibility

Resilience

Kindness

Collaboration

Strive to

improve

Pride

Key texts/

Stimulus

The Trouble with Secrets by Karen Johnson

To learn:

- about the concept of keeping something confidential or secret
- about when they should or should not agree to keeping a secret
- 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

Key questions:

- How do we feel when someone is in our body space?
- Does it depend on who is in our body space?
- How does our body/mind warn us when someone gets too close?
- How can we tell when others are feeling comfortable or uncomfortable about their body space?
- What should we someone do if someone is touching us in ways we don't like, or making us feel hurt of uncomfortable in any way?

Text based questions:

- What are good secrets? How do they make you feel?
- How do you know when you should share a secret? Why would you need to share this secret?
- Should you keep a bad secret if you think it's going to get you into trouble? Why?
- P.12- What is the difference between 'good touches' and 'bad touches'?
- P.20- Why is it important to have more than one safe adult to tell when you're feeling anxious about a bad secret?
- P.22 – What might be happening to your body when you're told to keep a bad secret?

Discussion questions:

- **What is the difference between a good and bad secret?**
- **Should we keep someone's secret if we know they're unsafe or in danger? What would you say to them? Would to do anything else?**

The learner will be able to:

- identify what it means to keep something confidential or secret
- identify times when confidentiality might be important
- recognise that no one (including adults) should ask them to keep a secret that might be hurtful (to themselves or others) or unsafe and they should not agree to do so
- explain that if someone does ask them to keep a secret that might be hurtful or unsafe they should tell an adult they trust, such as a teacher
- recognise that even if they have agreed, they can and should still tell a teacher

Week 3 Aim: To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' (LINK TO E-SAFETY)

British Value
Rule of Law

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Pride

**Key text/
Stimulus:**

The Internet is like a Puddle by Shona Innes

To learn:

- about the concept of keeping something confidential or secret online
- about when they should or should not agree to keeping a secret when online
- 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 when using the internet

Key questions:

- How does our body/mind warn us when someone is making us feel uncomfortable when using the internet?
- How can we tell when others are feeling comfortable or uncomfortable about the internet?
- What should we do if someone is making us do something online when we don't want to?

Text based questions:

- Can you think of 2 reasons why the internet is an amazing thing and why?
- Why is the internet compared to a puddle in a good way?
- Why is the internet compared to a puddle in a bad way?
- What do you think the author meant when they said, '*Sometimes we can go in deeper than we mean to. Sometimes we can go in so far that we can get stuck*'. How could that be compared to using the internet?
- Why is it important to listen to trusted adults and to let them know what we're doing on the internet?
- How will you know when something is unsafe when using the internet?

Questions for discussion:

- How might we get into trouble using the internet?
- Do you think it's a good thing to keep secrets to ourselves when using the Internet? Why?
- Who are your safe adults? Do your safe adults know what you're doing on the internet?

The learner will be able to:

- identify what it means to keep something confidential or secret when using the internet
- identify times when confidentiality might be important online, i.e. personal information and passwords.
- recognise that no one (including adults) should ask them to keep a secret that might be hurtful (to themselves or others) or unsafe and they should not agree to do so
- explain that if someone does ask them to keep a secret that might be hurtful or unsafe they should tell an adult they trust, such as a teacher
- recognise that even if they have agreed, they can and should still tell a teacher

Year 3

RSE (See shared folder 'CGNN and PSHE' for year group plans and resources under '2022 RSE Plans and Resources')

<u>Week</u>	<u>Topic</u>	<u>British Value</u>
Week 4	Body Differences	Mutual respect
Week 5	Personal Space	Rule of Law
Week 6	Help and Support	Individual liberty

Year 4

Key vocabulary to embed: puberty, life cycle, reproduction, physical, breast, sperm, egg, pubic hair, emotional, feeling, confidential, private parts

Key concepts: RISK acceptable and unacceptable physical contact, Early Warning Signs, trusted adults, body space, E-safety, secrets, consent, changes, puberty, healthy relationships

Week 1 Aim: PANTS To judge what kind of physical contact is acceptable or unacceptable and how to respond.

<p>British Value Rule of Law</p> <p>Core Values: Responsibility Resilience Kindness Collaboration Strive to improve Pride</p>	<p>To learn:</p> <ul style="list-style-type: none"> • about the difference between acceptable and unacceptable physical contact • how to respond to unacceptable physical contact • To recognise Early Warning Signs. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult (trusted adults) <p>Key questions:</p> <ul style="list-style-type: none"> • How do we feel when someone is in our body space? • Does it depend on who is in our body space? • How does our body/mind warn us when someone gets too close? • How can we tell when others are feeling comfortable or uncomfortable about their body space? • What should we someone do if someone is touching us in ways we don't like, or making us feel uncomfortable in any way? • How can we tell how other people are feeling? What signs do people give that suggest how they are feeling? • What can we do about other people's feelings? 	<p>The learner will be able to:</p> <ul style="list-style-type: none"> • recognise that physical contact that is aggressive or hurtful is not acceptable • explain that everyone has a right to have their 'body space' respected and that they should respect others body space • explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don't like • explain why it is ok and important to talk to someone they trust if anyone makes them feel uncomfortable or confused
<p>Key text/ Stimulus My Body! What I say Goes! By Jayneen Sanders (p.4-29. Stop at 'Secrets and Surprises').</p>	<p>Text based questions:</p> <p>P.4-5. When do you feel happy? Do you like to dance and sing like Izzy and Super Ted? What do you feel like doing when you are happy?</p> <p>P.14–15- what is happening in this picture? How do you know Izzy is feeling her Early Warning Signs? Was she right to tell an adult she trusts? How might Izzy feel if she didn't tell anyone?</p> <p>P.16-17- when you feel unsafe, what EWS do you get? Have you ever felt a bit scared in an exciting way? What were you doing? How did your body tell you that you were excited?</p> <p>P.28-29- what must you do if you are touched on your private parts or asked to show or see private parts?</p> <p>Questions for discussion:</p> <ul style="list-style-type: none"> • When do you feel xxx, what do you do? Who do you talk to? Why do you think it is important to talk to someone you trust a • When do you feel safe? What kind of feelings do you have inside when you feel unsafe? When you feel unsafe, who do you t • Who are your five trusted adults? Why have you chosen them? 	

Week 2 Aim: To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

British Value
Rule of Law

Core Values:
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Pride

Key text/ Stimulus
My Body!
What I say Goes! By Jayneen Sanders (chapter 'Secrets and Surprises'. P.30-end)

To learn:

- about the concept of keeping something confidential or secret
- about when they should or should not agree to keeping a secret
- 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

Key Questions:

- Do we have to keep other people's secrets?
- How might someone feel to be asked to keep a secret that worries them, they are unsure or feel uncomfortable about?
- Why is it important to tell an adult we trust if we think there might be a secret that means someone is unsafe or might be upset or hurt? What would happen next? =

Text based questions:

- P.30. Why is a surprise birthday a good secret to kept?
- P.32 – What do you think the boy said back to the girl?
- P.33 – How do you think the boy is feeling? Do you think he did the right thing to run away? Why?
- What should you do if someone asks you to keep a secret?
- Has any asked you to keep a secret that made you feel bad or uncomfortable?
- Has anyone asked you to keep a secret that has made you experience your Early Warning Signs? What did you do?
- P.33- what do you think the older boy is doing? Is the younger boy right to run away? Why? How do you think the younger boy is feeling? Where do you think he going?

Discussion questions

- What do you think is the difference between a good secret or bad secret what signs will you get when the secret is bad?
- What do the words permission and consent mean to you?
- What does the phrase 'breaking confidence' mean to you?

The learner will be able to:

- explain what it means to keep something confidential or secret
- give reasons for when we should/should not agree to keeping something confidential/secret
- describe how it feels to be asked to keep a secret we are unsure of or feel uncomfortable about
- explain why no one should ask us to keep a secret we feel uncomfortable about keeping
- identify strategies for speaking up if a secret should not be kept
- give examples of when it is right to change our minds, and when it is ok, or even really important, to break a confidence

Week 3 Aim: To understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ,break a confidence’ or ‘share a secret’(Link to E-SAFETY)

British Value
Mutual Respect

Core Values:
Responsibility
Resilience
Kindness
Collaboration
Strive to improve
Pride

Key Text/Stimulus:
Troll Stinks by
Jeanne Willis and
Tony Ross

To learn:

- about the concept of keeping something confidential or secret online
- about when they should or should not agree to keeping a secret online
- 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 online

Key Questions:

- Why is it important to tell an adult we trust if we think there might be a secret that means someone is unsafe or might be upset or hurt? What would happen next?

Text based questions:

- What does the word troll mean when you’re online?
- Why do you think his mum and dad might “take the phone away”? Do you agree that he’s “not old enough for that”?
- What do you think Billy means by “Let’s make a funny call”? What did he plan to do??
- How would it feel to have somebody looking through your private messages, contacts, etc.? Do you have any rights to protect this information?
- What do you think about these ‘funny calls’? How would it feel to receive a call like these? What do the facial expression and the body language of Cyril’s sister tell us about her response? What about the shape and size of the bubble coming from the phone? If you received a call, would you know who it was? What would you do if you had a call from a number that you didn’t know?
- Continue to read aloud up to “Cyril, your turn next.” What do you think Cyril should do? Why does Bill think it’s acceptable to ‘sort out Troll’ by sending him a text? Should Cyril also send a text to the troll? Does he have other options?
- How do we feel about what they are saying to/about the troll? How do we feel about what they are planning to do? Is it worse to say something cruel directly to somebody’s face or is it worse to say it behind their back? Is there a difference? Is writing it in a text message or writing it on the internet the same as either of these? Why or why not?

Questions for discussion:

- Do we have to keep other people’s secrets online? Why?
- What might happen to your body when you are asked to keep a secret online that you know isn’t right?

The learner will be able to:

- explain what it means to keep something confidential or secret when online
- give reasons for when we should/should not agree to keeping something confidential/secret online
- describe how it feels to be asked to keep a secret we are unsure of or feel uncomfortable about using the Internet
- explain why no one should ask us to keep a secret we feel uncomfortable about keeping (online)
- identify strategies for speaking up if a secret should not be kept (online)
- give examples of when it is right to change our minds, and when it is ok, or even really important, to break a Confidence when online.

Year 4

RSE (See shared folder 'CGNN and PSHE' for year group plans and resources under '**2022 RSE Plans and Resources**')

<u>Week</u>	<u>Topic</u>	<u>British Value</u>
Week 4	Changes	Mutual respect
Week 5	What is puberty?	Mutual respect
Week 6	Healthy Relationships	Mutual respect

Year 5

Key vocabulary to be embedded: puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feeling, secrets, safety team, confidential, private parts, consent, permission

Key concepts: appropriate and inappropriate physical contact, permission seeking, Early Warning Signs, trusted adults, reporting abuse, advice, puberty, the reproduction system, puberty help and support

Week 1 Aim: To judge what kind of physical contact is acceptable or unacceptable and how to respond.

British Value
Rule of Law

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British Value
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Key text/Stimulus
Teach your
Dragon Body
Safety by Steve
Herman

To learn :

- that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- The importance of permission seeking and giving in relationships with friends, peers and adults.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Key questions:

- What should we do if someone makes us feel unsafe (even if it is someone we think we trust)?
- Whose responsibility or fault is it if someone feels unhappy or uncomfortable about someone else’s behaviour towards them?
- How can someone stop unwanted touch or attention?
- What can someone do if they think/feel no-one will listen?

Text based questions

- When being touched or hugged, what does the word uncomfortable mean? What might be happening to your body? What were Dragon’s Early Warning Signs?
- What do think a ‘safety team’ is? Who is on your ‘safety team? Why is it important to have a safety team?
- What does the term mean ‘you don’t have to grin and bear it’?
- What further advice did mum and dad give about permission for physical contact?
- What areas are ‘forbidden’ to touch and why is this important that you tell and adult immediately if someone tries to?
- Why are the doctors different and what is important to consider when going to the doctors?

Discussion points:

- You should hug or receive a hug from all ‘nice’ people? Agree/disagree?
- Why is permission for physical touch important?

The learner will be able to:

- identify situations where physical touch is acceptable / appropriate / wanted
- identify what constitutes unacceptable / inappropriate / unwanted touch or attention
- recognise how it feels when someone’s mind or body is telling them that they are not comfortable / happy about someone else’s behaviour
- identify that acceptable touch depends on i) the person, who they are with and their relationship, ii) where they are, iii) what the touch is (personal likes and dislikes)
- describe strategies someone can use to prevent or stop unacceptable physical contact
- explain what they can do and who they can go to if they are worried about unacceptable behaviour

Week 2 Aim: To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.

Key text/Stimulus

The Huge Bag of Worries by Virginia Ironside

To learn:

- about the concept of keeping something confidential or secret
- about when they should or should not agree to keeping a secret
- 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
- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- how to recognise who to trust and who not to trust, how to judge if a friendship is making them feel unhappy or uncomfortable.

Key questions:

- What is confidentiality / to keep something confidential?
- Should all secrets be kept?
- What types of secrets would we encourage other pupils to tell?
- How does someone know that we are making the right decision/doing the right thing?

Text based questions:

- What did Jenny do with her worries?
- Why do you think Jenny's bag of worries grew bigger and bigger?
- Do you ever feel like Jenny?
- What did other people in the story do to help Jenny?
- Who will you share your worries with?
- Do you think Jenny's best friends advice of 'trying to lock it up (worry) and put it in the cupboard' was the best advice? Why?
- What do you do with your worry?
- How can your worries be managed?
- Can anyone help look after them for them?

Questions for Discussion:

- Do you think small worries about using the internet is okay to keep to yourself? Why?
- The longer I keep my worries a secret, the more chance I have of them disappearing. Agree/Disagree?

The learner will be able to:

- explain what is meant by confidentiality
- identify when they should accept and when they should refuse to accept to keep a confidence (or secret)
- explain that no one should ask them to keep something to themselves, that makes them feel uncomfortable, worried, anxious or afraid for themselves or someone else
- explain that if someone either begs them, tries to scare or threatens them to keep a secret that makes them feel worried, that these are warning signs and that they must quickly tell their teacher explain how they should always share worries about this with a teacher who will help them decide what to do

Week 3 Aim: To understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret.’(Link to E-Safety)

Key text/Stimulus

Goldilocks (A Hashtag Cautionary Tale) by Jeanne Willis and Tony Ross

To learn:

- about the concept of keeping something confidential or secret online
- about when they should or should not agree to keeping a secret online
- 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 online
- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- how to recognise who to trust and who not to trust, how to judge if a friendship is making them feel unhappy or uncomfortable (online).

Key questions:

- What is confidentiality / to keep something confidential?
- Should all secrets be kept?
- What types of secrets would we encourage other pupils to tell?
- How does someone know that we are making the right decision/doing the right thing?

Text based questions:

- What does it mean when it says Goldilocks “looked for likes”? What is a like? Why do you think she might be ‘looking for likes’? Why do you think this is so important to her?
- Do you think Goldilocks made a good choice when posting pictures of others online? Why?
- How might Uncle Richard feel if he knew that incident had been shared? Based on the illustration, what might we assume about him? How might he feel if his work colleagues saw this? Do you think Goldilocks knew he was going to fall over?
- If you were Goldilocks’ friend, what would you advise her to do when sharing photos?

Questions for discussion:

- How do you know the person you are writing to is a male/female /old/young? (imagine you are sending messages electronically)
- Why is it important to be respectful and polite when we are ‘talking’ online? Why shouldn’t we send unkind or hurtful messages?
- What do you already know about online sharing? What type of thing do people commonly share? What apps or websites do people use to share information or images? Why do you think people share online? Who are they sharing with? What do you think they might need to consider before sharing anything online?
- What does ‘consent’ and ‘permission’ mean to you?
- Is it ever acceptable to post pictures without the consent or permission of the people in the photo? Why or why not?

The learner will be able to:

- explain what is meant by confidentiality
- identify when they should accept and when they should refuse to accept to keep a confidence (or secret)
- explain that no one should ask them to keep something to themselves, that makes them feel uncomfortable, worried, anxious or afraid for themselves or someone else
- explain that if someone either begs them, tries to scare or threatens them to keep a secret that makes them feel worried, that these are warning signs and that they must quickly tell their teacher explain how they should always share worries about this with a teacher who will help them decide what to do.

Year 5

RSE (See shared folder 'CGNN and PSHE' for year group plans and resources under '**2022 RSE Plans and Resources**')

<u>Week</u>	<u>Topic</u>	<u>British Value</u>
Week 4	Talking about Puberty	Mutual respect
Week 5	The Reproduction System	Mutual respect
Week 6	Puberty Help and Support	Mutual respect

Year 6

Key vocabulary to be embedded: womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety, private parts

Key concepts: RISK appropriate and inappropriate physical contact, consent, respect, trusted adults, E-safety, reporting abuse, advice, puberty and reproduction, communication in relationships, families, conception and pregnancy, online relationships

Week 1 Aim: To judge what kind of physical contact is acceptable or unacceptable and how to respond

<p>British Value Rule of Law</p> <p>Core Values: Responsibility Resilience Kindness Collaboration Strive to improve Pride</p> <p>Key text/Stimulus: Let's talk about Body Boundaries, Consent and Respect by Jayneen Sanders</p>	<p>To learn:</p> <ul style="list-style-type: none">• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.• The importance of permission seeking and giving in relationships with friends, peers and adults.• how to respond safely and appropriately to adults they may encounter (in all contexts) whom they do not know.• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• where to get advice e.g. family, school and/or other sources. <p>Key questions:</p> <ul style="list-style-type: none">• What should we do if someone makes us feel unsafe (even if it is someone we think we trust)?• How can someone stop unwanted touch or attention?• What can someone do if they think/feel no-one will listen? <p>Text based questions</p> <ul style="list-style-type: none">• P.4-5- What does it mean when we say 'you are the boss of your body'?• How are you the same/different as the children in the book?• P. 6-7 - Why do you think a person's body boundary is important?• What can you say/do when someone is in your body boundary without your permission?• P.10-11-What does the word respect mean to you?• P.12-13 - What does the word consent mean to you?• What is a safety network? Who is in your safety network and why have you chosen them?• P.26-27 – Do they look happy about greeting? Why? Before they gave each other a hug, what do you think they might have said? <p>*see various pages for more questions</p> <p>Questions for discussion:</p> <ul style="list-style-type: none">• Do we always have to do what an older person says? Why?• What can we say to someone when we feel like they've stepped into our body boundary?	<p>The learner will be able to:</p> <ul style="list-style-type: none">• identify situations where physical touch is acceptable / appropriate / wanted• identify what constitutes unacceptable / inappropriate / unwanted touch or attention• recognise how it feels when someone's mind or body is telling them that they are not comfortable / happy about someone else's behaviour• identify that acceptable touch depends on i) the person, who they are with and their relationship, ii) where they are,) what the touch is (personal likes and dislikes)• describe strategies someone can use to prevent or stop unacceptable physical contact• explain what they can do and who they can go to if they are worried about unacceptable behaviour
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Week 2 Aim: To understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret.’

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Key text/Stimulus

Some Secrets
Should Never be
Kept by Jayneen
Sanders

To learn:

- about the concept of keeping something confidential or secret
- about when they should or should not agree to keeping a secret
- 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
- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- how to recognise who to trust and who not to trust, how to judge if a friendship is making them feel unhappy or uncomfortable.

Key questions:

- What is confidentiality / to keep something confidential?
- Should all secrets be kept?
- What types of secrets would we encourage other pupils to tell?
- How does someone know that we are making the right decision/doing the right thing?

Text based questions

- How do you feel when it’s your birthday? When you pat a puppy? When you receive a present you really wanted? Encourage a discussion around feelings.
- P.8 – Why do you think little Sir Alfred and Lord Henry ‘got on famously’? Do you think little Sir Alfred trusted him to start with? Why?
- P.10 - Why did little Sir Alfred feel ‘sick and uncomfortable inside’? Do you know what these feelings are called?
- Why didn’t little Sir Alfred tell his mother straightaway?
- How do you think little Sir Alfred felt once he told his mum? Do you think he wished he had told her sooner? Why?

Questions for Discussion:

- What does feeling safe and unsafe mean to you?
- Should we keep secrets such as someone touching our private parts?
- Should you keep uncomfortable secrets about well liked/popular people? Why?
- What if the person says it is “our special secret”-should you keep that kind of secret?
- Who might we tell if we are feeling unsafe or experiencing Early Warning Signs?

The learner will be able to:

- explain what is meant by confidentiality
- identify when they should accept and when they should refuse to accept to keep a confidence (or secret)
- explain that no one should ask them to keep something to themselves, that makes them feel uncomfortable, worried, anxious or afraid for themselves or someone else
- explain that if someone either begs them, tries to scare or threatens them to keep a secret that makes them feel worried, that these are warning signs and that they must quickly tell their teacher explain how they should always share worries about this with a teacher who will help them decide what to do

Week 3 Aim: To understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret ([Link to E-SAFETY and see the RSE scheme of work plan on the iCloud for more resources and ideas -lesson 4](#))

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Key text/Stimulus

How we got
Cyber Smart by
Lisa Rothfield-
Kirschner

To learn:

- about the concept of keeping something confidential or secret online
- about when they should or should not agree to keeping a secret online
- 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 online
- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- how to recognise who to trust and who not to trust, how to judge if a friendship is making them feel unhappy or uncomfortable online.

Key questions:

- What is confidentiality / to keep something confidential
- Should all secrets be kept online?
- What types of secrets would we encourage other pupils to tell when using the internet?

Text based questions

- P.7-8-What does Jack and Olivia’s mum do to keep them safe online? Do you have someone in your home supervising you? Why is this important?
- Do you think Jack and Olivia did the right thing to tell their parents about Joeyhoops and why?
- Why is a cyber bully? How can you spot one? What do you do if you come across one online?

Questions for discussion

- How does someone know that we are making the right decision/doing the right thing when using the internet?
- Do you think keeping secrets is a good thing if it stops you from getting into trouble with your adults at home? Why?
- What would you do if you knew someone bragging about being mean online? Would you keep this a secret? Why?

The learner will be able to:

- explain what is meant by confidentiality
- identify when they should accept and when they should refuse to accept to keep a confidence (or secret)
- explain that no one should ask them to keep something to themselves, that makes them feel uncomfortable, worried, anxious or afraid for themselves or someone else
- explain that if someone either begs them, tries to scare or threatens them to keep a secret that makes them feel worried, that these are warning signs and that they must quickly tell their teacher explain how they should always share worries about this with a teacher who will help them decide what to do

Year 6

RSE (See shared folder 'CGNN and PSHE' for year group plans and resources under '**2022 RSE Plans and Resources**')

<u>Week</u>	<u>Topic</u>	<u>British Value</u>
Week 4	Puberty and Reproduction	Mutual respect
Week 5	Communication in Relationships	Mutual respect
Week 6	Families, Conception and Pregnancy	Mutual respect