Appendix 1

Church Gresley Infant and Nursery School

Approach to Relationships, Sex and Health Education

Approved by: Date:

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Appendix 1

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Appendix 1

1. Aims

At Church Gresley Infant and Nursery School our aims of Relationships, Sex and Health Education (RSHE) are to:

- Create a safe and positive environment for all pupils to share their experiences and opinions
- Give our pupils the skills and confidence to know the difference between healthy and unhealthy relationships, and what to do if they are worried about theirs or someone else's safety
- Improve our pupil's understanding of their own emotions as well as other people's
- Encourage pupils to have confidence in their own thoughts and believe that they can achieve anything if they are willing to put the effort in
- Be understanding, respectful, and tolerant towards all people, no matter how they choose to live their life or what they choose to believe in
- Give pupils the knowledge of how to make positive choices in relation to their physical and mental health and wellbeing

2. Definition

The Department for Education (DfE) outlines Relationships Education as the following:

> The focus [of Relationships Education] in primary school 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.

The DfE also outlines physical health and mental wellbeing as:

> The aim… is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Sex Education is not mandatory for primary-aged pupils. However, we believe that some aspects of Sex Education are important for all ages. Our definition of Sex Education is:

> The focus of Sex Education at Church Gresley Infant and Nursery School is to make our pupils aware that they have autonomy over their bodies, and that it is ok to like some forms of physical contact but not others. We want our pupils to know that it is ok to say no, and who they can talk to if something has made them feel uncomfortable. We want our pupils to know the difference between secrets and surprises, and what to do if asked to keep a secret that makes them worried or scared.

3. Rationale

At Church Gresley Infant and Nursery School we believe that Relationships, Sex and Health Education (RSHE) is an essential part of our pupil's education, as it provides a strong basis for all relationships they will have in the future. By teaching the knowledge and skills that positive relationships are based on, we are ensuring that our pupils know how to interact with other children as well as adults, and understand what constitutes a healthy relationship. This will ensure that they are able to grow up happy and confident in their relationships with family and friends. We also place a large focus on

how to be healthy in body and mind, as we acknowledge that both of these are cause for concern in our current society. We want our pupils to be able to make informed choices on how to lead a physically healthy lifestyle, and how to protect their mental health as they encounter challenges in their lives.

This is underpinned by our school's Mission Statement and Core Values:

Mission Statement

Believe, Achieve, Succeed

To help our children really understand and recognise what this means for them we have broken it down further:

Believe: We believe in ourselves

We respect and care for each other

We feel confident and empowered

Achieve: Achieve the best we can

Be a happy learner

Be a resilient learner

Be an independent learner

Succeed: Succeed in all we do

Have high aspirations

Have an enterprising mind

We recognise that if children can demonstrate these characteristics, they will achieve and succeed in their learning and development.

Our Core Values

We have five core values which overarch all that we teach in order to give the children a wider understanding of the world that surrounds them and into which they are growing up and these are interwoven into every topic.

These values are: **Independence, Resilience, Kindness, Respect and Honesty**

4. Statutory requirements

We comply with the Relationships Education, Relationships and Sex Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017. This made Relationships Education compulsory for all pupils receiving primary education. It also made Health Education compulsory in all schools except independent schools.

We comply with the Relationships Education, Health Education and Relationships and Sex Education (RSE) statutory guidance from the DfE (June 2019), issued under s80A of the Education Act 2002 and s403 of the Education Act 1996. This replaced the Sex and Relationships Education Guidance (2000).

We comply with the requirements to have an up to date Relationships policy, developed in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory Guidance on Relationships Education, RSE and Health Education (June 2019).

RSE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum. If primary schools do teach RSE, they must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relations between different groups. The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment and maternity.

We fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships teaching are identified and followed in accordance with the school safeguarding policy and Keeping Children Safe in Education (September 2021).

5. Policy development

Our RSHE policy has been developed with consultation from the following stakeholders:

- Staff (including SLT)
- Parents/carers
- Pupils
- Governors

The policy has been developed through the following steps:

- Review by subject lead – the existing policy was reviewed in light of National changes and priorities and edited accordingly.
- Staff consultation – all school staff were given the opportunity to read the updated policy and make recommendations.
- Parent/carer consultation – parents and carers were given the opportunity to attend a meeting to discuss the updated policy and ask any questions that they may have.
- Pupil consultation – School Council were asked their views and opinions on relationships and safety.

- Governor consultation – the amended policy was sent to our school Governors for any further recommendations or approval.

6. RSHE curriculum and delivery

At Church Gresley Infant and Nursery School, we follow the Derbyshire 'PSHE Matters' scheme to teach RSHE. In Key Stage 1, we explicitly teach RSHE within our Personal, Social, Health, and Economic Education (PSHE) lessons. In EYFS, RSHE teaching is built into the routines, environment, and day-to-day conversations, and so is less formal but still very present. RSHE topics are also covered during assemblies, lessons other than PSHE, and generally throughout the school day. We find that due to the age of our pupil's, the Relationships aspect of RSHE is covered daily, as EYFS and Key Stage 1 children are still in the early stages of their social development and so need lots of guidance.

Particular issues relating to RSHE may be addressed through standalone lessons. For example, things like road safety or dental hygiene may be taught as a one-off session from an external provider.

Some content of the PSHE Matters scheme is also taught in other areas of the curriculum. For example, how to keep physically healthy is also a part of our PE and Science curriculums. Also, being able to name body parts correctly is also taught in Science as well as through PSHE.

The NSPCC's PANTS lesson is taught in Year 2 as part of the PSHE Matters scheme. However, we view this to be a very important lesson for all children, and so it is taught (age-appropriately) as a standalone lesson every year in every year group. This particular lesson may also be taught in response to issues that arise in specific classes at any point during the academic year.

Our PSHE teaching follow the PSHE Matters scheme. This is followed across the school, and is made up of 12 modules that are taught during EYFS, and then again in Key Stage 1. This allows for knowledge and skills to be built upon during each pupil's time at Church Gresley Infant and Nursery School.

The modules are:

Nursery/Year 1	Reception/Year 2
- Exploring Emotions	- Drug Education
- Difference and Diversity	- Changes
- Relationships	- Being Me
- Bullying Matters	- Money Matters
- Being Healthy	- Growing Up
- Being Responsible	- Being Safe

The scheme offers activities that can be completed with pupils in order to introduce and delve into these topics in an age-appropriate way. Please see **Appendix 1** for examples. The activities are a guide, and the scheme acknowledges that teachers must use their professional judgement to work out where pupil's starting points are in order to choose those activities which are most appropriate for their class. There are also suggestions for books that fit well with topics and links to online resources to aid teaching and learning.

Appendix 1

The EYFS activities are split into 4 sections:

- Enabling Environment – how the classroom is set up to facilitate RSHE teaching and learning
- Role of the Adult – how adults can facilitate RSHE teaching in the most effective ways
- Explorations – Opportunities for independent learning
- Parents and Carers – ways in which parents and carers can be engaged with RSHE at home

The structure of the EYFS activities allows for RSHE teaching and learning to fit well into our EYFS curriculum as it is built into the environment rather than being a formal lesson.

The Key Stage 1 activities for PSHE lessons offer a range of age-appropriate activities, which may involve discussions, active learning, and written exercises.

6.1 A safe environment to learn in

Whether discussing RSHE topics during teaching time or addressing issues during more relaxed periods of the school day, every effort is made to make the environment safe for our pupils. We want our pupils to feel at ease when discussing potentially difficult topics, as this is when they will feel more confident to share their thoughts and opinions. During PSHE lessons in Key Stage 1, sessions begin and end with warm-up and end games, as this allows pupils to relax before sessions and then bring up the mood again at the end of a session if difficult issues have been addressed. Each class will also set their own rules and boundaries for PSHE lessons, as this allows for pupils to contribute to what they think is appropriate or inappropriate. Pupils will never be forced to share something that they are uncomfortable with, but likewise will have opportunities to share thoughts and feelings that are important to them.

6.2 Equal opportunities

As a school, we acknowledge that each pupil's need for and understanding of RSHE varies greatly, but that all pupils can benefit from RSHE teaching if it is accessible and applicable to them.

We know that it is important to acknowledge and discuss a large range of family dynamics (including but not limited to single parents, grandparents as carers, LGBT family members, adoptive or foster parents), as well as different religious/cultural beliefs. We want all of our pupils to feel valid in their own experiences, as well as being empathetic towards those with different experiences.

We will take the following issues into account:

Ethnic and Cultural Diversity

- We acknowledge that different ethnic and cultural groups will have differing opinions on some of the topics taught during RSHE lessons. We will make every effort to consult parents and carers where necessary, while taking Safeguarding legislation into account.

Special Educational Needs and Disabilities

- We acknowledge that some pupils at Church Gresley Infant and Nursery School will find engagement with RSHE topics and activities to be more challenging than others. We will take this into consideration during all teaching opportunities and adjust teaching accordingly.

Gender issues

- We will take an active role in combating sexist issues and gender bias. We acknowledge that even pupils of such a young age have already been exposed to stereotypical gender roles, and that we will explicitly and implicitly work to reduce these stereotypes. We want all of our pupils to feel happy and confident in their choices, no matter their gender. We are also aware that even though our pupils are very young, they are still able to say and do things that would be classed as sexual harassment. Any issues of this kind are dealt with quickly and effectively so that pupils know there is no tolerance for behaviours such as this. In order to prevent issues arising, we work to promote positive relationships between peers, and make sure that this is embedded in our everyday practice.

Sexuality

- Our teaching of RSHE will openly and honestly discuss sexuality at an age-appropriate level when it is appropriate to discuss it. We will make sure that our pupils know it is ok to ask questions and have opinions on this subject, as long as we are being respectful. Any instances of homophobic bullying will be dealt with quickly and effectively.

7. Roles and Responsibilities

7.1 The Governors

The school Governors will approve the RSHE policy, and hold the headteacher accountable for its implementation.

7.2 The Headteacher

The headteacher is responsible for making sure that RSHE is taught effectively and consistently across the school, and for managing requests to withdraw pupils from non-statutory parts of RSHE teaching (see section 8).

7.3 The PSHE Lead

The PSHE subject leader is responsible for monitoring the teaching of RSHE. They are responsible for supporting colleagues in the teaching of RSHE and for providing appropriate resources when necessary.

7.4 The Staff

Staff are responsible for the delivery of RSHE content. They should aim to deliver lessons in a positive and sensitive way. They are responsible for monitoring RSHE within their class, and responding to their classes individual needs. They are also responsible for appropriately withdrawing any pupils whose parents/carers have asked for this (when content is not statutory).

Staff are required to teach RSHE. Staff who have concerns with any of the content must discuss this with the PSHE Lead and Headteacher.

7.5 The Pupils

Pupils are expected to fully engage in RSHE lessons and when discussing issues related to RSHE. We expect all pupils to behaviour in the manner which is taught during RSHE lessons.

8. Parents' right to withdraw

Parents and carers do not have the right to withdraw pupils from Relationships and Health Education as they are compulsory learning for all primary-aged pupils. We would not want any of our pupils to be withdrawn from Relationships and Health Education, as both are of paramount importance if we want our pupils to grow up happy and healthy.

Parents and carers do have the right to withdraw pupils from lessons involving NSPCC PANTS as this contributes towards Sex Education, which is non-statutory during primary school. Letters are sent out before PANTS sessions are taught in order to inform parents and carers and give them the opportunity to discuss the lesson with staff or withdraw pupils from the lesson.

9. Training

Training which covers issues related to RSHE is completed at the start of each academic year by all school staff. Training is also completed throughout the school year during INSET days and staff meetings, and is related to different topics within RSHE.

10. Monitoring of RSHE

The delivery of RSHE is monitored by the PSHE Subject Lead. It is monitored through feedback from pupils, observations of lessons, and through the highlighting of the PSHE Matters scheme in order to see what has been covered by each year group. School Council will also contribute by sharing their opinions on if there are any issues in the school that they feel need addressing, and their opinions will be gathered on how to do this.

The development of individual pupils will be monitored by class teachers as part of our Foundation Assessments.

This policy will be reviewed by the PSHE Lead…?

Appendix 1

EYFS

Drug Education

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Managing Self

Children at the expected level of development (at the end of their reception year) will:

- Explain the reasons for rules, know right from wrong and try to behave accordingly.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Establish their sense of self.
- Express preferences and decisions. Try new things and start establishing their autonomy.
- Find ways to calm themselves, through being calmed and comforted by their key person.

3- and 4-year olds will be learning to:

- Develop their sense of responsibility and membership of a community.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.

Children in reception will be learning to:

- See themselves as a valuable individual.
- Know and talk about the different factors that support their overall health and wellbeing.

Characteristics of Effective Learning

Playing and Exploring
Curiosity, senses, asking, seeking challenge, pretending, representing, risk-taking.

Active Learning
Engaged, energy, motivated, trying, focusing, persevering.

Creating and Thinking Critically
Choosing, thinking, deciding, creating, reviewing, adapting, making links.

Books

'Zog and the Flying Doctors' by Julia Donaldson.
'Peppa Goes to the Hospital' by Peppa Pig.
'Six Dinner Sid' by Inga Moore.
'Goldilocks and the Three Bears.'
Nursery Rhymes: 'Miss Polly had a Dolly', 'Humpty Dumpty', 'Jack and Jill.'

Enabling Environment

- Set up a doctors' surgery with a waiting room, link to the nursery rhyme 'Miss Polly had a Dolly.' Have a phone, appointment books, prescription pads etc.
- Set up a hospital including stethoscope, bandages, thermometer, bed, charts, water etc.
- Set up a role play area including a place to make medicines and potions, using water, food colourings, essences, flower petals, small pots, test tubes, funnels, pipettes, syringes etc. Talk to children about the safety of medicines, how these would help poorly characters recover and what they would do if they didn't help.
- What would happen if too much is taken? Who gives the medicine? Can children list their ingredients and make recipes for their own medicines?
- Set up role play space for 'Goldilocks and The Three Bears.' Enable children to retell the story. What are the dangers for Goldilocks? Should she have gone into the strangers' house? Should she have eaten from the bowls?How did she know that what was in them was safe? What are other dangers for Goldilocks?
- Play musical statues and ask the children to move their body in different ways. How does exercise make them feel? Why is doing exercise good for us?
- Set up a beach area- include sun hats, umbrellas, empty bottles of sun cream, sun glasses, t-shirts, sand pit, tent, chairs etc. Discuss the importance of sun safety and what happens if safety guidance is not followed. How do we use sun cream? E.g. Is it safe to drink?
- Invite an optician into school. Set up an opticians and include an eye test chart etc.. When might we use medicines for our eyes?

Role of the Adult

- Ensure the learning environment is safe.
- Enable children to contribute their own ideas and be involved in setting up the role play areas to make them relevant to their experiences and learning needs.
- Talk to children about their experiences of being poorly, e.g. how did it feel? Did medicines help? What medicines were taken? Where were they kept? Who gave them? How did they feel? What made them feel better?
- Talk to children, for example asking questions about how they made their medicines in role play. How do they know these are safe? How will they help those who are poorly?
- Discuss:Are there other ways of feeling better without medicines? Always? Sometimes?
- Discuss the safety of medicines. How would medicines help poorly characters recover and what they would do if they didn't help? What would happen if too much is taken? Who gives the medicine? How much do you use?
- Introduce activities into role play once modelled and experienced by the children.
- To observe engagement, model, support, and interact at appropriate moments to extend children's ideas, understanding and learning.

Explorations

- Use the book 'Zog and the Flying Doctors' as a stimulus. Make a potion for the King to help him with his fever.
- Design and create a poster about the safety of substances, medicines etc.
- Make up a game for Humpty Dumpty that would help him take his mind of his cuts and bruises.
- Design and make a get well card for Humpty Dumpty to help him to feel better.
- Make Humpty Dumpty jigsaws and ask the children to put him back together again, adding kind words as they do it.
- Circle Time: Pass the teddy around the circle and when the music stops give the teddy a hug. What else can we do when someone we love feels unwell? Ask the children to show and tell in the middle of the circle.
- Circle Time: Put a bag of sweets that look like pills/tablets in a sealed bag. What are they?Are they safe to eat? What should we do if we find something in our homes that look like sweets? Make up a class rhyme.
- Puppets: Puppet is very shy and when he feels unwell he finds it very difficult to tell anyone or ask for help. How could we help puppet?
- Ask children to walk around a space sharing different emotions e.g. tired because they haven't slept; excited because it is their birthday; worried because they have lost their toy. Discuss how breathing can help with managing big emotions. Practise together.
- Adventure: Set up a journey where the children have to collect particular items. When they get back ask them to sort them into whether they think they are safe to eat/drink or not safe to eat/drink? How do we know?
- Make telephones out of cups and string. Ask children to communicate with their partner. Discuss when to make a 999 call. What would they say? Can their partner repeat what they said?

Parents and Carers

- Talk to children about medicines, who should give them and what is safe to take when?
- Give out a first aid box template. Add to the box by drawing, writing or sticking things that would help you when you are poorly. Provide an example which may include: a hug, a teddy to cuddle, medicine, sleep, healthy food, water, films to watch. Return, share and compare.
- Read 'Six Dinner Sid' – what advice would you give to Sid? Why can too much medicine be dangerous?
- Safety around Medicines: Design a poster and enter into a class competition if children wish.
- Handwashing Song: Make up a handwashing song and share. https://www.youtube.com/watch?v=aGJNupLRdrc

Assessment Suggestion

Ongoing formative assessment

- Can I understand what is safe and unsafe to eat/drink?
- Can i understand what medicine is and how it should be used safely?
- Do I know ways to keep myself healthy?
- Can I ask for help if I need it?

PSHE Passport Idea

Being safe and well matters because....

Appendix 1

EYFS

Exploring Emotions

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Self-Regulation

Children at the expected level of development (at the end of their reception year) will:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Feel strong enough to express a range of emotions.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions.
- Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because…" or "I love it when…"

3- and 4-year olds will be learning to:

- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Children in reception will be learning to:

- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

Characteristics of Effective Learning

Playing and Exploring
Curiosity, senses, asking, seeking challenge, pretending, representing, risk-taking.

Active Learning
Engaged, energy, motivated, trying, focusing, persevering.

Creating and Thinking Critically
Choosing, thinking, deciding, creating, reviewing, adapting, making links.

Books

'The Colour Monster' by Anna Llenas.
'The Love Monster' by Rachel Bright.
'The Koala who Could' by Rachel Bright.
'How do you feel?' by Anthony Browne.
'Pip and Posy Books' by Axel Scheffler:

- 'The New Friend' - Jealousy.
- 'The Super Scooter' – Cross.
- 'The Big Balloon' – Sad, disappointment.

Enabling Environment

- Create a calm zone or chill out den. Provide cuddly toys, fairy lights, lava lamps, gentle music.
- Set up role play opportunities like a home corner including props and/or provide large cardboard boxes, planks, log sections, crates, natural objects like shells and conkers for children to use imaginatively to make their own scene.
- Provide a box of den making equipment for outdoors like blankets, clothes pegs, washing lines, bamboo canes, camouflage netting, tarpaulins etc.
- Set up a sand/water tray with a holiday theme. Include buckets and spades, shells, small world figures, sea-creatures, fishing nets etc.
- Create a block play area with a selection of many types of wooden blocks, large and small with a selection of people, animals and vehicles available for self-selection close by.
- Provide a free choice creative area with painting, collage and malleable materials available so that children can represent their feelings through different media.
- Set up a mud kitchen outdoors and provide recipes and ingredients like petals, herbs and rose water for making 'Emotions Potions.' You could also provide menus for an emotions café including scared sausages, jealous jelly, calm cakes etc.

Role of the Adult

- Talk to the children to help them label feelings and emotions.
- Take time to listen to children respectfully when they raise injustices and involve them in finding a 'best fit' solution.
- Provide books with stories about characters that follow or break rules and the effects of their behaviour on others.
- Affirm and praise positive behaviour, explaining and demonstrating that this makes children and adults feel happier.
- Encourage children to think about issues from the view point of others.
- Be alert to injustices and let children see that they are addressed and resolved fairly.
- Ensure that children have opportunities to identify and discuss boundaries, so that they understand why they exist and what they are intended to achieve.
- Help children's understanding of what is right and wrong by explaining why it is wrong to hurt somebody or if it is acceptable to take a second piece of fruit after everybody else has had some.
- Involve children in identifying issues and finding solutions.
- Set, explain and maintain clear, reasonable and consistent limits so children feel safe and secure.
- Provide a safe place for children to access when they need to calm down or be quiet.
- Encourage children to ask questions about things that worry them. Let them know it's alright to be worried, do not dismiss their concerns or try to tell them how to feel.
- Listen to them carefully and answer the question they ask rather than giving them information they do not need.
- Be truthful, it's okay to say you do not know the answer.
- Help them give a name to what they are feeling.
- Put in place ways children can let others know how they are feeling.
- Help children to understand that it is acceptable to be sad, angry or worried and that it can help to talk about how you feel.
- Involve children in agreeing codes of behaviour and take responsibility for implementing them.

Explorations

- Create a meet and greet hand shake or dance. Practise and repeat and share with others. Help children to decide which greeting they prefer and discuss their feelings.
- Play musical statues and when the music stops share a scenario and ask them to show an emotion. Do we all look the same? Why might we look different?
- Catch the bubbles – how many can you touch or pop? How does it make you feel when you pop a bubble?
- Draw or make a 'Love Monster' who is feeling sad because nobody loves him/her. What would he/she look like? How could you make or draw that? Cut out hearts and add kind words to the hearts that children might say to make the monster feel better. Introduce a box of hearts and use them to spread kindness using kind words.
- What does it mean to be brave? Read: 'The Koala Who Could.' Discuss Koala's feelings. How could you be brave today? Create class goals. Today I have been brave because…
- Use 'The Colour Monster' clip as a stimulus. https://www.youtube.com/watch?v=bpLmzxbWmU
- Provide a range of different coloured paints or crayons and paper. Suggest the children could paint a picture about something that made them happy, sad or angry. What colours could they use to paint anger, jealousy etc. Help children write a sentence about the feeling that inspired the painting. Display the paintings in an 'emotions gallery' so that children can talk about them and discuss their feelings. Invite parents to an exhibition.
- At circle time blow up a balloon to represent big feelings (overwhelming emotions like anger or jealousy or feeling over excited), how can we reduce the size of the feeling? What will happen to the balloon if it keeps getting bigger? How can we deflate the balloons so they don't pop? Ask children for suggestions. Share good strategies.

Parents and Carers

- Send an invitation for parents to visit the 'Emotions Gallery' and encourage them to help children talk about and label their feelings.
- Managing feelings: Invite parents in to school to look at how we can manage feelings. Make and share a class book with ideas from your circle time balloon discussion.
  Share the idea of a Worry Monster e.g. child draws/writes worries, gives them to the worry monster when they go to sleep. The monster eats the worries and they are his now. Parents take the drawings and know what the worries are. They can then help and share with school if appropriate.
- Encourage parents to send in "Wow" moments e.g. 'Jamil fetched the kitchen timer all by himself so I could set it for when it was his turn on the swing.'
- Talk about all the fun things you did together. "Do you remember going to the park and rolling all the way down the hill together? We laughed and shouted because we were having such a good time. We were very excited."

Assessment Suggestion

Ongoing formative assessment

- Can I name some of my feelings?
- Can I notice how some of my feelings feel in my body?
- Can I talk about my feelings?
- Do I know that my actions can affect others?
- Can I take account of what others say?
- Can I be kind to others?
- Do I know that some behaviour is unacceptable?

PSHE Passport Idea

Being kind matters because…

Appendix 1

EYFS
Being Healthy

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Managing Self

Children at the expected level of development (at the end of their reception year) will:

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Use the toilet with help, and then independently.
- Find ways to calm themselves, through being calmed and comforted by their key person.
- Thrive as they develop self-assurance.
- Grow in independence, rejecting help.

3- and 4-year olds will be learning to:

- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Children in reception will be learning to:

- Manage their own needs. Personal hygiene.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

Characteristics of Effective Learning

Playing and Exploring
Initiates, curiosity, interest, explores, represents senses, engaging, independence.

Active Learning
Trying, enjoying, being involved, challenging, pride, independence, confidence, persistence.

Creating and Thinking Critically
Planning, deciding, choosing, problem-solving, testing, reviewing, grouping, sequencing, notices patterns, cause and effect, making links.

Books

'The Very Hungry Caterpillar' by Eric Carle.
'Handa's Surprise' by Eileen Browne.
'Oliver's Vegetables' by Vivian French.
'Supertato' by Sue Hendra.'
Kitchen Disco' by Clare Foges.
'Peace At Last' by Jill Murphy.
'Can't You Sleep Little Bear' by Martin Waddell.

Enabling Environment

- 'Refreshment Station': Set up a homely, welcoming, self-service snack area with tongs, cutlery etc. to develop fine motor skills. Include the Eat Well Plate in the Middle of the table. https://www.foodafactoflife.org.uk/3-5-years/healthy-eating/eatwell-guide/
- 'Hydration Station': Set up a self- service area where children can help themselves to water. Include a container for clean and dirty cups. Include a display which explains why water is good for the body. 'Drink to Think' etc.
- Set up a 'Nose Blowing Station': Provide a mirror, tissues and a bin. List the instructions and include: 1.Get a Tissue 2.Blow it. 3. Throw it 4. Wash Your Hands.
- Use outdoor learning opportunities to promote physical activity. Include changing clothing such as waterproofs, wellington boots and hats. Reflecting often with the children how nature, fresh air and exercise can make us feel.
- Set up a home corner kitchen where children play out their experiences e.g. cooking, washing up, laying the table, talking about healthy food options, how they cook food, what they need etc. This could be a mud kitchen outdoors.
- Set up a 'Sleep Station': Include a bed, tooth brush, timer, pyjamas, and bedtime stories.
- Create space for a movement/exercise area both indoors and outdoors.
- Provide a designated area that encourages calmness and relaxation e.g. fluffy covers, books, colouring, soft lighting.
- Provide hot water bottles and blankets in winter for children to use if they wish. Provide windmills so children can learn how to control their breathing.
- Set up resources to motivate children to move in a movement area, e.g. gym ball, wobble board, skittles, child-sized sweeping brush, scarves, balancing equipment, ribbons, stepping stones, laundry basket and sponge ball. Make this as an area for continuous provision to meet children's interests and next steps in learning.

Role of the Adult

- Use children's ideas. e.g. what would they use to clean toys and their clothes? Why? What happens if you dry the clothes on a windy day or a sunny day? What about a cold, grey day? Question to extend thinking.
- Discuss sleep hygiene – What does a baby/toddler need to help them sleep well at night. Use the books: 'Can't You Sleep Little Bear' or 'Peace At Last,' as a discussion stimulus.
- Encourage children to explore the resources in creative ways. Support children to persevere to achieve a challenging task and talk about how they did this? Step in to support and encourage but also allow children to persevere, make mistakes and achieve.
- Model, interact, support and extend children's ideas e.g. how do we know if we are getting fitter?
- Model and demonstrate, shopping, weighing, serving, buying and selling food. Differentiate according to individual interests and learning needs.
- Provide a narrative or commentary to support the child's thinking.
- Ask questions to extend thinking and develop ideas. E.g. Use bubble mix to ask/answer these questions. Can they catch the big ones? Do the little bubbles go higher? Why are the big bubbles easier to catch? How do you know? How many can they burst? What is different if you take the game outside? Why?
- Introduce new vocabulary and use in context.
- Demonstrate how to access music and support children to choose from a range of music and instruments.
- Talk about what happens with large breaths or small breaths or on windy days or non-windy days.

Explorations

- Read out a meditation story that takes the children on a wonderful adventure.
- Go on an adventure. Use 'We're Going on a Bear Hunt" or 'We all went on a Safari' as a stimulus. What would we need to take? Where would we sleep? What would you do if you felt scared? How would we get there? What might we see?
- Develop an 'Outdoor Gym' with children. Set up a carousel of activities like hoops to jump through and benches to balance along. Add clip boards, timers and pens to encourage measuring and recording. Enable children to follow up by creating their own carousel of gym activities.
- Develop a similar indoor gym if space allows.
- Prepare healthy food and snacks with children.
- Plan a Teddy Bear's Picnic and use as an opportunity to taste healthy foods.
- Use books such as 'The Very Hungry Caterpillar', 'The Kitchen Disco' or 'The Safari' as a stimulus to introduce foods to try.
- Develop an 'Eat Well Café' which promotes the 'Eat Well Plate' with children. Model a class menu, what it looks like and how to use it. Children can write their own menu and take orders, waiting on tables and over the phone.
- Develop a fruit and vegetable shop with weighing scales and a till. Use real food and money.
- Set up a yoga studio with mats, mirrors and poses to practice. Provide poses to copy alongside mandalas to colour and relaxing music. Can children create their own poses, mandalas or relaxing music?
- Provide a selection of dolls and dolls clothes for the children to wash with sponges, soap and water.
- Make up your own class 'Handwashing Song' with children https://www.youtube.com/watch?v=S9VjeiMLnEg.
- Toothbrush Song: 'To keep germs away brush teeth twice a day' or 'This is the way we brush our teeth, brush our teeth.' Use sand timers so that they can model brushing their teeth for 2 minutes. http://www.dchs.nhs.uk/early-years
- Grow your own food like tomatoes, salad leaves, peas and potatoes. Pick prepare and eat whenever possible.
- Write shopping lists of healthy food for your café menu or restaurant and create and cook healthy recipes.
- Being minful of allergies, explore different foods, familiar and unfamiliar in different ways e.g. look at similarities and differences, look in detail using magnifying glasses, feel, taste etc.
- Dance like the fruit at the 'Kitchen Disco' and stop when the music stops. Provide a choice of dance music for children to move to. Can they make their own music?
- Lay on a blanket to watch the clouds. https://www.nationaltrust.org.uk/features/no-33-go-cloud-watching
- Provide a daily challenge. How many star jumps, frog jumps, throws, hops and skips can you do? Can you do more than yesterday?
- Use songs to promote activity.

Parents and carers

- Share information about and support toileting, and ask parents to share their progress with you.
- Share menus with parents. Can children write healthy menus for their food to eat at home, for breakfast, tea or snack? Can parents share the success of this?Are children eating healthy food at home?
- Share the handwashing song and tooth-brushing song with parents so they can practise at home.
- Support children to pair socks and sort laundry when doing the washing at home.
- Promote a termly physical activity challenge and encourage parents join in too.
- Children to talk with parents and carers about how their body feels after exercise and why this is good.
- Provide a Teddy Task: Give out for families to do over a weekend. What time did Teddy go to bed? What bed time story does Teddy enjoy?Parents and children share Teddy's experiences with school in a mutually agreed way e.g. talking, written, drawings or photographs. Create a book of these experiences – Teddy's healthy food, exercise, naps etc.

Assessment Suggestion

Ongoing formative assessment

- Can I talk about healthy food choices?
- Do I know the signs of physical exercise and understand that exercise is good for me?
- Can I usually manage to use the toilet by myself?
- Can I wash and dry my hands by myself?
- Can I talk about the value of sleep?
- Can I talk about the importance of cleaning teeth?

PSHE Passport Idea

Being healthy is important because ....

Appendix 1

Key Stage 1

Bullying Matters

Theme: Relationships:
R8, R9, R10, R11, R12, R20, R21, R22, R24

R8. Recognising simple strategies to resolve arguments between friends positively.

R9. Recognising how to ask for help if a friendship is making them feel unhappy.

R10. Recognising that bodies/feelings can be hurt by words and actions.

R11. Identifying how people may feel if they experience hurtful behaviour or bullying.

R12. Understanding that hurtful behaviour is not acceptable.

R12. Explaining how to report bullying and the importance of telling a trusted adult.

R20. Identifying what to do if they feel worried.

R21. Identifying what is kind and unkind behaviour.

R22. Recognising how to treat themselves and others with respect.

R24. Playing, listening and working cooperatively.

Activities

- Ask the children the question, 'What is bullying?'
  www.bbc.co.uk/education/clips/zqypyrd
  www.bbc.co.uk/education/clips/zkhmhyc
  Share the clip about cyberbullying.
  www.thinkuknow.co.uk/4_7/hectorsworld/Episode6/
  Can the class explain what happened and what the main messages were? Write a class definition of bullying.
  (R10, R11, R12)

- Ask the children to arrange themselves in a circle.
  Explain that you have a problem and you need their help.
  Introduce a puppet.
  Teacher: You are looking very sad, Rita. What's the matter?
  Rita: Nuffin (nothing).
  Teacher: I don't like to see you sad, Rita. Please tell me what's wrong. Did something happen at play time?
  Rita: No!
  Explore what they think has happened and discuss together why they think Rita won't talk about it. Make a list of kind and unkind behaviours during Rita's playtime. Make a list of strategies that may help with the unkind behaviours.
  Ask the children to role play some of their ideas.
  Who could Rita tell if a friendship was making her feel unhappy?
  (R8, R9, R21)

- What is meant by opposites?
  Share some words up/down, in/out, on/off, slow/fast, etc.
  Introduce a quiz so the children have to say the opposite word. Introduce a game where children travel around the space to music. When the music stops they have to get into a group of three.
  Play this with different numbers in a group.
  Discuss that when someone is in a group this means they are included. When they are left out - the opposite - this means they are excluded.
  How do people feel when they are excluded/left out?
  Explore. Brainstorm situations where children of a similar age to them may feel left out. What things could we say or do to help people feel included? Create a class list.
  (R22, R24)

- Introduce the idea of filling someone's cup with kindness.
  Provide everyone with an empty cup. Explain that the cup represents them. How do you think someone would feel if they had no kindness in their cup? How could we fill someone's cup with kindness? Share ideas.
  Set up two opposite sides to the room. 'Unkind' on one side and 'kind' on the other. Ask the children to walk around the space with their empty cups and when you shout out a scenario ask them to move to the correct side of the room. Statements could include - a friend shares their snack with you, someone tells you, you can't join their game because you are rubbish, etc. If they go to the kind side they can collect a heart to put in the cup. Filling someone's cup of kindness could be part of daily practice.
  (R21, R22)

- Using a fairy tale such as '*Cinderella*' or '*The Three Little Pigs*' explore how the characters might be feeling. Who is the bully in the story? Why might they be behaving this way?
  What would you have done differently if you were a character?
  Show Childline posters: https://learning.nspcc.org.uk/research-resources/childline-posters-wallet-cards
  Ask the children to design their own posters aimed at the characters in the fairy tales.
  (R11, R12)

Warm Up and End Game

Clapping

Going round the circle one clap continues the direction, two claps changes the direction back.

- Using scenarios (see below for examples) ask the children to use their bodies and faces to show how the characters may be feeling. Use freeze frame and thought tracking to create further discussion.
  Think of strategies of how to respond positively.
  1. A child pulls another child's hair.
  2. Some children are never letting another child in the class play.
  3. A child is sticking her tongue out and pulling faces at the same child every day when the teacher isn't looking.
  4. A child keeps sending unkind messages/pictures on social media.
  5. Some children are hiding their friend's book bag.
  6. Some children keep saying unkind things to a child who wears glasses.
  7. A child keeps laughing at a child because they have a birthmark on their face.
  8. Some children keep pointing at a boy because he is wearing a turban.

  Discuss why these children might be doing these things.
  (R8, R10, R11, R12)

- Use colours to indicate whether the above scenarios involve bullying or not. Groups can have pieces of red and green card and can discuss to make the decision.
  Red = Bullying Incident. Green = Not considered bullying.
  (R12, R21)

- Make a list together on the board to identify what we should do if we think bullying is happening and also what we could do if someone is being unkind. Introduce STOP (Several Times On Purpose) START (Start Telling And Reporting Trouble). Identify who we could tell in school.
  Draw a gallery of people and include their names.
  Explore together how we might start a conversation or ask for help. What opportunities do we have in school?
  (R11, R12, R20)

- Show a picture of a penguin or bring in a toy.
  Explain that Smartie the Penguin is about to start school. He eats fish, waddles when he walks and hates loud noises. He has travelled from a different country.
  He doesn't find it easy to make friends and everyone looks at him because he is different. How could we help him to settle into our school? Send Smartie a card that will make him feel welcome telling him a bit about your school.
  (R21)

- Give the children maps of the school grounds and get them to mark with coloured dots to show where they feel safe. Red is unsafe. Green is safe.
  It is important to see if there are any correlations between what children have produced.
  Explore why they feel unsafe in these places. Share findings with the school council/anti-bullying ambassadors, Headteacher and Governors, etc.
  (R12)

Assessment Suggestion

Baseline:
Draw a picture of what a bully looks like.

Summative:
Ask the children three things they have learnt.

PSHE Matters Passport Idea

Being kind to each other matters because...

Appendix 1

Key Stage 1
Being Me

Themes:
Living in the Wider World: L4, L14
Relationships: R23, R24
Health and Wellbeing: H21, H22, H23

L4. Recognising the different groups they belong to.
L14. Identifying that everyone has different strengths.
R23. Recognising the ways in which they are the same and different to others.
H21. Recognising what makes them special.
H22. Identifying the ways in which we are all unique.
H23. Identifying what they are good at, what they like and dislike.

Activities

- What makes me, me?
  www.bbc.co.uk/education/clips/zyt2tfr
  An exploration of the concept of identity using the story of the *'Ship of Theseus'*. Using the example of a ship changing over time and becoming physically different, it encourages children to consider the meaning of identity, stimulating a discussion. Design a sail for a ship that would represent you. Provide a template. Use the design to discuss what makes us unique to others.
  E.g. Culture, interests, personality, heritage, likes/dislikes, appearance etc.
  (H22)

Warm Up and End Game
Hedgehogs
Move around the room to the music. When the music stops children curl up on the floor like hedgehogs. Put a cover over one child, the others stand up and guess who is under the cover.

- **Magic Box**
  First, prepare a decorated box with a mirror inside it. Introduce the magic box and explain that inside it is a picture of the most special person in the whole world. Explain that each of them will be allowed to look inside and discover who it is, but they must be careful not to spoil it for others and not to tell until everyone has had a turn. Provide a range of feelings words. Ask the children to write down how they felt? Why is knowing we are all special important?
  (H21)

- There will only ever be one you. How amazing is that! Provide the children with amazing facts. For example: I have big feet, I enjoy playing the guitar, I have glasses, I like spending time with my dog, I have curly hair, I don't like bananas, I have two mummies, I love pepperoni pizza, etc. Ask the children to do thumbs up if the facts are true and thumbs down if they are false. Did you notice that some people have some things in common? Ask the class to draw a picture of themselves including five amazing positive facts that are true and five facts that are false.
  True/False Game: In pairs read out 10 facts.
  Can your partner guess if you are telling the truth?.
  (H21,H22, R23)

- Read the story, *'The Name Jar'*. Why did Unhei want to change her name? Why did the children treat Unhei differently? What can we learn from this story?
  Make a circle and pass around a speaking object. Say my name is... After each person has said their name everyone claps and smiles. Children are then asked to design their own name poster. (Model an example). Provide a word frame and pictures, pens, stickers so they can personalise their work. Celebrate that each person is different and is special and is part of the class. Make a class display.
  Find out why you were given the name you have and the possible meaning behind it.
  (R23)

- In a large area, arrange mats so they resemble stepping stones in a swamp. Then, invite the children to use their imagination to pretend that they must cross the 'swamp' to find happiness. Tell them to imagine that there are crocodiles in the swamp and the only way to stop the crocodiles from eating their toes is for them to think positively and say something good about themselves.
  Make a list of possible ideas.
  Next, have the children take turns crossing the swamp. Remind them to say something positive about themselves each time they step on a rock. How could we help if someone gets stuck?
  Discuss how supporting each other positively made them feel? What situations could people be more supportive?
  Share ideas.
  (H21)

- Watch the short film clip, *'Taking Flight'*. www.literacyshed.com/takingflight.html
  What did the boy in the story 'like' and 'dislike?'
  Describe what grandad was good at? If you were going to go on an adventure where would you go and who with?
  Draw/write then share and compare your ideas with a partner.
  (R23, H23)

- Display images of different foods/toys on the board and ask them to vote on their favourite. In pairs, try to persuade somebody that their food/toy is better. What sort of arguments were used? Ask the class, does it really matter if we all like different things? Discuss that this is what makes us unique.
  (H22)

- Watch the film clip, *'The Present'*. www.literacyshed.com/the-present.html
  How was the dog similar/different to other dogs? Discuss why the boy feels the way he does about the dog. Write a diary entry about the dog as if you were the boy.
  (R23, H23)

Warm Up and End Game
Listening
All children close their eyes and listen very carefully for two minutes. They are then asked to recall and describe what sounds they heard and anything else they notice.

- Ask the class to think about all the things/people/places in school and in their community. Walk round the classroom, school playground and local area. Ask the class to record:
  What good things they see.
  What they are proud of in their school/community.
  What groups they belong to.
  Who in their school/community is special to them etc.
  Share and celebrate different ideas. Make a class community celebratration display. Think of someone in your school community who you would like to thank. Make a thankyou card showing your gratitude for that person/group.
  (L4)

- Watch the clip: www.bbc.co.uk/programmes/p011lbpf
  How are they different? What are monkeys good at? identify as a class what you are good. Create a class dance, display or poem to celebrate 'being us.'
  (L14, H23)

Assessment Suggestion
Baseline:
Draw and write what makes you special.

Summative:
Add to the picture in a different colour anything else you would like to add. What have you noticed?

PSHE Matters Passport Idea
Knowing I am special matters because...

Appendix 1

Key Stage 1

Being Safe

Themes: Health and Wellbeing: H28, H29, H30, H32, H33, H34, H35, H36
Relationships: R14, R15
Living in the Wider World: L8, L9

H28. Talking about rules and age restrictions that keep us safe.

H29. Recognising risk and what action to take to minimise harm.

H30. Describing how to keep safe at home.

H32. Describing ways to keep safe in familiar/ unfamiliar environments.

H33. Talking about the people whose job it is to help keep us safe

H34. Explaining basic rules to keep safe online.

H35. Understanding what to do if there is an accident and someone is hurt.

H36. Demonstrating how to get help in an emergency.

L8. Talking about the role of the internet in everyday life.

L9. Identifying that not all information online is true.

R14. R15. Responding safely to people online/offline.

Activities

- Draw and write activity. Ask the pupils to draw a picture of 'Who has the job of keeping us safe?' Share and compare ideas. Has anybody included themselves?
  Provide a scenario.
  Jamie is six years old. What hazards might there be in a kitchen that Jamie needs to be aware of?
  https://firstaidchampions.redcross.org.uk/spot-the-danger/
  What are your top tips for keeping safe in the kitchen?
  Draw a picture of a garden. Can you add 10 hazards/risks? Give your picture to a partner and see if they can they find them.
  (H28, H29, H30, H33)

Warm Up and End Game

Doggy, Doggy Where's My Bone?

A child leaves the room and a child in the circle places the paper bone behind his/her back. Bring the seeker back into the room and have them deduce which child is holding the bone.

- Use a range of pictures illustrating different people at work e.g. teacher, nurse, dentist, bus driver, parents/ carers, brothers/sisters, friends, etc. Give each group or pair a particular person and ask them what duties they have. These duties could be listed alongside each picture.
  Provide scenarios:
  1. John needs his PE kit washing.
  2. Jay needs help with her new computer game.
  3. There is a fire.
  4. Someone collapses.
  5. Someone gets lost.

  Discuss which scenarios would be an emergency.
  Listen to the clip: https://www.bbc.co.uk/news/av/uk-england-derbyshire-38321371
  Take part in the quiz: https://firstaidchampions.redcross.org.uk/primary/safety/calling-999/
  What information is important if we needed to ring 999?
  Role play calling 999 and responding to questions.
  Read *'The Boy Who Cried Wolf'*. Discuss why it is important only to ring for help when you need it.
  (H29, H33, H35, H36)

- Show the children different pictures:
  1. River
  2. Internet
  3. Road
  4. Garden
  5. Fireworks

  Ask the children to explain what they see. In each situation discuss how they could be unsafe. What steps can be taken to make these situations safer? At one side of the room place the pictures and give examples. If the children think it is 'safe' they take a step forward if 'unsafe' a step back.
  Examples for the river picture may include:
  1. Paddle with your parents watching.
  2. It is icy and you decide to jump in.

  Ask the children to choose one of the scenarios/pictures and develop a poster to help keep other children, their age, safe.
  (H29, H32)

- Use the teacher resources from https://www.think.gov.uk/ to explore the themes:
  1. Stop, Look and Listen: https://www.think.gov.uk/wp-content/uploads/2018/04/Stepping-Stones-To-Road-Safety-3-to-6yrs.pdf
  2. In-Car Safety: https://www.brake.org.uk/road-safety-week Even though we know the rules of keeping safe, what things can stop us from following them?
  What rules can we think of that have age restrictions?
  What is the purpose of having age restrictions?
  (H28, H32)

- Read the story, *'Little Red Riding Hood'*. Provide children with green and red cards. Green = Safe and Red = Unsafe. Read the story and ask the children to hold up the appropriate card. Stop and discuss. Hot seat Red Riding Hood and ask the children to give her advice of how to stay safer in future.
  (H29, H32)

- Read: *'DigiDuck's Big Decision'*. www.childnet.com/resources/digiducks-big-decision
  Use the questions at the end of the book to discuss the story with the children. Discuss why it might be a good idea to have a username when playing a game online. Make up some usernames for the class puppets. Explain that giving personal information online is not safe behaviour.
  (H34, L8, L9)

- Draw and write about different ways people of their age might have fun on the computer/technology. Watch clips identifying how to use computers safely.
  https://www.thinkuknow.co.uk/4_7/hectorsworld/
  What have they learnt? Invent a character from a computer game. What is its name and what advice would it give to a child (of their age) about staying safe?
  (H34, R14, L7, L8)

Warm Up and End Game

'The Magic Wand'

Teacher has a magic wand, waves it and says 'You are all elephants/mice/rabbits' etc.
Children pretend by doing actions inside the circle.

Warm Up and End Game

Silent Yoga

Strike a yoga pose and see how long your children can hold that pose.

- Use the Childnet resources *'Smartie the Penguin'* to explore how to ask for help when something online is upsetting or confusing. www.childnet.com/resources/smartie-the-penguin
  How can we respond safely to people we do and don't know online?
  (H33, R14, R15)

- Explain what is meant by the term 'privacy' or 'keeping something private'. What sorts of things might people keep private? For example: Phone number, passwords, diary, email address, body parts. (The NSPCC underwear rule PANTS.) www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/
  In what different ways do people keep things private?
  When might we need to break privacy?
  Useful book: *'Chicken Clicking'* by Jeanne Willis and Tony Ross.
  (L8, R14, R15)

Assessment Suggestion

Baseline:
Discuss what websites, games and/or any other ways they use the internet.

Summative:
As a class develop a class display. For example, use hand outlines. Together write five ways on the digits, about how they can keep themselves and/or others safe online, at home, near the road etc.

PSHE Matters Passport Idea

Rules matter because...