



Co-op Academy
Penny Oaks

Behaviour and Safeguarding Curriculum

Our bespoke curriculum




Do what matters most	Be yourself, always	Show you care	Succeed together
Collaboration	Honesty	Respect	Resourcefulness
Forgiveness	Confidence	Generosity	Reflection
Self-control	Determination	Kindness	Resilience



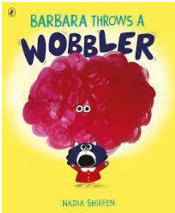
At Co-op Academy Penny Oaks, one of the many ways in which we teach our pupils to keep physically and mentally healthy is through our behaviour and safeguarding curriculum. As well as teaching pupils about our school values and how to show these in action we also teach them about British Values and why these are important to us all. Through our bespoke PSHE curriculum we teach pupils about the Co-op Values and we focus on teaching pupils how to manage their feelings and emotions. We also focus on teaching children how to stay safe and how to keep healthy, both physically and mentally. Our RE curriculum promotes the British Values in particular Tolerance, respect and Rule of Law. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils embed these values, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

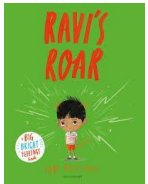

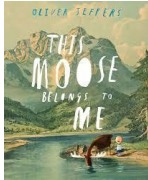
Behaviour Curriculum

Autumn Term

Year groups	Focus	Activity	Description
All	School values	Assembly	Assembly to introduce/refresh the School Values
All	Co-op Values	Assembly	Assembly to introduce/refresh the Co-op Values and Ways of Being
All	Co-op Values	Curriculum	PSHE - First half term to focus on the Co-op Values curriculum
All	My Happy Mind	Meet your Brain 	<p>Focus: Understanding how the brain works to manage emotions and improve mental well-being.</p> <p>Key Concepts:</p> <p>Neuroplasticity: Learning that the brain can grow and change.</p> <p>Team H-A-P: Introducing the three key parts of the brain: Hippocampus, Amygdala, and Prefrontal Cortex.</p> <p>Emotional Regulation: Learning how to look after the brain when feeling sad, scared, or worried.</p> <p>Growth Mindset: Developing a positive, learning-focused attitude.</p>
Year 1	Co-op Values: Solidarity, Do What Matters Most, Succeed Together	Curriculum	<p>What are rules and why do we need them?</p> <p>How do people have different responsibilities?</p> <p>How can we support our local community?</p>


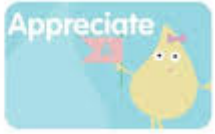
Year 2	Co-op Values: Self-Help	Curriculum	How can we help our community? What does helping yourself and others mean? Understand the impact of self-help
Year 3	Co-op Values: Self-Responsibility	Curriculum	What does responsibility for self and others mean and how can we show this? The importance of compassion towards others Understand how people can contribute to a positive society
Year 4	Co-op Values: Democracy	Curriculum	To value the different contribution that people and groups make to society Why is democracy important? How do we take part and make it count?
Year 5	Co-op Values: Equality	Curriculum	Understand the impact of inequality and how equality brings cohesion and its effects on well-being
Year 6	Co-op Values: Equity	Curriculum	Understand the difference between equity and equality Understand the impact of equity and reasons for creating equitable opportunities
1 - 6	British Values - Democracy	Assembly	Assembly focussing on the British Value of Democracy
All	Restorative Practice	Assembly	Assembly to introduce/refresh the use of and language of restorative practice
All	Anti-bullying week	Curriculum	Activities led by the DSL and School Council
1 - 6	Anti-bullying	Assembly	Led by the school council and DSL

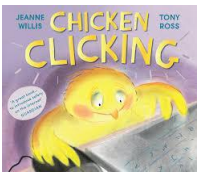
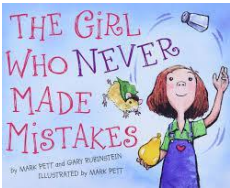
Reception	Controlling Emotions	<p>The Story Project: Barbara Throws a Wobbler</p> 	<p>I can tell you what makes me feel angry/calm</p> <p>I can tell you the difference between feelings and actions</p> <p>I can tell you how to treat friends kindly</p> <p>I can tell you how to have kind hands</p>
Year 1	What makes a good Friend?	<p>The Story Project: The Friendship Bench</p> 	<p>I can tell you what makes a good friend</p> <p>I can tell you how people choose and make friends</p> <p>I can tell you how to make others feel welcome and included</p>
Year 1	Begin to understand basic emotions	<p>The Story Project: Angry Arthur</p> 	<p>I can tell you what appropriate and proportionate behaviour means</p> <p>I can describe the 5-point scale for basic emotions</p> <p>I can tell you why someone might have an inappropriate reaction and how they can recognise if they need support</p> <p>I can tell you the importance of giving my brain a rest and some ways I like to relax</p>

Year 2	Strategies to control emotions	<p>The Story Project: Ravi's Roar</p> 	<p>I can explain that it is OK to feel all emotions</p> <p>I can tell you what strategies help me to calm down</p> <p>I can tell you what is fair/unfair, right/wrong and kind/unkind</p>
Year 4	Importance of listening to emotions	<p>The Story Project: The Grand Hotel of Feelings</p> 	<p>I can tell you a range of feelings words and explain when I have felt these</p> <p>I can tell you why it is important to listen to our emotions</p> <p>I know what to do when my feelings are too big to handle by myself</p>
Year 4	How to treat friends	<p>The Story Project: This Moose Belongs to me</p> 	<p>I can tell you how friends should treat each other</p> <p>I can politely say "no" when I don't want to do something</p> <p>I can explain how rules and laws protect me and others</p> <p>I can explain that friendships have ups and downs</p>
Year 5/6	Self Esteem	Inspire project	<p>A project led by an external agency with the focus on improving boy's self-esteem.</p> <p>Boys chosen on the basis that they may be at risk of poor behaviour in high school.</p>

Year 6	Responsibility	Y6 workforce	Our Y6 workforce is designed to give children the opportunity to see how the world of work operates! Positions are advertised, children complete applications and are interviewed for jobs in school. If they are successful in securing a position then they will be paid in tokens which can be exchanged in the school shop.
Year 2- 6	Responsibility	School council nominations	Y2-6 nominate their school council representative. Children who wish to be considered need to prepare and present a speech to the class.



Spring Term

Year groups	Focus	Activity	Description
All	My Happy Mind	Celebrate 	Focus: Building self-esteem and recognizing unique strengths. Key Concepts: Character Strengths: Children identify five key strengths that make them unique. Self-Appreciation: Learning to spot these strengths in themselves and others.
All	My Happy Mind	Appreciate 	Appreciate Focus: Developing gratitude as a daily habit. Key Concepts: Gratitude: Understanding why being thankful is crucial for wellbeing and resilience. Expressing Thanks: Learning to recognize and share what they are grateful for.

1 - 6	British Values – Rule of Law	Assembly	KS1/2 assembly focussing on the British Value of “Rule of Law”
1 - 6	School values	Assembly	KS1/2 assembly introducing/refreshing the school values
1 - 6	Safer Internet Day	Assembly	KS1/2 assembly focussing on Safer Internet Day – Led by Digital Leaders
1 – 6	British Values- Individual Liberty	Assembly	KS1/2 assembly focussing on the British Value of “Individual Liberty”
Year 2	Internet safety	The Story Project: Chicken Clicking 	What are the dangers of being online? How to be kind and follow the rules to keep everyone safe online
Year 2	How to learn from mistakes	The Story Project: The Girl who never made Mistakes 	How to manage when finding things difficult I can tell you what perseverance means I can tell you how respecting myself and being kind to myself can help me feel happy

Year 3	How to be a good friend	<p>The Story Project: The Hundred Dresses</p> 	<p>I can tell you the characteristics of a good friend</p> <p>I can tell you about different types of bullying</p> <p>I can tell you how bystanders can prevent bullying</p>
Year 6	Human Rights	<p>The Story Project: On the Tip of a Wave</p> 	<p>I can tell you what human rights are</p> <p>To recognise human rights are there to protect everyone</p> <p>I can respectfully challenge something I don't agree with</p>
Year 6	Why consent is important in a relationship	<p>The Story Project: Harry Potter and the Half-Blood Prince</p> 	<p>I can tell you why consent and permission seeking are important in a relationship</p>

Summer Term

Year groups	Focus	Activity	Description
All	My Happy Mind	Relate 	Focus: Building positive relationships and enhancing social skills. Key Concepts: Friendship: Learning how to be a good friend. Active Listening: Developing skills for effective communication. Perspective: Understanding different viewpoints.
All	My Happy Mind	Engage 	Focus: Setting goals and building resilience. Key Concepts: Big Dream Goals: Learning the three steps to setting and achieving meaningful goals. Perseverance: Developing the ability to keep going when faced with challenges.
1 - 6	School Values	Assembly	KS1/2 assembly introducing/refreshing the school values
1 – 6	British Values - Tolerance	Assembly	KS1/2 assembly focussing on the British Value of “Tolerance”

Safeguarding curriculum

Creating a Safeguarding culture

Whole school

- ❖ Child friendly safeguarding policy - shared with all staff and children and displayed in all classroom
- ❖ Safeguarding training for all staff every half term (see separate CPD planning)
- ❖ Safeguarding policy updated annually in line with legislation
- ❖ Childline displays around school
- ❖ "Who can you talk to" posters clearly displayed around school
- ❖ Various opportunities each day to talk to adults - class dojos each morning, worry box
- ❖ Bespoke PSHE/RSE curriculum
- ❖ The Story Project
- ❖ My Happy Mind
- ❖ Assemblies throughout the year that focus on different aspects of safeguarding (see separate timetable)
- ❖ Learning Mentor employed full time
- ❖ Learning mentor on duty at lunch and break times
- ❖ Adults supervise doors and gates every morning
- ❖ DSL a member of SLT
- ❖ Three DDSLs in school
- ❖ Safeguarding leaflet given to all visitors before entering school
- ❖ Safeguarding updates emailed to staff weekly
- ❖ Safeguarding updates sent to parents fortnightly
- ❖ Online safety updates sent to parents fortnightly
- ❖ Restorative practice embedded throughout school
- ❖ Behaviour policy focused on school values and positive reinforcement
- ❖ Oracy focus throughout school teaches pupils how to successfully communicate their feelings

Sexual Harassment

Whole School

- ❖ Child friendly safeguarding policy - shared with all staff and children and displayed in all classroom
- ❖ Safeguarding training for all staff every half term (see separate CPD planning)
- ❖ Safeguarding policy updated in line with legislation
- ❖ Bespoke PSHE/RSE curriculum

EYFS

❖ **The Story Project - Here we are**

RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

RKR7. The conventions of courtesy and manners.

BS1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

- ❖ What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

❖ **Story Project - The New Small Person**

RE4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.

CF2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.

BS6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

Key Stage one

❖ **Story Project - Peace at Last**

Permission seeking, learning to say no, recognising unsafe or uncomfortable situations

❖ **The Story Project - Aliens Love Underpants**

BD2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

BS5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

BS6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

BS2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

BS3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

❖ **NSPCC PANTS lessons**

Lower Key Stage 2

❖ **The Story Project - This Moose Belongs to Me**

❖ BS1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

❖ **NSPCC PANTS lessons**

Upper Key Stage 2

❖ **The Story Project - The Boy Who Grew Flowers**

RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

❖ **The Story Project - Sunny Side up**

RKR2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

❖ **NSPCC PANTS lessons**

Emotional and Physical Abuse (including child on child, online bullying, bullying, grooming, CSE)

Whole school

- ❖ Child friendly safeguarding policy - shared with all staff and children and displayed in all classroom
- ❖ Safeguarding training for all staff every half term (see separate CPD planning)
- ❖ Safeguarding policy updated in line with legislation
- ❖ Bespoke PSHE/RSE curriculum
- ❖ Behaviour curriculum
- ❖ Positive relationships modelled by all staff
- ❖ Anti-bullying week activities
- ❖ Online safety lessons for each year group every half term using a mixture of The Story Project and Project Evolve resources
- ❖ Well-being champions in school

EYFS

❖ **The story Project - Barbara Throws a Wobbler**

BS1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

❖ **Project Evolve - online bullying part 1 and 2**

❖ **Project Evolve - Self image and identity**

❖ **Digi Duck's Big Decision**

Key Stage one

❖ **The Story Project - The Friendship Bench**

CF1. How important friendships are in making us feel happy and secure.

CF2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.

CF3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.

CF4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

CF7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

❖ **Project Evolve - self-image and Identity**



❖ **Project Evolve**

❖ **Online Relationships (Asking permission to do something online)**

❖ **Project Evolve - Online Bullying**

❖ **The Story Project - Chicken Clicking**

OS2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

❖ **My Happy Mind**

R11: about how people may feel if they experience hurtful behaviour or bullying

R21: about what kind and unkind behaviour is, and how this can affect others

R13: to recognise that some things are private and the importance of respecting privacy; that parts of the body covered by underwear are private

Lower Key Stage 2

❖ **The Story Project - The Hundred Dresses**

CF2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.

CF4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

❖ **The Story Project - Ruby's Worry**

RKR11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

BS4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

BS5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

BS6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

❖ **The Story Project - Penguin Pig**

OS1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

OS2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

❖ **The Story Project - The Tunnel**

OS1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

❖ **The Story Project - The Proudest Blue**

RE4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.

RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

RKR9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

W7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
Project Evolve - Online relationships

❖ **Project Evolve - Online bullying**

❖ **Project Evolve - Managing online information**

My Happy Mind

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.

Upper Key Stage 2

❖ **The Story Project - The Boy who Grew Flowers**

RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

❖ **The Story Project - Mum and Dad Glue**

BS5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

❖ **The Story Project - The Colour Thief**

RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

BS5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

BS6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

❖ **The Story Project - Marcus Rashford - Little People, Big Dreams**

OS1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

OS2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

❖ **My Happy Mind**

R12: to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

R16: how friendships can change over time, about making new friends and the benefits of having different types of friends

R19: about the impact of bullying including offline and online and the consequences of hurtful behaviour

R27: about keeping something confidential or secret, when this should be (e.g. a birthday surprise that others will find out about) or should not be agreed to and when it is right to break confidence or share a secret

R1: to recognise there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

❖ **The Story Project - Sunny Side Up**

RE6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

RKR2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

RKR4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.

Online Safety

Whole school

- ❖ Child friendly safeguarding policy - shared with all staff and children and displayed in all classroom
- ❖ Safeguarding training for all staff every half term (see separate CPD planning)
- ❖ Safeguarding policy updated in line with legislation
- ❖ Bespoke PSHE/RSE curriculum
- ❖ Behaviour curriculum
- ❖ Online safety lessons for each year group every half term using a mixture of The Story Project and Project Evolve resources
- ❖ Digital leaders in school
- ❖ Online safety information sent to parents every week
- ❖ DSL (who is also computing lead) leads on online safety
- ❖ DSL attends termly online safety update/networking training with the LAP schools

Whole School online safety overview:

Online Safety coverage

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception		Project Evolve (Online Relationships)	Project Evolve (Online Bullying part 1)	Project Evolve (Online Bullying part 2)	Project Evolve (Self Image and Identity)	Digi Duck's Big Decision
Year 1	Project Evolve Online bullying (how to behave online in ways that do not upset others)	Project Evolve Self Image and Identity (people online could make someone feel sad, embarrassed or upset)	Story Project Look Up (Too much time online)	Project Evolve Online Relationships (Asking permission to do something online)	Project Evolve Health Wellbeing and Lifestyles (Explain rules to keep myself safe when using technology)	Project Evolve Privacy and security (why it is important to always ask a trusted adult before sharing any personal information online)
Year 2	Project Evolve Online bullying (how people may bully others and how bullying can make someone feel)	My Happy Mind (keeping safe online)	Story Project Chicken Clicking (Reporting problems/dangers of being online)	Project Evolve Self Image and Identity (how other people may look and act differently online and offline)	Project Evolve Managing Online Information (difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real')	Project Evolve Online Reputation (how information put online about someone can last for a long time)
Year 3	Story Project On a Magical Do Nothing Day (Positive and negative online content)	NCCE Computing systems and networks (Creating safe passwords)	Story Project The Hundred Dresses (Impact of cyber bullying)	Project Evolve Self Image and Identity (how people can represent themselves in different ways online)	Project Evolve Online Relationships (what is meant by 'trusting someone online', why this is different from 'liking someone online')	Project Evolve Health, Wellbeing and Lifestyle (why some online activities have age restrictions)

Year 4	Project Evolve Online Bullying (describe ways people can be bullied through a range of media)	Project Evolve Health, Wellbeing and Lifestyle (identify times or situations when someone may need to limit the amount of time they use technology)	Project Evolve Managing Online Information (why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true)	Project Evolve Copyright and Ownership (examples of content which I must not use without permission from the owner)	Story Project Penguin Pig (Risks of friends online/how information is shared and used online)	Story Project The Proudest Blue (Strategies to get help with online bullying)
Year 5	Story Project The Boy Who Grew Flowers (How images in the media do not always reflect reality)	Project Evolve Online Reputation (describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect)	Project Evolve Online Relationships (Some people I communicate with online may want to do me or my friends harm. I can recognise that this is not my / our fault.)	Project Evolve Managing Online Information (identify ways the internet can draw us to information for different agendas)	Project Evolve Copyright and Ownership (content that is permitted to be reused and know how this content can be found online)	Project Evolve Privacy and Security (explain how many free apps or services may read and share private information)
Year 6	Project Evolve Health Wellbeing and Lifestyle (the impact of technology on health)	Story Project Marcus Rashford, Little People Big Dreams (How to prevent difficult situations online)	My Happy Mind RSE (Know where to get help if someone upsets you online)	Project Evolve Managing Online Information (identify, flag and report inappropriate content)	Project Evolve Privacy and Security (Know that some online content targets people to gain money or information illegally)	My Happy Mind RSE (Pressure of sharing pictures online/Protecting privacy online)

EYFS

- ❖ Project Evolve - online bullying part 1 and 2
- ❖ Project Evolve - online relationships
- ❖ Project Evolve - Self image and identity

❖ **Digi Duck's Big Decision**

Key Stage One

❖ **Project Evolve - self-image and Identity**

❖ **Project Evolve - Online Relationships (Asking permission to do something online)**

❖ **Project Evolve - Health and Wellbeing**

❖ **Project Evolve - Privacy and Security**

❖ **Project Evolve - Online Bullying**

❖ **Project Evolve - Managing online information**

❖ **Project Evolve - Online reputation**

❖ **The Story Project - Look up**

WO3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

❖ **The Story Project - Chicken Clicking**

OS2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

❖ **My Happy Mind**

H34: basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they came across something that scares them

Lower Key Stage 2

❖ **The Story Project - Penguin Pig**

OS1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

OS2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

❖ **The Story Project - The Tunnel**

OS1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

❖ **The Story Project - The Proudest Blue**

RE4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.

RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

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W7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
Project Evolve - Online relationships

❖ **The Story Project**

RKR9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

W7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.

- ❖ **NCCE - creating safe passwords**
- ❖ **Project Evolve - Self-image and Identity**
- ❖ **Project Evolve - Online bullying**
- ❖ **Project Evolve - Managing online information**

Upper Key Stage 2

- ❖ **The Story Project - The Colour Thief**
 RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

 BS5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

 BS6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- ❖ **The Story Project - On a magical do Nothing Day**
 About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- ❖ **My Happy Mind**
 R12: to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

 R16: how friendships can change over time, about making new friends and the benefits of having different types of friends

 R19: about the impact of bullying including offline and online and the consequences of hurtful behaviour
- ❖ **Project Evolve - Online Bullying**
- ❖ **Project Evolve - Privacy and security**

❖ **Project Evolve - Managing online information**

❖ **Project Evolve - Health and wellbeing**

Healthy Relationships

Whole school

- ❖ Child friendly safeguarding policy - shared with all staff and children and displayed in all classroom
- ❖ Safeguarding training for all staff every half term (see separate CPD planning)
- ❖ Safeguarding policy updated in line with legislation
- ❖ Bespoke PSHE/RSE curriculum
- ❖ Behaviour curriculum
- ❖ Positive relationships modelled by staff every day
- ❖ RSE policy
- ❖ RSE policy consultation with parents
- ❖ RSE/PSHE showcase of lessons for parents

EYFS

❖ **The Story Project - The Jar of Happiness**

CF4. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, trust, sharing interests and experiences and support with problems and difficulties.

❖ **The Story Project - Barbara Throws a Wobbler**

CF 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

BS1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

❖ **The Story Project - Luna Loves Library Day**

RE2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

❖ **The Story Project - The New Small Person**

CF2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.

❖ **The Story Project - Here we Are**

BS1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

❖ **My Happy Mind - Team work**

Key Stage one

❖ **The Story Project - The Friendship Bench**

CF1. How important friendships are in making us feel happy and secure.

CF2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.

CF3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.

CF4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

CF7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

❖ **My Happy Mind**

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

❖ **The Story Project - Peace at Last**

RKR2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

RKR6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.

BS1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

❖ **NSPCC - PANTS**

R13: to recognise that some things are private and the importance of respecting privacy; that parts of the body covered by underwear are private

R15: how to respond safely to adults they don't know

R16: about how to respond if physical contact makes them feel uncomfortable or unsafe

R18: about the importance of not keeping adults' secrets (only surprises that others will find out about eventually)

❖ **The Story Project - My Big Fantastic Family**

RE2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

❖ **The Story Project - Ravi's Roar**

RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

❖ **The Story Project - Aliens Love Underpants**

BS2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

BS3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

BS5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

❖ **The Story Project - The Girl at the Front of the Class**

CF2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.

CF3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.

CF4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

CF5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.

CF7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

❖ **The Story Project - Grandad's Camper**

BS5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

Lower Key Stage 2

❖ **The Story Project - Ossiri and The Bala Mengro**

RE2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

RE3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

RE4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.

CF2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.

CF4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

❖ **The Story Project - the Hundred Dresses**

CF2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.

CF4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

CF6. How to manage conflict, and that resorting to violence is never right.

❖ **The Story Project - Ruby's Worry**

RE6 How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

BS5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

BS6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

❖ **Misogyny Lessons - Gender and Stereotypes**

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

❖ **My Happy Mind**

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.

R6: that a feature of positive family life is caring relationships; about the different ways in which people care for one another

R11: what constitutes a positive, healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply online friendships as face-to-face relationships

R13: the importance of seeking support if feeling lonely or excluded

R14: that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R17: that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R18: to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

R30: that personal behaviour can affect other people

R32: about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically in personality or background.

❖ **The Story Project - Mama Miti**

RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

RKR6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.

❖ **The Story Project - The Proudest Blue**

RE4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.

RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

Upper Key Stage 2

❖ **The Story Project - The Boy who Grew Flowers**

RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

RKR8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests

❖ **The Story Project - The Colour Thief**

RE2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

BS5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

BS6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

BS7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

❖ **The Story Project - Marcus Rashford - Little People, Big Dreams**

CF6. How to manage conflict, and that resorting to violence is never right.

RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

RKR8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests

RKR9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

❖ **The Story Project - On the Tip of a Wave**

RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

RKR6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.

❖ **The Story Project - Sunny Side up**

RE6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

RKR2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

❖ **My Happy Mind**

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.

❖ **Misogyny Lessons - Gender Stereotypes and me**

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

Mental Health and Wellbeing

Whole school

- ❖ Child friendly safeguarding policy - shared with all staff and children and displayed in all classroom
- ❖ Safeguarding training for all staff every half term (see separate CPD planning)
- ❖ Safeguarding policy updated in line with legislation
- ❖ Various opportunities each day to talk to adults - class dojos each morning, worry boxes
- ❖ Bespoke PSHE/RSE curriculum integrating The Story Project and My Happy Mind
- ❖ Assemblies throughout the year that focus on different aspects of safeguarding (see separate timetable)
- ❖ My Happy Mind for all children - focus on happy breathing
- ❖ Participation in Children's Mental Health Week activities
- ❖ Mental Health Champions in school
- ❖ Learning mentor working full time in school
- ❖ Learning mentor in the playground on lunch and break duties

EYFS

❖ **The Story Project - The Jar of Happiness**

HW1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

HW3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

HW9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

❖ **The story Project - Barbara Throws a Wobbler**

HW3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

❖ **The Story Project - Oliver's Vegetables**

PHF1. The characteristics and mental and physical benefits of an active lifestyle.

❖ **Misogyny Lessons - Exploring gender stereotypes with toys and colours**

H21. to recognise what makes them special

H22. to recognise the ways in which we are all unique

H23. to identify what they are good at, what they like and dislike

❖ **The Story Project - Angry Arthur**

HW1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

HW5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

HW9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

❖ **The Story Project - The Friendship Bench**

CF1. How important friendships are in making us feel happy and secure.

HW1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

❖ **The Story Project - Look UP**

RKR8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests

WO3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

❖ **The Story Project - Morris The Mankiest Monster**

PHF1. The characteristics and mental and physical benefits of an active lifestyle.

❖ **The Story Project - Peace at Last**

HW1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

HPP3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.

❖ **The Story Project - Ravi's Roar**

HW2. The importance of promoting general wellbeing and physical health.

HW3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

HW4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

HW5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

HW9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

❖ **The Story Project - The Girl Who Never Made Mistakes**

RKR8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests

❖ **The Story Project - Grandad's Camper**

HW1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

HW3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

W8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.

❖ **My Happy Mind**

H12: how to recognise and name different feelings

H13: how feelings can affect people's bodies and how they behave

H15: to recognise that not everyone feels the same at the same time, or feels the same about the same things

H18: different things they can do to manage big feelings, to help calm themselves down and/or manage their mood when they don't feel good

H21: to recognise what makes them special

H22: to recognise the ways in which we are all unique

H23: to identify what they are good at, what they like and dislike

H1: about what keeping healthy means; different ways to keep healthy

H4: about why sleep is important and different ways to rest and relax

H9: about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

H16: about ways of sharing feelings; a range of words to describe feelings

H17: about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).

Lower Key stage 2

❖ **The Story Project - Ruby's Worry**

W1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

W3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

W6. That isolation and loneliness can affect children, and the benefits of seeking support.

❖ **The Story Project - Ossiri and the Bala Mengro**

HW1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

❖ **The Story Project - On a Magical Do Nothing Day**

About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

❖ **The Story Project - No Money Day**

W3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

W4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

WO6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

❖ **The Story Project - The Grand Hotel of Feelings**

W1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

W3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

W4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

W5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

❖ **My Happy Mind**

H15: that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H16: about strategies and behaviours that support mental health - including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H27: to recognise their individuality and personal qualities

H5: about what good physical health means; how to recognise early signs of physical illness

H23: about loss and how this can affect feelings; ways of expressing and managing grief and bereavement

H17: to recognise that feelings can change over time and range in intensity

H18: about everyday things that affect feelings and the importance of expressing feelings

H20: strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H25: about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H28: to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

Upper Key stage 2

❖ **The Story Project - Ada's Violin**

RKR8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests

W1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

❖ **The Story Project - Pizza Face**

HPP3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.

❖ **The Story Project - Mum and Dad Glue**

W3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

W4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

W9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

❖ **The Story Project - The Colour Thief**

W2. The importance of promoting general wellbeing and physical health.

W9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

W10. That it is common to experience mental health problems, and early support can help.

❖ **The Story Project - Anne Frank the Diary of a Young Girl**

HW1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

HW3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

HW4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

HW6. That isolation and loneliness can affect children, and the benefits of seeking support.

❖ **The Story Project - Mary Earps: Little People, Big Dreams**

W1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

PHF1. The characteristics and mental and physical benefits of an active lifestyle.

❖ **The Story Project - On The Tip of a Wave**

HW1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

HW4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

❖ **My Happy Mind**

H7: how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some risks associated with an inactive lifestyle

H8: about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

H19: a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

H21: to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).

H27. to recognise their individuality and personal qualities.

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.

H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.

H1: how to make informed decisions about health

H2: about the elements of a balanced, healthy lifestyle

H3: about choices that support a healthy lifestyle, and recognise what might influence these

H4: how to recognise that habits can have both positive and negative effects on a healthy lifestyle

H22: to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

H24: problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Keeping safe (including knife crime awareness)

Whole school

- ❖ Child friendly safeguarding policy - shared with all staff and children and displayed in all classroom
- ❖ Safeguarding training for all staff every half term (see separate CPD planning)
- ❖ Safeguarding policy updated in line with legislation
- ❖ Childline displays around school
- ❖ "Who can you talk to" posters clearly displayed around school
- ❖ Various opportunities each day to talk to adults - class dojos each morning, worry boxes
- ❖ Bespoke PSHE/RSE curriculum integrating The Story Project and My Happy Mind

- ❖ Assemblies throughout the year that focus on different aspects of safeguarding (see separate timetable)
- ❖ Learning mentor working full time
- ❖ Learning mentor on duty every lunch and playtime
- ❖ Knife skills in DT lessons and forest schools teach children how to use tools safely
- ❖ Teachers have flexibility to address issues in class as issues arise in to locality or nationally
- ❖ Whole school railway safety assembly/workshops

EYFS

- ❖ **The Story Project - Here We Are**
BS1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- ❖ **The Story Project - Luna Loves Library Day**
RE2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- ❖ **The Story Project - The New Small Person**
BS6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

BFA1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
- ❖ **The Story Project - Barbara Throws a Wobbler**
BS1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

Key stage 1

- ❖ **The Story Project - Angry Arthur**

CF6. How to manage conflict, and that resorting to violence is never right.

❖ **The Story Project - Grandad's Camper**

BS5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

BS6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

❖ **The Story Project - The Girl at the Front of the Class**

BS5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

❖ **The Story Project - Aliens Love Underpants**

BS2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

BS3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

BS4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

BS5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

BS6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

BS7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

❖ **The Story Project - Look Up**

PS2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

❖ **My Happy Mind**

H29: to recognise risk in simple everyday situations and what action to take to minimise harm

H28: about rules and age restrictions that keep us safe

H30: about how to keep safe at home (including around electrical appliances) and fire safety (e.g not playing with matches and lighters)

H31: that household products (including medicines) can be harmful if not used correctly

H32: ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

H33: about the people whose job it is to keep us safe

H35: about what to do if there's an accident and someone is hurt

H36: how to get help in an emergency (how to dial 999 and what to say)

R15: how to respond safely to adults they don't know

Lower Key stage 2

❖ The Story Project -Penguin Pig

BS1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

BS4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

BS7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

❖ The Story Project - The Hundred Dresses

CF6. How to manage conflict, and that resorting to violence is never right.

❖ **The Story Project -The Tunnel**

PS1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.

PS2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

BFA1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.

BFA2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

❖ **The Story Project - Mama Miti**

HPP2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

❖ **The Story Project - This Moose Belongs to Me**

BS1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

BS4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

❖ **The Story Project - Faruq and the Wiri Wiri**

PS1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.

❖ **The Story Project - Ruby's Worry**

BS4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

BS5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

BS6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

❖ **My Happy Mind**

H39: about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe

H40: about the importance of taking medicines correctly and using household products safely (e.g following instructions safely)

H41: strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

H43: about what is meant by first aid; basic techniques for dealing with common injuries

H44: how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

Upper Key stage 2

❖ **The Story Project - Sunny Side Up**

BS7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

PS2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

DA1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

❖ **The Story Project - The Colour Thief**

BS5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

BS6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

BS7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

❖ **The Story Project - Mum and Dad Glue**

BS5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

BS7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

❖ **The Story Project - Marcus Rashford: Little People, Big Dreams**

CF6. How to manage conflict, and that resorting to violence is never right.

Knife crime awareness workshops with local PCSO

B-Safe assembly and workshops (6x lessons)

Water safety included as part of swimming lessons

Keeping Healthy (Including substance misuse)

Whole school

- ❖ Healthy Lifestyles is a driver for our curriculum so ways to promote good health embedded throughout the curriculum
- ❖ All classes receive nutrition/cooking skills lessons with our nutrition lead
- ❖ Active lunchtime rota - dancing, trampolines, scooters, trim trail
- ❖ Cross-curricula links to science/DT/PE
- ❖ Two weekly PE lessons for every class every week
- ❖ Sports day at local secondary school involving parents
- ❖ Parents and child cook-off sessions with nutrition lead
- ❖ Dance "N" Dine sessions for families
- ❖ Healthy school lunches
- ❖ Collaboration with Fix our Food to create healthier options on the school menu
- ❖ Collaboration with Bradford's Living Well project involving involvement in various workshops and projects

- ❖ 50 things to do before you leave Penny Oaks
- ❖ Rethink food stall - healthy food choices
- ❖ Floride Varnishing Team (Nursery - Year 1)

EYFS

❖ **The Story Project - Oliver's Vegetables**

PHF1. The characteristics and mental and physical benefits of an active lifestyle.

PHF2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.

HE1. What constitutes a healthy diet (including understanding calories and other nutritional content).

HE3. The principles of planning and preparing a range of healthy meals.

Key stage 1

❖ **The Story Project - Angry Athur**

HW1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

❖ **The Story Project - Morris the Mankiest Monster**

PHF1. The characteristics and mental and physical benefits of an active lifestyle.

PHF2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.

PHF3. The risks associated with an inactive lifestyle, including obesity.

PHF4. How and when to seek support including which adults to speak to in school if they are worried about their health.

HE1. What constitutes a healthy diet (including understanding calories and other nutritional content).

HE4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

HPP4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.

HPP5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing

❖ **The Story Project - Peace at Last**

HW1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

HPP3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.

❖ **My Happy Mind**

H1: about what keeping healthy means; different ways to keep healthy

H4: about why sleep is important and different ways to rest and relax

H9: about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

H5: simple hygiene routines that can stop germs from spreading

H6: that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy

H7: about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health

H8: how to keep safe in the sun and protect skin from sun damage

❖ **The Story Project - Grandad's Camper**

HW1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

Lower Key stage 2

❖ **The Story Project - Ossiri and the Bala Mengro**

HW1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

❖ **The Story Project - Ruby's Worry**

W1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

❖ **The Story Project - Faruq and the Wiri Wiri**

HE1. What constitutes a healthy diet (including understanding calories and other nutritional content).

HE2. Understanding the importance of a healthy relationship with food.

HE3. The principles of planning and preparing a range of healthy meals.

❖ **The Story Project - Mama Miti**

W1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

HPP2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

❖ **My Happy Mind**

H5: about what good physical health means; how to recognise early signs of physical illness

H6: about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay

H9: that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

H10: how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

H11: how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

H12: about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

H14: how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

Upper Key stage 2

❖ **My Happy Mind**

H7: how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some risks associated with an inactive lifestyle

H8: about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

H2: about the elements of a balanced, healthy lifestyle

H3: about choices that support a healthy lifestyle, and recognise what might influence these

H4: how to recognise that habits can have both positive and negative effects on a healthy lifestyle

❖ **The Story Project - Marcus Rashford: Little People, Big Dreams**

W1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

❖ **The Story Project - Mary Earps: Little People, Big Dreams**

W1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

PHF1. The characteristics and mental and physical benefits of an active lifestyle.

PHF2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.

HE1. What constitutes a healthy diet (including understanding calories and other nutritional content).

HE3. The principles of planning and preparing a range of healthy meals.

HPP3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.

❖ **The story Project - Sunny Side Up**

HE4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

DA1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

HPP6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Radicalisation & Extremism

Whole school

- ❖ Child friendly safeguarding policy - shared with all staff and children and displayed in all classroom
- ❖ Safeguarding training for all staff every half term (see separate CPD planning)
- ❖ Safeguarding policy updated in line with legislation
- ❖ Childline displays around school
- ❖ “Who can you talk to” posters clearly displayed around school
- ❖ Various opportunities each day to talk to adults - class dojos each morning, worry boxes
- ❖ Bespoke PSHE/RSE curriculum integrating The Story Project and My Happy Mind
- ❖ Assemblies throughout the year that focus on different aspects of safeguarding (see separate timetable)
- ❖ Behaviour curriculum (see part 1 of this document)
- ❖ School values drive behaviour policy
- ❖ British Values taught through assemblies
- ❖ Co-op Values taught in each year group
- ❖ All staff have attended Prevent training
- ❖ Diversity embedded throughout the curriculum

EYFS

- ❖ **The Story Project - Luna Loves Library Day**
RE3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.
RKE7. The conventions of courtesy and manners.
- ❖ **The Story Project - Here We Are**
RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

Key stage 1

- ❖ **Co-op Values**

All about my community and my place within the community

How school community works to succeed together and supports local community by doing what matters most

❖ **My Happy Mind**

H21: to recognise what makes them special

H22: to recognise the ways in which we are all unique

H23: to identify what they are good at, what they like and dislike

R21: about what kind and unkind behaviour is, and how this can affect others

R24: how to listen to other people and play and work cooperatively

R3: about different types of families including those that may be different to their own

❖ **The Story Project - Chicken Clicking**

OS2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

OS3. There is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

Lower Key stage 2

❖ **My Happy Mind**

R7: to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

❖ **Co-op Values**

What is democracy and why is it important? What sorts of circumstances and issues do we need to vote for? How do we take part and make it count?

What did the pioneers do and was it effective?

Understand the impact individuals can have when voting and how it feels to be democratic even when the result is different to our vote and opinion?

❖ **The Story Project - This Moose Belongs to Me**

OS1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

OS2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

OS3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

OS4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

OS5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

BS1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

BS4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

❖ **The Story Project - Mama Miti**

RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

❖ **The Story Project - Penguin Pig**

OS1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

OS2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

WO7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.

WO8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.

WO9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.

WO11. Where and how to report concerns and get support with issues online.

Upper Key stage 2

❖ My Happy Mind

R33: to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

L1: to recognise reasons for rules and laws; consequences of not adhering to rules and laws

L2: to recognise there are human rights, that are there to protect everyone

L8: about diversity: what it means; the benefits of living in a diverse community; what living in a community means

L9: about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10: about prejudice; how to recognise behaviours/actions which discriminate against others

L6: about the different groups that make up their community; what living in a community means R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.

❖ **The Story Project - The Colour Thief**

BS6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

❖ **The Story Project - Marcus Rashford: Little People, Big Dreams**

RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

OS1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

OS2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

Violence Against Women and Girls (including misogyny)

Whole school

- ❖ Child friendly safeguarding policy - shared with all staff and children and displayed in all classroom
- ❖ Safeguarding training for all staff every half term (see separate CPD planning)
- ❖ Safeguarding policy updated in line with legislation
- ❖ Bespoke PSHE/RSE curriculum integrating The Story Project and My Happy Mind

- ❖ Assemblies throughout the year that focus on strong female role models and challenging stereotypes
- ❖ Female protagonists in many focus texts for English lesson
- ❖ Focus on careers and jobs for all (not gender specific)
- ❖ Topics that focus on strong females and their achievements embedded throughout the curriculum
- ❖ FGM - curriculum focusses on respect and consent. FGM is not explicitly taught but resources are available to small group work if deemed necessary

EYFS

- ❖ **Misogyny Lessons - Exploring gender stereotypes**
 - H21. to recognise what makes them special
 - H22. to recognise the ways in which we are all unique

 - H23. to identify what they are good at, what they like and dislike

Key stage 1

- ❖ **The Story Project - Look Up**
 - RKR8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests

- ❖ **My Happy Mind**
 - R23: to recognise the ways in which they are the same and different to others

 - L6: to recognise the ways they are the same as, and different to, other people

 - L14: that everyone has different strengths

- ❖ **Misogyny lessons - Exploring gender stereotypes with jobs**
 - L14. that everyone has different strengths

 - L15. that jobs help people to earn money to pay for things

L16. different jobs that people they know or people who work in the community do

L17. about some of the strengths and interests someone might need to do different jobs

❖ **The Story Project - Aliens Love Underpants**

BS5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

BS6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

Lower Key stage 2

❖ **My Happy Mind**

R7: to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

R8: to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

R9: how to recognise if family relationships are making them feel very unhappy or unsafe, and how to seek help or advice

R3: about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R4: that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

R5: that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

R6: that a feature of positive family life is caring relationships; about the different ways in which people care for one another

❖ **The Story Project - Ruby's Worry**

RE6 How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

❖ **Misogyny Lesson - Gender Stereotypes and me**

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

❖ **The Story Project - Penguin Pig**

WO7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.

Upper Key stage 2

❖ **The Story Project - The Boy who Grew Flowers**

RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

❖ **The Story Project - The Diary of Anne Frank**

RKR10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

❖ **The Story Project - The Colour Thief**

RE2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family

members, the importance of spending time together and sharing each other's lives.

❖ **My Happy Mind**

L1: to recognise reasons for rules and laws; consequences of not adhering to rules and laws

L2: to recognise there are human rights, that are there to protect everyone

L8: about diversity: what it means; the benefits of living in a diverse community; what living in a community means

L9: about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

❖ **Misogyny Lessons - Gender stereotypes and me**

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships