

# Reception

## 2. My Relationships: What makes a family

- Children will be given the opportunity to think about personal relationships and who is important in their lives.
- Children will explore a variety of different types of families and understand that not all families are the same.
- Children will understand the importance of relationships to help support us and help us to feel safe.

Everyone has the need for friends and family, and people around them who can support and care for them. Remember all families are unique and special. It doesn't necessarily matter who lives in our houses with us, but that our home is somewhere we feel safe, cared for and loved. And that we have people around us that help us to feel happy and we can go to for help and support, some of those people may be on our personal support networks.

## 4. Me and My Body: My body belongs to me

- Children will explore the similarities and differences in bodies between friends, including the physical differences between boys and girls.
- Children will use the correct names for their personal body parts.
- Children will understand that their body belongs to them, and no one should touch them in a way they are uncomfortable with.
- Children will learn about Private parts of the body in line with the NSPCC PANTS rule.
- Supports key messages from the Protective Behaviours Taking Care Programme.

Our bodies are fantastic! We are all similar but also unique in our own ways. Remember our body belongs to...(who?). No one should touch our bodies unless we say it is ok; especially our private parts, and it should never be a secret.

Remember your body belongs to you and no one should touch you in a way you don't like. But equally, just because something may feel nice to you, doesn't mean that everyone else will like it too. We need to listen if someone else tells us no or to stop when they don't like a way we are touching them.

## 1. All About Me: It's me

- Children will have the opportunity to explore the physical similarities and differences between friends.
- By the end of the lesson children will understand that we are all unique and special in our own way.

So we have found lots of things we have in common and realised there are lots of similarities between us, we may share the same like or dislike have the same colour eyes or hair, but we are all unique in our own way and that is what makes us special. Because no one else, is quite like you!

## 3. My Thoughts, Feelings & Behaviours: Exploring feelings

- Children will have the opportunity to think about different emotions and explore how people may look and act when they have these feelings.
- Children will learn that feelings are neither good or bad, right or wrong. It is how we behave when we have these feelings that make them either positive or negative.
- Supports key messages from the Protective Behaviours Taking Care Programme.

There are no such things as bad feelings. But sometimes the way we behave makes a feeling good or bad. We all can all feel angry, sad or worried from time to time. It is natural to feel this way, but it is never ok to hurt others or yourself. There are other ways, better ways of dealing with them.

## 5. My Choices and Personal Boundaries: Touch & feel

- Children will be given the opportunity to explore a variety of different touch and feel sensations and allowed to decide which they like and dislike.
- By the end of the lesson children will understand that just because they like how something feels, does not mean that everyone feels the same.
- Children will learn that no one should be touched in a way they find uncomfortable and what to do if someone does.
- Children will be given the opportunity to practice saying NO and that no and stop should always be listened to.

# Year one

## 2. Me, My Thoughts, Feelings & Behaviours: Empathy

- Children will have the opportunity to think about different feelings and how they can affect our demeanours and behaviours.
- Children will learn about empathy and the importance of considering the feelings of those around them.
- Children will review their own *Early Warning Signs*
- Supports key messages from the Protective Behaviours Taking Care Programme.

Today we learned about looking out for clues as to how people around us might be feeling. When you can put yourself in someone else's shoes and imagine how they feel we call that empathy. We also remembered what our own Early Warning signs are and who we can talk to for help.

## 4. Me & My Relationships: Mummy's bump

- To remove the stigma of children asking questions about pregnancy and birth.
- Children will be given the opportunity to think about their own families, younger siblings and how the arrival of new members of the family are celebrated
- Children will receive age appropriate information about pregnancy, how babies grow, their development, and birth including caesarian.
- Children will be given the opportunity to ask questions in a safe environment.

So now you know where a baby lives before it is born, how it grows and how it is born. Remember it is ok to be curious and to ask questions of trusted adults.

Remember your body belongs to you and no one should touch you in a way you don't like. There are lots of different ways we may touch or be touched. Sometimes, we touch people to take care of them, or when playing, but sometimes people might not like to be touched in the way we do. If anyone touches us in a way we don't like we need to ask them to stop and tell a trusted grown up.

## 1. All About Me: Who is important to me?

- Children will be given the opportunity to think about personal relationships and who is important in their lives, at home, school and in their wider networks.
- Children will understand the importance of relationships to help support us and help us to feel safe.
- Children will explore similarities and differences between friends and learn that we are all unique and special in our own ways.

Today we have learned that we all have things in common and things that make us different. We are all unique in our own way and yet we all need people around us to support us and help us grow like a tree, we all have important people in our lives.

## 3. Me and My Body: Being naked

- Children will be given the opportunity to refresh their knowledge around naming the parts of the body, with an emphasis on personal body parts and using the correct names for the genitals.
- Children will know that their body belongs to them and review their knowledge around safe and appropriate touching.
- Children will explore when it is ok to be naked and the rules surrounding private parts in line with the NSPCC PANTS rules.
- Supports key messages from the Protective Behaviours Taking Care Programme.

It is important we are comfortable talking about all parts of our bodies, even the private parts. We have talked about when it is OK to be naked and what the rules are. Remember no one should touch our bodies in a way we don't like, especially our privates and it should never be a secret, our bodies are fantastic and belong to....? YOU!

## 5. Me, My Choices and Personal Boundaries:

- Children will explore different types of touch, including; comforting touches, taking care, playful touches, accidental and hurtful touches and consider how they themselves like to be touched.
- Children will learn that just because they like to be touched in a particular way, doesn't mean that everyone does.
- No one has the right to touch you in a way that you find uncomfortable.
- Children will learn strategies as to what to do if they experience unwanted touching and how to seek help
- Supports key messages from the Protective Behaviours Taking Care Programme.

# Year Two

## 2. Me & My Relationships. How do we show people we care for them?

- Children will consider who we can feel love for.
- Children will think about whether we can feel different types of love in different relationships, such as within families, between friends & romantic relations.
- Children will explore different ways we can show people who are important to us that we care about them and the difficulties of sometimes doing so.

Today we have talked about the important people in our lives and all the people we can feel love for. There are lots of ways we can show we care for the important people in our lives. It is nice to know that people care about us, and it is important to show people that we care about them equally.

## 4. Me and My Body: My body, my rules

- Children will be given the opportunity to recognise their Early Warning Signs - the physical cues that they feel unsafe.
- Children will consider their own rules for how they like to be touched by others and the rules of when it is appropriate to touch themselves - including self-stimulation.
- Children will learn the rules surrounding private parts in line with the NSPCC PANTS rules.
- Supports key messages from the Protective Behaviours Taking Care Programme.

Our bodies are really very clever, they give us clues as to how we are feeling.

Our bodies belong to us and we get to choose who and how we are touched. Equally we need to respect other people's bodies too and we should never touch them in a way they don't like either.

We have talked about lots of the rules about our body and how to manage our feelings. Remember, there are lots of people we can ask for help if we are worried.

## 1. All About Me. Do girls & boys fit in boxes?

- To help promote positive expectations, aspirations and identities for both girls and boys.
- Children will be given the opportunity to explore the physical and behavioural differences between boys and girls.
- Children will learn to challenge the gender stereotypes and social assumptions.

Today we explored what we expect girls and boys to be like. But we realised that just because you happen to be a girl or a boy doesn't automatically mean you have to like certain things or can't do certain things, girls and boys don't all fit neatly in the same box. And you can grow up to do anything you want to do.

## 3. Me, My Thoughts, Feelings & Behaviours: When anger is about (1)

### Lesson Objectives:

- To help children understand and better manage their anger.
- Children will learn that feeling angry is perfectly normal. Anger is not a bad or a wrong way to feel. What is important is how they behave when they feel angry.
- Children will consider what makes them angry and learn to recognise their own physical signs and triggers.
- Children will explore how it feels to be calm and learn strategies to help them better manage their emotions.

We all feel angry sometimes and it is OK to feel this way, but it is never OK to hurt others or yourself. There are other ways of dealing with things other than letting anger take control. Especially if we know how to spot the signs that we are becoming angry.

## 5. Me, My Choices and Personal Boundaries:

- Children will have an opportunity to review the rules they have learned about safe and appropriate touching, and personal boundaries.
- Children will be reminded that feelings are neither good or bad, but that there are things we can do that will help.
- Children will be able to think about who they can talk to if they need help.
- Supports key messages from the Protective Behaviours Taking Care Programme.



# Year Three

## 2. Me & My Relationships: Families

- Children will be given the opportunity to think about personal relationships and who is important in their lives.
- Children will explore a variety of different types of families and understand that not all families are the same.

Remember all families are unique and special. It doesn't necessarily matter who lives in our houses with us, but that our home is somewhere we feel safe, cared for and loved. Families may have their own rules or ways of doing things but they all have things in common too.

## 4. Me, My Thoughts, Feelings & Behaviours: Dealing with BIG feelings

- Children will have the opportunity to think about different emotions and explore how people may look and act when they have these feelings.
- Children will learn that feelings are neither good or bad, right or wrong. It is how we behave when we have these feelings that make them either safe or unsafe.
- Children will consider how their friend's behaviours might be influenced by their feelings and try to understand the reasons for this.
- Children will understand the importance of telling a trusted grown up if they have a worry to help them to feel better and get help.
- Supports key messages from the Protective Behaviours Taking Care Programme.

There are no such things as bad feelings but sometimes the behaviours that follow the feeling is unsafe. We all can all feel angry or sad or worried from time to time. It is perfectly natural to feel this way but it is never OK to hurt others or yourself. There are other ways, safer ways of dealing with them. We can choose how we behave and if we have difficult to manage feelings we can ask for help.

Remember your body belongs to you and no one should touch you in a way you don't like. But equally, just because something may feel nice to you, doesn't mean that everyone else will like it too. We need to listen if someone else tells us no or to stop and be aware that we don't all feel the same.

## 1. All About Me: How I see me

- To encourage the children to explore different aspects of their personality.
- To reflect on how they see themselves and how they perceive other see them.
- To encourage the children to have a positive self-image.
- By the end of the lesson children will understand that we are all unique and special in our own way.

So today we have looked at what kind of person we think we are and how we think other people might see us. Some people might not think about themselves in such a positive way but it is important that we are not too tough on ourselves and that we realise that we are all special in our own way.

## 3. Me and My Body: Where did I come from?

- To remove the stigma of children asking questions about reproduction, pregnancy and birth.
- Children will be given the opportunity to think about their own families, and how they themselves were born.
- Children will receive age appropriate information about pregnancy, how babies grow, their development, and birth including caesarian and IVF.
- Children will be given the opportunity to ask questions in a safe environment.

So now you know how a baby is made, however, this is only the beginning, a baby has a long way to go if it is going to grow into children as big as you! Remember it is OK to be curious and to ask questions of trusted adults.

## 5. Me, My Choices and Personal Boundaries: My personal boundaries

- Children will revise their knowledge of Early Warning Signs and the personal clues their bodies give them if they feel unsafe.
- Children will recognise their own boundaries of personal space and understand that if this is invaded it can cause them to feel unsafe.
- Children will consider different types of touch and how these may cause them to feel unsafe.
- Children will recognise that they do not all share the same personal boundaries.
- Children will practice how to say no and how to seek help.
- Supports key messages from the Protective Behaviours Taking Care Programme.

# Year Four

## 2. Me & My Relationships: What is a 'good' friend?

- Children will consider what qualities make a good friend and what role they should play.
- Children will think about when friendships no longer work and what they can do to mend the situation.
- Children will understand that relationships need work.

Today we have talked about what makes a good friend, it is important to have friends that make us feel good about ourselves, that share and respect each other. Sometime friendships will end or will need work, especially if they no longer make each other feel happy or safe.

## 3. Me and My Body: Puberty (1) - Lumps, bumps & hairy bits

- Children will be informed of the physical and emotional changes that take place during puberty for both girls and boys including menstruation.
- Children will have the opportunity to ask questions and discuss their worries regarding puberty.
- Children will be given the opportunity to refresh their knowledge around naming the parts of the body, with an emphasis on personal body parts and using the correct names for the genitals.

So now you know all about of the amazing changes that will take place during puberty. But remember puberty isn't a race or competition. It is important to be supportive to one another. It is OK to have questions or worries about puberty and you can talk about anything that is on your mind with me or with other trusted grownups.

## 5. Me, My Choices and Personal Boundaries: What does privacy mean to you?

- Children will explore what privacy means to them and to others
- Children will review their understanding of the rules surrounding private parts and how these might change as they get older and their bodies develop (in line with the NSPCC PANTS rules).
- Children will consider the rules of when it is appropriate to be naked or semi naked and when it is appropriate to touch themselves, including self-stimulation.
- Children will write their own body privacy rules.
- Supports key messages from the Protective Behaviours Taking Care Programme.

## 1. All About Me. What makes you, you?

- Children will explore similarities and differences between friends and learn that we are all unique and special in our own ways.
- Children will consider their own talents, qualities and ambitions.
- Children will be given the opportunity to think about personal relationships and who is important in their lives, at home, school and in their wider networks.
- Children will understand the importance of relationships to help support us and help us to feel safe.

Today we have learned some new things about our classmates. Whilst we all have things in common, we are all unique and special in our own way. There are lots of different aspects of our lives that help to shape us and make you, you! But like our trees we all need special people around us to help support us, we will be talking more about our relationships tomorrow.

## 4. Me, My Thoughts, Feelings & Behaviours: When anger is about (2)

- To help children understand and better manage their anger.
- Children will learn that feeling angry is perfectly normal. Anger is not a bad or a wrong way to feel. What is important is how we behave when we are feeling angry.
- Children will consider when they feel angry and learn to recognise their own physical signs and triggers.
- Children will learn strategies to help them better manage their emotions.

We all feel angry sometimes, and it is OK to feel this way, but it is never OK to hurt others or yourself. There are other ways of dealing with things rather than letting anger take control. Especially if we know how to spot the early signs that we are becoming angry and can change our behaviour before we behave unsafely.

Remember your body belongs to you. We all have the right to set our own boundaries when it comes to our bodies, this includes privacy too. However, we need to be mindful that other people may have different boundaries to us, so we need to respect each other's right to privacy too.

# Year Five

## 1. All About Me: Purple, not just pink & blue

- To help promote positive expectations, aspirations and identities for both girls and boys.
- Children will be given the opportunity to explore the physical and behavioural differences between boys and girls.
- Children will learn to challenge the gender stereotypes and social assumptions.

Today we explored what we expect girls and boys to be like. But we realised that just because you happen to be a girl or a boy doesn't automatically mean you have to like certain things or can't do certain things, girls and boys don't all fit neatly in the same box, and you can grow up to do anything you want to do.

## 2. Me & My Relationships: Relationship dilemmas

- Children will explore a variety of different relationships (family/friendships/ romantic).
- Children will consider how it might feel to have romantic feelings or a crush on someone and what it means to have a boyfriend or girlfriend.
- Children will explore peer pressure to have a partner even at this age and what the unwritten rules of having a partner might be.
- Children will understand that romantic relationships are something they can choose and should never feel pressured to have. They should be built on qualities of mutual respect and should help them feel good about themselves.

Some children at your age may decide that they would like to have a boyfriend or girlfriend, they may start to have romantic feelings for people they have never had before. This may feel confusing and this is perfectly normal. It is also OK to feel like this is something you're not ready for too. This is not immature, knowing your own mind is never immature. You should never feel pressured into having a relationship. You get to choose. Make sure that any friendships are based on mutual respect, make you happy and feel good. Relationships should never make you feel bad or be a secret.

## 3. Me and My Body: Puberty (2) My private parts

- Children will be informed of the physical and emotional changes that take place during puberty for both girls and boys including menstruation.
- Children will have the opportunity to ask questions and discuss their worries regarding puberty.
- Children will be informed of their own personal anatomy and the development of their genitals, including wet dreams, erections, self-stimulation and menstruation.

So now you know more about all of the amazing changes that will take place during puberty and all about how our privates work. Well done for being so grown up and mature. Remember puberty isn't a race or competition and is definitely not something to poke fun at one another about. We need to be understanding to one another because everyone has worries when it comes to puberty. So it is important to be supportive to one another.

## 4. Me, My Thoughts, Feelings & Behaviours How my behaviour impacts others

- Children will better understand how their own and others behaviours can impact on the people around them.
- Children will have the opportunity to consider how people's behaviours might be influenced by their feelings and try to understand the reasons for this.
- Children will explore other options and behaviours that may be safer or more considerate to the people around them.

Today we demonstrated the way we behave can affect the people around us. Sometimes when people have big feelings they might not be able to manage them and might take their frustrations out on others. Whilst it is important to say sorry, it only really means something if we change our behaviour to make sure we don't end up making the same mistakes again. Remember if we are struggling we can always ask for help from our support networks.

## 5. Me, My Choices and Personal Boundaries: Good & bad secrets

- Children will have an opportunity to review their Early Warning Signs.
- Children will explore the difference between good and bad secrets and which should not be kept.
- Children will be able to think about their support networks and who they can talk to if they need help.
- Supports key messages from the Protective Behaviours Taking Care Programme.

Secrets can be fun and exciting but they can also leave us feeling confused or scared. Some secrets should never be kept, especially if they make us feel unsafe. We can share our concerns with safe adults from our networks.



# Year six

## 2. Me & My Relationships: (un)healthy relationships?

- Children will consider what makes someone popular or unpopular.
- Children will explore what makes someone a good friend and what constitutes a healthy relationship.
- Children will explore how a healthy or unhealthy friendship can influence the rest of their lives
- By the end of the session children will have had the opportunity to discover what makes a healthy relationship.

We all need friends, but picking the right friends and the right people to hang around with is key. Having the wrong friends can get you in trouble and bring you down. A proper friendship should make your life better. It is important to pick friends who allow you to feel good about yourself and that help you to be happy.

## 4. Me, My Thoughts, Feelings & Behaviours:

### Lesson Objectives:

- Children will be challenged to fail.
- Children will explore the feelings of facing a challenge and the importance of language to promote a growth mindset.
- Children will explore the notion of resilience and learn skills that will help promote their own ability to cope under pressure or when facing challenges.
- Children will learn the importance of asking for help.

Today we have looked at how not all our thoughts are true. If we can learn to reframe our thoughts we can feel much more positively about the challenges we experience. Resilience isn't about being tough or being afraid to fail, resilience it is about being flexible and realising that failing isn't a bad thing it is how we learn!

Remember your body belongs to you. No one should ever touch you without your permission or consent. You have the right to decide who you allow in to your personal space and should always respect other people's right and wishes too. We all have the right to decide.

## 1. All About Me: My past & future

- To encourage the children to explore different aspects of their personality.
- To reflect on their identity and experiences during their time at primary school.
- To encourage the children to have a positive self-image and high self-esteem.
- To allow the children opportunity to make plans and set goals for their future at high school.
- By the end of the lesson Children will understand that we are all unique and special in our own way.

Today we have taken some time to reflect on your time here and the person you have been, before thinking about where you are going to and what you can achieve. Hopefully you have all seen how far you've come and are feeling hopeful about the future. Thinking about the future can be scary, but remember we all have people around us that can support us if we are worried.

## 3. Me and My Body: Puberty (3) What I've heard about sex

- Children will review both the physical and emotional changes that take place during puberty for both girls and boys.
- Children will consider where we develop our attitudes to sex, as well as our beliefs and values. They will explore where information about sex comes from and its validity.
- Children will be given the opportunity to ask questions and discuss their worries regarding puberty and sex, both in a group and anonymously.

Today we have been given the opportunity to talk and ask questions about sex. Thank you all for showing how mature and sensible you can be. Many adults struggle with this topic - and that is a shame. Sex is something that is natural and a normal part of life. It is perfectly normal to have questions or worries about sex and we should be able to ask questions. Remember if something comes up you can always ask us at school or your parents at home.

## 6. Me, My Choices and Personal Boundaries: Consent & intimacy

- Children will explore the concept of personal space, and feel empowered to know they have a choice about who they want to be near to.
- By the end of the session, children will understand that not everyone shares the same boundaries but these should be respected at all times.
- Children will be given an explanation of consent, and will understand its importance and their rights.
- Children will explore public places and private places and which behaviours are appropriate in each.