

# Oxfordshire Relationships Education (Primary) and Relationships and Sex Education (RSE) (Secondary) FRAMEWORK for pupils with SEND and/or vulnerabilities

This framework has been developed using the Department for Education's [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(June 2019\)](#) guidance but does not include materials for health education. The framework should be used alongside the guidance which provides information about requirements, policy, working with parents and carers, etc. The framework aims to provide resources and activities, based on the DfE recommendations for what pupils should know at the end of primary and secondary school. The majority of materials are provided in the 'primary' framework. There are also materials and activities that can be used by secondary-aged/Post-16 students contained in the 'primary' framework. Some additional materials are provided in the 'secondary' framework.

The DfE guidance refers to the need to make materials accessible for all pupils including those with special educational needs and disabilities (SEND); this framework aims to support schools in doing this. The guidance also states that when delivering RE and RSE, schools should ensure that they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. Schools should ensure that when they deliver education about LGBT, that this is fully integrated into their programmes of study rather than delivered as a stand-alone unit. We are aware that this is an area where some schools feel least confident so have included a variety of activities and resources. Many resources that we have recommended are not LGBT-inclusive so will need to be adapted to meet the requirements of the guidance.

**N.B.** Schools are responsible for what they teach and the resources they choose to use/adapt from this framework.

**Acknowledgements:** The Oxfordshire RSE framework for pupils with SEND and/or vulnerabilities is managed by the RSE SEND Task Group which was established in February 2020 to specifically consider and address the safeguarding needs of young people with vulnerabilities (e.g. high functioning autism, mild / moderate learning disabilities, ADHD, attachment disorders, etc.). The group comprises of representative members from Learner Engagement Services, SENSS, Education Psychology, Children's Social Care, LCSS and Schools (Primary, Secondary, Special, Virtual Schools for LAC and Independent) and Further Education. This group is accountable to the OSCB Safeguarding in Education Sub-Group and meets annually or as needed to review/update the framework and resources.

The original framework and resources were co-produced by Jo Brown, Anti-Bullying Co-ordinator for Oxfordshire County Council; Joe Butler at SEND Support (Special Educational Needs and Disability Consultancy and Training); Russell Chinnery, Iffley Academy; Zoe Dobson, Springfield School; Lyndsey Jenkins & Anne Peake, Woodeaton Manor; Amanda Makoka, Mabel Prichard School; Alexandra Miller, Fitzwaryn School and Esther Palmer, Frank Wise School.

**Feedback and support:** This is a working document. Please contact [clare.pike@oxfordshire.gov.uk](mailto:clare.pike@oxfordshire.gov.uk) if you have any suggestions for further resources or activities that could be added. For any schools, authorities and organisations making use of this resource from outside of Oxfordshire, Joe Butler (who can be contacted on Twitter @SENDsupportuk) is happy to be contacted for further support, training or similar work with your schools.

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## RSE framework for pupils with SEND and/or vulnerabilities – Primary and Secondary/Post-16

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
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## RSE framework for pupils with SEND and/or vulnerabilities – Secondary/Post-16 resources and additional activities

- Respectful Relationships including Friendships
- Online and Media
- Internet Safety and Harms – from physical and mental well-being
- Being Safe, including consent, exploitation and grooming
- Intimate and sexual relationships, including sexual health

Examples of schemes of work in different schools and how they are developed to meet the needs of learners.

## Resource Section - Please refer to this section for details of resources and additional materials to support the delivery of inclusive RSE

### General

- <https://schools.oxfordshire.gov.uk/cms/content/rshe-curriculum-resource-hub> - Information and guidance for schools on the statutory RSHE Curriculum.
- [www.pshe-association.org.uk/](http://www.pshe-association.org.uk/) a national body that accredits and quality assures resources for PSHE education.
- <https://www.pshe-association.org.uk/curriculum-and-resources/resources/pshe-education-planning-framework-pupils-send-key> - PSHE Association Planning Framework for Pupils with SEND
- [www.sexeducationforum.org.uk](http://www.sexeducationforum.org.uk) a national body that works to provide quality relationships and sex education resources
- [Books Beyond Words](#) - Free picture stories and illustrated guides to support all children, including those with learning disabilities and autism, through challenges life events. Themes include mental health, end of life and bereavement.

### RSE Activities and Resources

- [Exploring Sexual and Social Understanding – Karen Dodd et al](#): BILD flexible illustrated resource for exploring relationships and consent
- [The Confidence Factor – Sarah Duignan & Lesley Kerr-Edwards](#): Practical resource for use with pupils with SEN and ASC aged 11-16
- [A 5 is against the Law – Kari Dunn Buron](#): Social boundaries for teens and young adults
- [Sex and Sexuality: an accessible guide for people with leaning difficulties and their supporters: James Fletcher et. al](#): Written by people with LD Safety and Consent for kids and teens with autism or special needs – Debra S. Jacobs: Interventions around self-esteem and self-protection
- [Growing and Learning about Sexual Health – Jane Keeling](#): Simple illustrations designed for parents and carers to support their child
- [Talk about Sex and Relationships 1 and 2 – Alex Kelly & Emily Dennis](#): Simple, colourful and up-to-date activities and resources for SEN pupils
- [Exploring Friendships, Puberty and Relationships – Kate Ripley](#): Supporting people with Autism through the challenges of adolescence
- [Signs for Sexuality Relationships Education – Cath Smith & Dr Wendy Uttley](#): Introductory sign language resource for pupils with SEN
- [Autism and Appropriate Touch – Alison Werner James](#): Photocopiable resources to teach about the complexities of physical interactions
- [Taking Care of Myself 1 & 2 – Mary Wrobel](#): Hygiene, Puberty and Personal Relationships resources for people on the Autism Spectrum
- <https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/> Free online resources and e-learning designed for teachers of mainstream pupils, but could be useful if differentiated
- <https://ccea.org.uk/learning-resources/relationships-and-sexuality-education-rse> Curriculum resource for SEN including RSE
- <https://www.fpa.org.uk/product/all-about-us-dvd-rom> Resource from the FPA 'All About Us' aims to help the personal development and knowledge of people with learning disabilities around sex, sexuality and relationships – Also FPA 'Talking Together about...' books
- <https://learning.nspcc.org.uk/research-resources/schools/love-life> Love Life films and resources for 11-25 years
- <https://www.abcschoolsupplies.ie/product/phse-programme-for-learners-with-autistic-spectrum-disorders-by-fiona-speirs>

## **Books for pupils supporting Puberty and Adolescence**

- [Making Sense of Sex – Sarah Attwood](#): Clear guide on puberty, sex and relationships for pupils on the Autism Spectrum
- [Hair in Funny Places – Babette Cole](#): Humorous picture book preparing for the physical changes of puberty
- [The Growing Up Guide for Girls – Davida Hartman](#): What girls on the Autism Spectrum need to know about puberty
- [The Growing Up Book for Boys – Davida Hartman](#): What boys on the Autism Spectrum need to know about puberty
- [Sex, Drugs and Asperger’s Syndrome – Luke Jackson](#): Personal account covering bullying, drugs, socialising and sex
- [Good Touch Bad Touch – Robert Kahn](#): Designed to be read to primary pupils to give them safety strategies
- [An Exceptional Children’s Guide to Touch – Hunter Manasco](#): Stories covering different types of touch to teach social / physical boundaries
- [My Book, My Body - Anne Peake & Khadj Rouf](#): Colouring book created for prevention and disclosure work with primary pupils
- [What’s Happening to Ellie – Kate E Reynolds](#): Puberty for girls with Autism and related conditions
- [What’s Happening to Tom – Kate E Reynolds](#): Puberty for boys with Autism and related conditions
- [Things Tom Likes – Kate E Reynolds](#): Masturbation for boys with Autism and related conditions
- [Things Ellie Likes – Kate E Reynolds](#): Masturbation for girls with Autism and related conditions
- [Tom needs to go – Kate E Reynolds](#): Using public toilets safely for boys with Autism and related conditions
- [Ellie needs to go – Kate E Reynolds](#): Using public toilets safely for girls with Autism and related conditions
- [Asperger Syndrome and Puberty by the girl with the curly hair – Alis Rowe](#): Visual strategies for coping with puberty for girls
- [The Autism-Friendly Guide to Periods – Robyn Steward](#): Written in consultation with young people by an autistic author
- [What does consent really mean? – Pete Wallis & Thalia Wallis](#): Graphic novel supporting discussions around consent

## **RSE books for staff**

- [Sex and Relationship Education for young people with physical disabilities – Sharon Baker](#): including pupils who have mild to moderate LD
- [Sexuality and Relationship Education – Davida Hartman](#): Preventing issues, supporting sexuality and responding to inappropriate behaviours
- [Sexuality and Learning Disabilities: a handbook – Michelle McCarthy, David Thompson and Hilary Brown](#): Aimed at professionals and families
- [Girls Growing Up on the Autism Spectrum – Shana Nichols](#): Explores some of the specific challenges girls face through puberty and adolescence

## **Forced Marriage and Female Genital Mutilation (FGM)**

- The Freedom Charity lesson plans and resources on Forced Marriage: <https://www.freedomcharity.org.uk/>
- Oxford Against Cutting provide lesson plans and resources. They can also visit your setting. For more information, go to: [www.oxfordagainstcutting.org](http://www.oxfordagainstcutting.org)

## **Fostering and Adoption**

- Center for adoption support and education. Bibliography of books about adoption: <https://adoptionssupport.org/wp-content/uploads/2015/12/CASE-bibliography-2015.pdf>
- Alternative Families books: CORAM BAAF Adoption and Fostering Academy <https://corambaaf.org.uk/bookshop>

## LGBT-inclusion

Stonewall provides numerous resources to support LGBT+ inclusive education for both primary and secondary schools. Many good resources continue to be “heteronormative” in that they assume people are heterosexual. Ensure you always include different genders and sexualities in all your teaching, throughout the curriculum.

- <https://www.stonewall.org.uk/resources/introduction-supporting-lgbt-children-and-young-people> - Resource to support all schools in preventing and tackling homophobic, biphobic and transphobic bullying
- <https://www.stonewall.org.uk/resources/next-steps-inclusive-education-celebrating-difference-and-developing-understanding> - Resource aimed at schools, colleges and settings that have already started work on LGBT inclusion and who are looking to really embed the work
- Stonewall have created a [Home Learning Hub](#). One unit of work has been adapted for children attending primary, secondary and special schools is entitled 'Different Families':  
<https://www.stonewall.org.uk/resources/home-learning-pack-different-families>
- <https://www.stonewall.org.uk/resources/getting-started-toolkit-early-years>
- <https://www.stonewall.org.uk/resources/getting-started-toolkit-primary-schools>
- <https://www.stonewall.org.uk/resources/primary-best-practice-guide-2018>
- <https://www.stonewall.org.uk/resources/getting-started-toolkit-secondary-schools>
- <https://www.stonewall.org.uk/resources/different-families-same-love-pack> Different Families posters
- <https://www.stonewall.org.uk/resources/love-hearts-poster>
- <https://www.stonewall.org.uk/resources/free-film> Access the primary film 'Free' and linked resources on gender stereotyping, different families etc.
- <https://www.stonewall.org.uk/resources/primary-school-book-list>
- <https://www.stonewall.org.uk/resources/secondary-school-book-list>
- Stonewall have produced resources to support children and young people with SEND. Click here to preview their excellent 'It's OK' symbol posters and [easy read information sheets](#).
- [Gender Identity, Sexuality and Autism – Mendes and Maroney](#): Collection of narratives from LGBT+ people on the Autism Spectrum
- [No Outsiders: Teaching the Equality act in Primary School – Andrew Moffatt](#): PSHE programme from foundation to Y6 with lesson plans which includes all equality strands including LGBT / Different Families
- <https://www.popnolly.com/> Website including links to Pop 'n' Olly books that teach about Equality; Discrimination; Gender Pronouns; types of families; LGBT+ Fairytales; LGBT+ History and Inspiring figures. Includes a link to the Pop 'n' Olly YouTube channel for videos of the books  
<https://www.transstudent.org/gender/> 'The Gender Unicorn' resource.
- <https://www.itspronouncedmetrosexual.com/edugraphics-printables/> 'The Genderbread Person' and 'Is it ok to say Gay?' resources

Further resources to support LGBT Inclusion can be found at <http://schools.oxfordshire.gov.uk/cms/content/homophobic-biphobic-and-transphobic-bullying>

## Supporting Social and Emotional Skills

- [The Panicosaurus](#) – K. I. Al-Ghani: Managing anxiety in children including those with Asperger Syndrome
- [The Incredible 5-Point Scale](#) – Kari Dunn Buron & Mitzi Curtis: Teaching understanding of social interactions and controlling emotional responses
- <https://www.emotionworks.org.uk> – ‘1 cog at a time’ resources. Programme for emotional learning and literacy, including physical body sensations linked to emotional states e.g. feeling unsafe
- [Superflex: A Superhero Social Thinking Curriculum](#) - Stephanie Madrigal & Michelle Garcia Winner: Curriculum, CD and linked resources <https://www.socialthinking.com/Products/superflex-superhero-social-thinking-curriculum>
- [You are a Social Detective!](#) – Michelle Garcia Winner & Pamela Crooke: Cartoon illustrations support the teaching of social communication
- [The True Story of the 3 Little Pigs](#) - Jon Scieszka: Humorous look at different perspectives, challenging stereotypes, and exploring right and wrong
- [The Red Tree](#) – Shaun Tan: Visual book to prompt being able to talk about and understand that bad feelings are inevitable at times

## Online safety and Cyberbullying

- Refer to [Internet Safety and Cyberbullying](#) InSite webpage which contains local guidance. In addition, visit the [E-Safety Teaching Materials](#) InSite webpage.
- Most of the activities in this section are linked to [Online safety and Cyberbullying Activities - Formal](#) resource pack. Topics and activities are indicated in the grid.
- <https://digital-literacy.org.uk/> This is a free programme of Digital Literacy and Citizenship from the South West Grid for Learning. This includes additional materials to those already highlighted in the Internet safety sections of the framework. Good sources of other materials on online safety and cyberbullying:
- [www.childnet.com](http://www.childnet.com)
- <https://www.childnet.com/resources> including: <https://www.childnet.com/resources/pshe-toolkit/crossing-the-line> A PHSE toolkit for 11-14 including 4 short films and lesson plans covering cyberbullying, sexting, peer pressure and self-esteem
- <https://www.childnet.com/resources/pshe-toolkit/myth-vs-reality> A PHSE toolkit for 11-14 including films and lesson plans covering online pornography, healthy relationships and online body image
- Trust Me – Childnet International: <https://www.childnet.com/resources/trust-me> Primary and secondary lesson plans and PowerPoints (see grid for when to use)
- Primary resources: Digi Duck, Smartie the Penguin, Kara and Winston and The Smart Crew etc. Includes cyberbullying guidance, resources to support parents/carers, train staff, and much more
- <https://www.thinkuknow.co.uk/> Age appropriate online safety resources from the police Child Exploitation Online Protection Command (CEOP)
- Guidance on cyberbullying and more materials to support you with online safety and cyberbullying can be found at <http://schools.oxfordshire.gov.uk/cms/content/internet-safety- and-cyberbullying>

## COVID-19

- [Oxfordshire Schools Returning to School webpage](#) – Webpage hosting all the latest local, national and international guidance, specialist support and good practice, as needed, to aid the transition back to school following the COVID-19 lockdown and the management of the recovery phase.

### Online Resources (Miscellaneous)

- <https://bookcreator.com/> Resource for helping children create their own books
- [Mr P ICT \(Facebook\)](#): Apps to replace textbooks etc. Search for RSE resources
- Bo Solo Free online cartoon PowerPoints about friendships <http://thejohnrowley.com/resources/bosolocomicresources/>
- <http://www.bodysense.org.uk/> Anatomically correct cloth models and line drawings as a resource for giving factual information and assisting in teaching social skills, protective behaviours and sexual health competencies (including information about FGM)
- [www.changing-places.org](http://www.changing-places.org) Locations of Changing Places toilets across the country, with enough space and the right equipment, including a height adjustable changing bench and a hoist to ensure safety and dignity
- <https://sosafeprogram.com/tools-and-resources.html> 'SoSAFE! Concepts, Tools and Resources teaching appropriate touch and contact for different relationships
- Public Health England - Forming positive relationships lesson plan pack: <https://campaignresources.phe.gov.uk/schools/resources/relationships-lesson-plan-pack>
- The Home Office [Disrespect NoBody](#) PSHE education teaching materials are designed to support [the Government's campaign](#) to help prevent abusive behaviours within young people's relationships.
- [Exploring relationships, marriage and parenting \(KS4\)](#) – Exploring family life, marriage and parenting (PSHE Association)
- [NSPCC 'Making sense of relationships' lesson plans and guidance](#) - The free pack includes three lessons to support transition and changing friendships at key stage 2 and six lessons exploring healthy and unhealthy relationships at key stage 3. The three lessons at key stage 4 address issues such as abusive behaviour in relationships and pornography.

### Training for staff

- Support and training materials for schools to help train teachers on relationships, sex and health education - <https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health#train-teachers-on-relationships-sex-and-health-education>
- Preview the [online training delivered on 12 October 2020](#) by Clare Pike (Lead for Learner Engagement) and Lucy Wawrzyniak (Headteacher of Mabel Prichard School) on the RSE framework and resources.
- For local training opportunities and to access a range of specialist resources from The Virtual School, go to: <https://www.oxfordshire.gov.uk/residents/schools/our-work-schools/virtual-school-looked-after-children-and-care-leavers-0-25>
- For training available from the Oxfordshire Safeguarding Children Board (OSCB), go to: <https://www.oscb.org.uk/learning-zone/training/oscb-courses/>



## RSE framework for pupils with SEND and/or vulnerabilities – Primary (and Secondary/Post-16, where appropriate)

### Families and people who care for me

By the end of primary school, pupils should know:

- that families are important for children growing up because they can give love, security and stability.
- 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.
- that others' families, 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.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

**N.B. Users of this framework must refer to all the columns as some resources and activities are interchangeable or adaptable to different levels of ability. Users will need to be discerning in deciding where their students are in terms of curriculum knowledge and understanding. These are signposts to help you. Refer to the [DfE guidance](#) for a steer on mainstream age expectations.**

Introducing core concepts (Pre-formal)	Developing core concepts (Semi-formal)	Extending core concepts (Formal)
<p>Collect photos, videos, audio clips of class pupils to develop recognition of self at different ages, different family members, etc.</p> <p>Identify from the above the people who pupils live with, and sequence / order siblings and place in the family.</p> <p>Families don't have to live in the same house – sort important family members photos into their homes e.g. Grandparent's house / Parents living in different houses / Short Breaks Care, etc.</p>	<p>Who is in your family? Share with the group to recognise how people's families are different. Widen the different families net including same-sex families, living in care, grandparents, foster / adopted families.</p> <p>Center for adoption support and education. Bibliography of books about adoption: <a href="https://adoptionssupport.org/wp-content/uploads/2015/12/CASE-bibliography-2015.pdf">https://adoptionssupport.org/wp-content/uploads/2015/12/CASE-bibliography-2015.pdf</a></p> <p>Alternative Families books: CORAM BAAF Adoption and Fostering Academy <a href="https://corambaaf.org.uk/bookshop">https://corambaaf.org.uk/bookshop</a></p>	<p>N.B. Ensure cross curriculum materials reference different families and relationships</p> <p>Make a list of as many different kinds of family that you can, to recognise how people's families are different. <i>Refer to photographs of different families to sort or develop activities (Activity 3, photos licensed under creative commons)</i></p> <p>Stonewall Different Families posters: <a href="https://www.stonewall.org.uk/resources/different-families-same-love-poster">https://www.stonewall.org.uk/resources/different-families-same-love-poster</a></p> <p>Stonewall's <a href="#">Home Learning Hub</a> contains an excellent unit of work entitled 'Different Families'</p>



<p>Different families / relationships – picture books / videos / photos / pictures to build families / dolls' houses and figures to explore family types – consideration of fostered / Looked After Children. Also include same sex parents and carers through picture books / Book Bags / Sensory Stories, e.g. Picnic in the Park, Spacegirl Pukes, The Reluctant Dragon, And Tango Makes Three, etc. (See Stonewall Primary booklist). Use dolls to create different families, etc.</p> <p>Ask families to share photos / videos of activities families do together – sharing meals / sitting around a table, outings, holidays. Share these with the class to celebrate, identify peers with their families.</p> <p>Experiencing / modelling these activities within the school setting – share these videos / photos as a class to celebrate the 'school family' e.g. the importance of sitting and eating a meal together.</p> <p>Sensory work around what makes pupils feel happy / safe? Families should meet our key needs, e.g. look at a baby who can't do anything and needs milk from Mum or bottle from other family members, etc. Experience providing a blanket when cold, e.g. with fan on, sharing food and drinks, umbrella / tent cover from the rain, cream on hands, massage, etc. Pupils supporting peers with this. Reinforce link that families provide food, shelter, warmth, love, care, protection, company, touch, listening, understanding people as individuals (different likes / dislikes) etc.</p> <p>Ask for special items from home that make people feel safe (maybe different items from</p>	<p>Stonewall's 'Different Families – Same Love' posters, card game and resources, and picture books where same-sex parents are included / incidental to the story, e.g. Picnic in the Park, Spacegirl Pukes, The Different Dragon (Jennifer Bryan), And Tango Makes Three, etc. (Stonewall primary book list). Stonewall's <a href="#">Home Learning Hub</a> contains an excellent unit of work entitled 'Different Families' which is not exclusive to LGBT families.</p> <p>(N.B. Caution over labelling / reinforcing all families equalling love and care if not confident of this)</p> <p>Teaching that needs / responsibilities and families change as pupils grow older – including additions to families / losses – people leaving permanently or e.g. going to university (changes to routine) / bereavement e.g. Remembering Grandad, Badger's Parting Gift, Seesaw Learning Disability Pack on Bereavement (include this work in timely teaching as needed for individuals).</p> <p>Explore that families aren't always happy / don't always get on – Pupils need to know they can't always have exactly what they want when they want it. Teaching around sharing, understanding another's feelings / point of view, turn-taking, arguments. Equipping pupils with e.g. Now, Next, Later strategies / coping strategies to deal with conflict in families.</p> <p>What to do if feeling unhappy / unsafe in a family – Picture / symbol activities teaching trustworthy people who pupils can tell / get help from e.g. outside help (nurse, doctor, extended family, social care, school, short breaks care)</p>	<p>which is not exclusive to LGBT families. Look at the different family card game and instructions: <a href="#">See resources folder Activity 2.</a></p> <p>Real Families Rock posters from <a href="http://www.outforourchildren.org.uk/resources/">http://www.outforourchildren.org.uk/resources/</a> provide examples of different families.</p> <p>Use picture books where same-sex parents are included / incidental to the story, e.g. Picnic in the Park, Spacegirl Pukes, The Different Dragon, And Tango Makes Three see <a href="https://www.stonewall.org.uk/resources/primary-school-book-list">https://www.stonewall.org.uk/resources/primary-school-book-list</a></p> <p>Select lesson plans and activities from "No Outsiders: Teaching the Equality act in Primary School" – Andrew Moffatt <i>PSHE programme from foundation to Y6 with lesson plans which includes all equality strands including LGBT / Different Families.</i></p> <p>Pop 'n Olly – <a href="https://www.popnolly.com/">https://www.popnolly.com/</a> This is a website including links to Pop 'n Olly books which teach about Equality; Discrimination; Gender Pronouns; types of families; LGBT+ Fairytales; LGBT+ History and Inspiring figures. Includes a link to the Pop 'n Olly Youtube channel which includes videos of the books.</p> <p>A family is all the different people you live with. List the people that are important to you and label how they are important to you.</p> <p>Comparing family dynamics in different stories / texts as discussion starters, e.g. Fairy Stories, how the Dursley's treat Harry Potter, etc.</p> <p>What can go wrong in families?</p>
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<p>different stages, e.g. a special teddy, comfort blanket, baby grow, etc. – Sensory activities)</p> <p>Secondary/Post-16 – Look at old photos / videos. Labelling for pupils how their tastes in songs, e.g. nursery rhymes to pop / clothes / hairstyles / activities they like have changed over the years / are they different to younger or older siblings / family members? Be sensitive towards personal circumstances and that for some pupils these may stay the same or they may have greater needs as they get older (e.g. deteriorating conditions).</p> <p>Teaching who can help you e.g. modelling / teaching how to ask for help (signs, symbols, vocalisations, AAC, gesture e.g. giving the orange to unpeel etc.)</p>	<p>Consistent, ongoing work around equipping pupils with a voice and an understanding of the need to use their voice and the power of their voice</p> <p>Labelling / understanding emotions linked to strategies</p> <p>Choice and advocacy – teaching and reinforcing their right and power to say “No”.</p> <p>Teach about different partnerships including marriage / civil partnerships. Experience mock weddings / civil partnerships from different cultures and including same-sex examples, e.g. Prince Henry, King and King. Celebrate and share photos of pupils attending weddings / Civil Partnerships and celebrate staff weddings / Civil Partnerships (where people feel comfortable sharing).</p> <p>Secondary/Post-16 - Teach the legalities / responsibilities of marriage / Civil Partnerships – must be 16, different to having a boyfriend / girlfriend. Same sex couples can marry / civil partnership. Teach that marriage / Civil Partnerships / committed relationships / not wanting a relationship are all okay. People show commitment in lots of different ways.</p> <p>Secondary/Post-16 - Teaching about Forced Marriage and link to consent / advocacy. For more information and resources, go to: <a href="http://www.oxfordagainstcutting.org">www.oxfordagainstcutting.org</a></p> <p>Consistent, ongoing work around equipping pupils with a voice and an understanding of the need to use their voice and the power of their voice. Choice and advocacy – teaching and reinforcing their right and power to say “No”</p>	<p>Students to think about all the different situations that could make them feel unhappy or unsafe. Staff to categorise (see below headings) as appropriate.</p> <p>Neglect, physical abuse, sexual abuse, emotional abuse, honour based, forced marriage, domestic abuse, drug misuse, alcohol misuse, FGM, County lines, self-harm.</p> <p>The Freedom Charity lesson plans and resources: <a href="https://www.freedomcharity.org.uk/">https://www.freedomcharity.org.uk/</a> Also see: <a href="http://www.oxfordagainstcutting.org">www.oxfordagainstcutting.org</a></p> <p>See Online safety and Cyberbullying Activities - Formal resource pack. Topic 1 activities 1 &amp; 2 and Early Warning Signs and My Support Network</p> <p>RSE <a href="#">Activity 4 “Protective Behaviours, Assertiveness and Conflict Resolution”</a> see <a href="#">resources folder</a></p> <ul style="list-style-type: none"> <li>▪ Assertive behaviours and risk assessment lesson (pdf format, 117Kb)</li> <li>▪ Assertiveness poster (pdf format, 17Kb)</li> </ul> <p>That sometimes it may be appropriate to lie in order to get yourself out of an unsafe situation. Relates to family and non-family situations. Activity “All lies are bad” discuss. Create some situations when it’s ok or not ok to lie. E.g.</p> <ul style="list-style-type: none"> <li>▪ Your friend has a spot on their nose and is very embarrassed. You say don’t worry you look fine.</li> <li>▪ Your friend wants you to go to the park with them but you know your Mum wouldn’t want you to go on your own. Tell them you need to be home for tea.</li> <li>▪ Someone asks you for your phone number and address, but you don’t know them very well.</li> <li>▪ Your friend has a new haircut which looks odd to you but you don’t want to hurt their feelings.</li> </ul>
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	<p>RSE Activity 4: <a href="#">Protective Behaviours, Assertiveness and Conflict Resolution Assertive behaviours and risk assessment lesson (pdf format, 117Kb)</a>  <a href="#">Assertiveness poster (pdf format, 17Kb)</a></p> <p>Ideas: Mind of My Own App, Restorative Justice etc. for capturing pupil voice.</p>	<ul style="list-style-type: none"> <li>Someone asks you how you are. You are feeling upset and angry. You don't know them very well and you know they are just being polite.</li> </ul> <p>See 'Developing core concepts' column for activities linked to teaching legalities formalities of marriage, etc.</p>
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## Caring Friendships

By the end of primary school, pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Introducing core concepts (Pre-formal)	Developing core concepts (Semi-formal)	Extending core concepts (Formal)
<p>Collect photos, videos, audio clips of different friends and pupils across your setting, etc.</p> <p>Identify from the above the people that are your friends in your class, and those in other classes.</p> <p>Ask families to send in pictures of their friends they know from other settings, outside of school.</p> <p>Sensory work around what makes pupils feel happy / safe? What makes a good friend, what do they do, e.g. they are kind, caring,</p>	<p>Similar ideas to families work – now focused on friendships.</p> <p>What does / does not make a good friend? – qualities, someone I can rely on – sorting exercises, videos / media (arguments etc.), modelling being a good friend – photos / videos of them being a good friend.</p> <p>Songs / sensory stories / circle time, etc. on recognising what individuals like, and modelling giving people things to make them happy or taking things away (not a good friend?)</p> <p style="text-align: right;">11</p>	<p>Sorting game to help understand which things are really important in a friendship <i>Activity 5 in resource pack</i>.</p> <p>Create a Diamond 12 of all of the positive friendship characteristics which are the most important</p> <div data-bbox="1429 1150 1883 1406" data-label="Image"> </div>

<p>they listen, are trustworthy. Share pictures / symbols of keywords and people demonstrating good friendships.</p> <p>Take part in activities together, e.g. who can help you? Pupils given photos / names of pupils to match to real pupils and indicate / pair up with their friend.</p> <p>Work on how to greet friends appropriately, including shaking hands and smiling. Learn what is appropriate and what is not and why. Celebrate different ways pupils communicate, e.g. using sign / symbols / AAC, etc.</p> <p>How do we socialise with friends? Take part in and record activities friends do together, e.g. go for lunch, go to the park, go to parties, watch a film, share a sensory story or songs together.</p> <p>Explore the different places you meet friends, e.g. in school, at clubs, through family events</p> <p>When is a 'friendship' negative / why do friendships break down? e.g. unkind, bullying, doesn't listen, untrustworthy? Share pictures / symbols of keywords and people demonstrating bad / broken friendships. Sensory story around being unkind / bullying.</p> <p>Secondary/Post-16 – Look at what friends do together. How</p>	<p>Sorting game to help understand safe and unsafe friendships</p> <p>How do we make / maintain friendships – choosing friends, where do we meet people?</p> <p>Consent – whatever it looks like for the individual, but opportunities to practice and feel respected in saying / indicating 'yes' and 'no'.</p> <p>Recognising that not everyone wants or needs friends (or lots of friends) but will probably still need someone or thing to give company / go to people to get needs met / or family member / key staff member, etc.</p> <p>Recognising different types of friendships – things you do with different people. Making opportunities for friends who e.g. share school transport together to get to know each other better in school.</p> <p>How do we make and maintain friendships? Be conscious of not labelling, e.g. "We're all friends in Class 4" if people aren't.</p> <p>Forgiving people that make us sad – recognising why. Saying and being sorry when we make others sad. How our actions might upset others.</p> <p>PECS 'So Safe' relationships poster <a href="https://goo.gl/images/WyBQhY">https://goo.gl/images/WyBQhY</a> (differentiate for individuals / check generally for untrue messages, e.g. Can't have sex with a boyfriend / girlfriend? <math>\frac{1}{2}</math></p>	<p>Create a Diamond 9 of the negative characteristics. Which are the most negative?</p> <p>Public Health England - Forming positive relationships lesson plan pack: <a href="https://campaignresources.phe.gov.uk/schools/resources/relationships-lesson-plan-pack">https://campaignresources.phe.gov.uk/schools/resources/relationships-lesson-plan-pack</a></p> <p>Create their own poster after reviewing the completed version, identifying the 5 things they find really positive and the 5 things that they find negative in a friendship.</p> <p>Refer to Online safety and Cyberbullying Activities - Formal resource pack. Topic 2. Activity 2 – What makes a good online friend?</p> <p>Make the link to Early Warning Signs and Support Network exercise as discussed in the families section above. See <a href="#">Online safety and Cyberbullying Activities</a> - Formal resource pack. Topic 1 activities 1 &amp; 2 and <a href="#">Early Warning Signs and My Support Network</a>. Remind children they can judge if they feel comfortable or safe in a friendship by referring to their early warning signs and remind them to seek support via their support network.</p> <p>Visit the <a href="#">E-Safety Teaching Materials</a> InSite webpage.</p> <p>Bo Solo Comic book by John Rowley. This is a comic that was written to help children learn about friendship. The comic has been divided into a series of PowerPoint presentations addressing different aspects of friendship. Download the separate PowerPoints or the entire comic <a href="http://thejohnrowley.com/resources/bosolocomicresources/">http://thejohnrowley.com/resources/bosolocomicresources/</a></p> <p>Comparing friendship dynamics in different stories / texts as discussion starters, e.g. Fairy stories, stories where bullying happens...</p> <p>Circle time activities focusing on friendship scenario cards, e.g. looking at different peer group situations and how to respond. See RSE Activity 4: Protective Behaviours, Assertiveness and Conflict Resolution <a href="#">Assertive behaviours and risk assessment lesson (pdf format, 117Kb)</a> <a href="#">Assertiveness poster (pdf format, 17Kb)</a>.</p>
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<p>does this change as pupils become older? Look at old photos / videos. Label for pupils how where they go changes, e.g. from the park to the disco, from the cafe to the pub. Explore changes in what music they listen to together and their tastes in songs, e.g. nursery rhymes to pop, and how clothes / hairstyles / activities they like have changed over the years.</p> <p>Be sensitive towards personal circumstances and that for some pupils these may stay the same or they may have greater needs as they get older (e.g. deteriorating conditions).</p>	<p>if under 16 but not always true – safe kiss / sexy kiss, etc.</p> <p>Who can touch you / where (place in space and on body)?</p> <p>Difference between surprises (birthday) and secrets (sinister).</p> <p>Early warning signs (body).</p> <p>Everyone has the right to feel safe and there are people I can tell. Choose to feel unsafe (rollercoaster) – your choice. Refer to activities to support online safety and Activity 4.</p> <p>Keep checking if something is okay (double check!)</p> <p>Ongoing work on labelling for them, recognising and understanding emotions (e.g. emoji cards, symbols, photographs, videos). Recognising non-verbal signs e.g. facial expressions of others (Transporters DVD) emotional inference in texts.</p>	<p>Discuss different scenarios with friends and how they could respond, what actions could be taken. Ext: Focusing on going past the event, any personal examples of conflict and how it was resolved/would they change.</p> <p>Refer to Activities to support online safety – adapted from CLICK resource pack. Topic 6. Activity 2. Understanding healthy and unhealthy relationships and <a href="#">Healthy Friendships and Unhealthy Friendships posters</a></p> <p>Make the link to Early Warning Signs and Support Network exercise as discussed in the families section above. See <a href="#">Online safety and Cyberbullying Activities - Formal resource pack</a>. Topic 1 activities 1 &amp; 2 and <a href="#">Early Warning Signs and My Support Network</a>. Remind children they can judge if they feel comfortable or safe in a friendship by referring to their early warning signs and remind them to seek support via their support network. <i>What does Consent Really Mean? Wallis, Peter &amp; Wallis, Thalia.</i> <a href="https://www.jkp.com/uk/what-does-consent-really-mean-1.html">https://www.jkp.com/uk/what-does-consent-really-mean-1.html</a></p> <p><a href="#">NSPCC 'Making sense of relationships' lesson plans and guidance</a></p> <p>The issue of sexual consent is discussed in a graphic novel format that depicts the conversation of teenagers aged 13-18 and their personal feelings on the subject. The comic book story is accompanied by sexual health resources for students and teachers including PSHE practitioners and international equivalents. See <i>Activity 6 in resource pack</i>.</p>
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## Respectful Relationships

By the end of primary school, pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Introducing core concepts (Pre-formal)	Developing core concepts (Semi-formal)	Extending core concepts (Formal)
<p>Work on self-identity – importance of understanding who they are and who they are in relation to other people:</p> <p>Identifying personal features – recognising / experiencing differences e.g. using mirror and photo of pupil – pictures of different features - video clips of different pupils.</p> <p>Responds consistently to own name using e.g. objects of reference, or in ‘Hello’ songs e.g. their personal music or personal handshake etc. Video / record staff member doing personal action – can they recognise it?</p> <p>Activities to build awareness of self and others, e.g. turn taking games and activities / Intensive interaction / personal action – can they recognise it?</p>	<p>Identifies own photo from a selection (build up from choice of 2 to group photo).</p> <p>Identifies another pupil or adult in the class, e.g. using photos of class.</p> <p>Identifies / reads own name from a choice of a few.</p> <p>Activities to build awareness of self and others, e.g. turn taking games and activities / Intensive interaction.</p> <p>Identifying where you are on the life cycle using pictures / symbols Include opportunities for modelling / developing ‘social’ skills &amp; communication and label the importance of building respectful relationships, e.g. Circle Time</p>	<p>Explore respectful relationships with circle activity. <i>I feel accepted and included when...</i> <i>I don't feel accepted and included when...</i></p> <p>Activity: Choose some of what you've heard to create a poster about respect. What is self-respect? How do we treat others as we would want ourselves or people we love to be treated? Discussions. Link to stories / texts.</p> <p>Follow up activity: Make badges that demonstrate their personal qualities to promote respect in the school. E.g. I'm a good listener, I am kind, I help people, etc.</p> <p>Making displays: It's ok to be different display. Based on the book by Todd Parr. See Topic 5. Activity 4. in <a href="#">Online safety and Cyberbullying Activities - Formal resource pack</a>. To view the Todd Parr books in more detail before buying you can see and hear them read aloud on the YouTube links below <a href="https://youtu.be/f5W1zXZC6S0">https://youtu.be/f5W1zXZC6S0</a> Display examples can be found in the resource folder.</p> <p>Topic 5. Activity 2 in the above resource pack. This activity aims that children know about the Equality Act and which group are those identified as having protected characteristics.</p>

<p>Identifying their voice on a Big Mac / recording.</p> <p>Celebrating growing older through birthdays and photos/videos of them at different stages.</p> <p>Show different clothes e.g. baby shoes v big shoes – ‘Which do you wear?’ using real items.</p> <p>Listening and attending to what people say they like.</p> <p>Opportunity to agree or disagree using photos / symbols for making choices.</p> <p>Follow the leader / who’s the teacher type games to recognise an action of another e.g. using Follow the leader song from Peter Pan (available on YouTube).</p> <p>Experience being out and about in the community and their place in the wider community.</p> <p>Exploring / experiencing different relationships through photos / videos / dressing up, e.g. weddings from different cultures – include marriage, civil partnerships, cohabiting, partners – mixed and same-sex couples.</p>	<p>Opportunities to go into local community – understanding their place in the family / school / wider community.</p> <p>Identify which items they used as a baby and which they use now – e.g. match baby to baby grow - match pictures to scenes.</p> <p>Recognise their / a familiar person’s voice on film / audio.</p> <p>Guess the voice game. Pupils to sit either side of a screen and identify who is talking.</p> <p>Exploring identity - Dressing up costumes (all available to all genders).</p> <p>What’s different game. One pupil to leave the room and change something about their appearance before returning.</p> <p>Practicing social skills - Recognition of different groups / communities they are a part of e.g. photos of family groups / maps of journeys to school – who is on your bus? Use Google maps to support.</p>	<p>Understanding bullying and cyberbullying/online safety resources. These PowerPoints can be downloaded and edited to suit the needs of your group.</p> <p><a href="#">Understanding bullying lesson primary presentation (ppt format, 8MB)</a></p> <p><a href="#">Understanding bullying lesson primary notes (pdf format, 15KB)</a></p> <p><a href="#">Understanding bullying lesson secondary presentation (ppt format, 9MB)</a></p> <p><a href="#">Understanding bullying lesson secondary notes (pdf format, 114KB)</a></p> <p><a href="#">Continuum exercise (pdf format, 5KB)</a></p> <p><a href="#">Quiz answers (pdf format, 5KB)</a></p> <p><a href="#">Cyberbullying Lesson presentation</a> &amp; Cyberbullying Lesson User Notes</p> <p><a href="#">Age 9 – 11 assembly/group session (pptx format, 4Mb)</a></p> <p><a href="#">Age 9 – 11 assembly/group session notes (pdf format, 110Kb)</a></p> <p>The Anti-Bullying Gang online age 9 – 11 age group activity ( format, Kb)</p> <p><a href="#">Circle time anti-bullying lesson (doc format, 59Kb)</a></p> <p><a href="#">Bystander drama lesson</a> (pdf format, 31Kb)</p> <p>Create your own comic strips or use these as discussion starters.</p> <p><a href="#">Theme: girls bullying and cyberbullying (jpg format, 760Kb)</a></p> <p><a href="#">Theme: relationship bullying (jpg format, 668Kb)</a></p> <p><a href="#">Theme: physical bullying and homophobic name calling (jpg format, 805Kb)</a></p> <p><a href="#">Theme: bystander and young people taking action to stop bullying (jpg format, 803Kb)</a></p> <p><a href="#">Secondary age assembly/group session (pptx format, 4Mb)</a></p> <p><a href="#">Secondary age assembly/group session notes (pdf format, 97Kb)</a></p> <p><a href="#">Supporting positive behaviour online secondary age group activity ( format, 1.3Mb)</a></p> <p>Stereotypes: Celebrating difference and challenging stereotyping</p>
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<https://www.equalityhumanrights.com/en/lesson-activity-ideas>

The Equality and Human Right Commission have a series of lesson plans including: Lesson 1: Who am I; Lesson 2: Challenging Stereotypes; Lesson 3: There's no such thing as a boy's/girl's job

Let Toy's be Toys – lesson. Looks at gender stereotyping in toys. <http://lettoysbetoys.org.uk/wp-content/uploads/2015/06/Lesson-plan-Y5-and-Y6.pdf>

Challenging gender stereotypes – see how adults choose toys for children based on their perceived gender. Excerpt from Channel 4 documentary.

<https://www.youtube.com/watch?v=nWu44AqF0il>

Use as a discussion starter. Also useful for training staff.

Challenging gender stereotypes: children are asked to draw fire fighter, surgeon, fighter pilot and most draw men.

<http://creativity-online.com/work/inspiring-the-future-redraw-the-balance/45935> Use as a discussion starter. Also useful

for training staff.

[NSPCC 'Making sense of relationships' lesson plans and guidance](#)

Understanding trans. Two films to promote discussion about trans (check carefully to see if children can access – may be more suitable for staff training).

<https://youtu.be/ITlp8Hdu5Xc> Ciera's story &

I am Leo <https://www.youtube.com/watch?v=Fej46BoWe54>

For more understanding of trans and gender questioning please see <https://gids.nhs.uk/guidance-schools>

Also refer to “No Outsiders – Teaching the Equality Act in Primary School” & Genderbread Person (see resource section)

*What does Consent Really Mean? Wallis, Peter & Wallis, Thalia.* <https://www.jkp.com/uk/what-does-consent-really-mean-1.html> The issue of sexual consent is discussed in a

		graphic novel format that depicts the conversation of teenagers aged 13-18 and their personal feelings on the subject. The comic book story is accompanied by sexual health resources for students and teachers including PSHE practitioners and international equivalents. <i>See Activity 5</i>
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## Online Relationships

By the end of primary school, pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Introducing core concepts (Pre-formal)	Developing core concepts (Semi-formal)	Extending core concepts (Formal)
N/A	<p>See E-safety curriculum / 'Extending core concepts' ideas.</p> <p>Visit the <a href="#">E-Safety Teaching Materials</a> InSite webpage.</p> <p>Videos and clips shared in group linked to differentiated activities for specific learners</p> <p>Staff awareness of pupils who have an online presence / activity – support for families and embedding culture in pupils of sharing what they are watching / doing.</p> <p>Same rules as physical friendships / relationships apply to online.</p> <p>Teach that what you write / send by text or online can be permanent and viewed and shared by millions. Need to be more careful</p>	<p>Much of this section overlaps with materials from previous sections and are available in the <a href="#">Online safety and Cyberbullying Activities - Formal Activity pack</a>.</p> <p><i>Topic 1: Activity 3, Activity 4 &amp; Activity 5.</i></p> <p><i>Topic 2: Activity 1 &amp; 2</i></p> <p><i>Topic 3: Activity 1 &amp; 2.</i> (Use the Childnet International Trustme resources which include two lessons, one covering trusting information and the other covering trusting online contact . This covers primary and secondary</p> <p><a href="https://www.childnet.com/resources/trust-me">https://www.childnet.com/resources/trust-me</a></p> <p>See also – Cyberbullying and online safety lessons and resources in section above. Also visit the <a href="#">E-Safety Teaching Materials</a> InSite webpage. Further resources can be found in the resources section at the start of the framework including resources from Childnet International, CEOP and also the Digital Literacy Curriculum from SWgFL.</p>

	<p>than with spoken words that are more fleeting, and online jokes etc. are more open to misinterpretation.</p>	<p><a href="#">NSPCC 'Making sense of relationships' lesson plans and guidance</a></p> <p>Also – see 'Friendships' and 'Respectful Relationships' sections above.</p> <p><a href="https://youtu.be/aDycZH0CA4I">https://youtu.be/aDycZH0CA4I</a> Can I be your friend? Humorous video from the English National Opera to explore how odd online friendship can be. Good opener for conversation/discussion on online friendships and the quality of online healthy relationships. See also the Childnet International toolkits aimed at 11- 14's referenced elsewhere (Crossing the Line; Myth vs Reality and Digital Resilience).</p>
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## Internet Safety and Harms (from mental well-being)

By the end of primary school, pupils should know:

- that for most people the internet is an integral part of life and has many benefits.
- 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.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Introducing core concepts (Pre-formal)	Developing core concepts (Semi-formal)	Extending core concepts (Formal)
N/A	See 'Extending core concepts (Formal)'.	<p>E-Safety – Risks of fake social media / gaming profiles. Make relevant – “What are you using? How are you using it? Why is it fun / important?”</p> <p>Celebrate strengths of internet / social media / YouTube / gaming – can be a social lifeline.</p> <p>Visit the <a href="#">E-Safety Teaching Materials</a> InSite webpage.</p> <p>Refer to the following activities in <a href="#">Online safety and Cyberbullying Activities – Formal Activity pack</a>.</p> <p>Topic 4: Activity 2</p> <p>Aims of session:</p> <p>Topic 6: Activities 1, 2, 3 &amp; 4 including <a href="#">The Anti-Bullying Gang Activity</a></p> <p>Anti-Bullying Gang - secondary version</p> <p>Topic 3: Activity 1 &amp; Activity 2. Childnet International Trust Me resource. Series of lessons on bullying and cyberbullying etc. in bullying section (respectful relationships above)</p>

## Being Safe

By the end of primary school, pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Introducing core concepts (Pre-formal)	Developing core concepts (Semi-formal)	Extending core concepts (Formal)
<p>See 'Friendships' section – e.g. PECS So Safe Poster / Relationship circle – linked to appropriate greetings / interactions with different people, protective behaviours – e.g. understanding appropriate touch, public / private, consent, activity choice etc.</p> <p>Different types of surprises (safe) versus being asked to keep secrets (risk).</p> <p>We would teach this in context with the work on friendships and relationships.</p> <p>'An Exceptional Children's Guide to Touch' story might be a good starting point to hook this on to.</p>	<p>(Ensure pupils have access to concerns procedure / posters and guidelines displayed and referred to often and dedicated time to talk / share concerns e.g. Being Safe guidelines to carry around in Planners – building that culture of the classroom being a safe space to share).</p> <p>Circle of trust: Who can touch my body with my consent and where.</p> <p>Videos, images, texts, audio snippets – discussions around whether they think the person feels safe or unsafe? Why? How do we know?</p>	<p>See 'Friendships' section above.</p> <p>Sorting game to help understand safe and unsafe friendships.</p> <p>Diamond 12 of all of the boundaries to a positive friendship, including but not restricted to:</p> <ul style="list-style-type: none"> <li>▪ Jealousy, mistrust, control, manipulation, anger, misunderstanding/ assumption.</li> </ul> <p>Feedback to how these issues are triggered by crossing a boundary. Create posters/documents/ note to self or create a wish list for a friend to prevent crossing these boundaries in the future.</p> <p>Tasks needs to be highly structured in relation to the students' position, but could include:</p> <p>Circle of trust exercises – Students to create diagrams to who in their life fit into the safe person criteria.</p> <p>Create criteria for what a safe person looks like considering e.g. Someone that doesn't ask me to keep secrets; Listens to me when I talk; etc, When my body tells me that I feel safe...</p>

<p>What makes us feel safe? Acknowledgement that this might be things or animals (not people) for some pupils.</p> <p>e.g. the importance of having their collection of blankets, cushions, squeeze toys, full set of Thomas trains etc. gathered close by when feeling anxious or bringing a teddy to a new school or class. Headphones / ear defenders when feeling unsafe due to noise / unpredictability.</p> <p>Labelling for pupils' real situations where they feel safe or unsafe – e.g. knowing those pupils who are scared of dogs and linking for them how their bodies feel, what they do when scared, and what further coping strategies we can help them to develop to feel safer.</p>	<p>What happens in my body when I feel unsafe – 'Emotion Works' resource.</p>	<p>360-degree images from <a href="https://www.360cities.net/">https://www.360cities.net/</a> with scenario questions. Students to identify the best person to help them with that scenario. Students to identify who they could ask for a second opinion.</p> <p>Early Warning Signs/support network activity – see “Activities to support online safety and Cyberbullying” Topic 1, Activities 1 &amp; 2.</p> <p>Extend and ask ‘what happens if...’ they don’t believe you? If they are not available? If you feel they don’t help? If their suggestion feels wrong or uncomfortable to you? (students to learn about how to question their responses) NSPCC Let’s Talk Pants <a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a></p> <p>My Book, My Body by Anne Peake and Khadj Rouf.</p> <p>There’s a Boy in the Girls Bathroom Louie Schar.</p> <p>Explore keeping safe and decision making – use Activity 8 in the resource section based on the framework below.</p> <p>Think:</p> <ol style="list-style-type: none"> <li>1. Yes, No or Don’t know feeling.</li> <li>2. Does someone I trust know where I am?</li> <li>3. Can I get help if I need it?</li> <li>4. Should I do it?</li> </ol> <p>Scenarios to explore provided in Activity 8.</p>
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## Mental Well-being

By the end of primary school, pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom 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).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Introducing core concepts (Pre-formal)	Developing core concepts (Semi-formal)	Extending core concepts (Formal)
<p>Labelling / beginning to identify emotions – Incredible 5 Point Scale, Emotion Works etc. Emotions fans / keyrings, circle time, songs about how your feeling. How much of an emotion – scales? More than one emotion at the same time.</p> <p>Labelling real-life examples of e.g. triggers / things e.g. the swing / a certain song or style of music that helps me to calm, personalised for individuals.</p>	<p>Labelling / beginning to identify emotions – Incredible 5 Point Scale, Emotion Works, Superflex / Social Detective etc. Emotions fans / keyrings, circle time, songs about how your feeling. How much of an emotion – scales? More than one emotion at the same time.</p> <p>Work on individual emotions and label the differences in e.g. angry and sad, or happy and excited – what makes them feel this way and what can they do about it.</p>	<p>See core text: <a href="https://www.socialthinking.com/Products/superflex-superhero-social-thinking-curriculum">https://www.socialthinking.com/Products/superflex-superhero-social-thinking-curriculum</a></p> <ul style="list-style-type: none"> <li>▪ Using character templates, explore what each of the characters are like</li> <li>▪ Watch small video clips from movies (inside out, angry birds etc) and identify the characters related to their actions <a href="https://www.youtube.com/watch?v=k2PJ6T7U2eU">https://www.youtube.com/watch?v=k2PJ6T7U2eU</a> birds on a wire</li> </ul> <p>Students to use a quadrant labelled: With someone, on your own, inside and outside. think of 3 activities that they enjoy doing, then show the quadrant and plot onto the graph. Students to think of some other activities on a different coloured Post-It to fill the gaps and even out their perspective of things that make them happy.</p> <p>On a third colour, students to identify the different people around them, and where they would fit on the quadrant</p> <p>22 Shaun Tan: The Red Tree</p>



	<p>Anger management strategies.</p> <p>Who / what supports me when I need help e.g. if being bullied etc.</p>	<p>Thoughts and feelings graph over the event of the text. Identify an emotion for the X axis to gauge, and the Y axis to demonstrate story progression.</p> <p>Refer to “Activities to support online safety and cyberbullying” Activity 1 &amp; 2. Early Warning Signs and Support network.</p> <p>Alternatively. an iceberg picture for each emotion – tip of the iceberg is what this looks like (for the people looking from the boat at my behaviours). The underwater iceberg is how this feels for me or what is making me feel this way, that only my personal submarine can see. How do I begin to share some of the submarine’s findings with the boat people so that they can understand my outward behaviours better?</p> <p><a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/</a></p> <p>Lesson 1 – I saw your Willy – sharing of inappropriate images aimed at primary level.</p> <p>Scenario’s based on self-harm to discuss and think of responses for both them</p> <p>360degree city project: <a href="https://www.360cities.net/">https://www.360cities.net/</a></p> <ol style="list-style-type: none"> <li>1. Students to identify who could help them</li> <li>2. Students to identify who could help them in reflection of a scenario (who they need help from for different reasons)</li> </ol>
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## Changing Adolescent Body

By the end of primary school, pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

<b>Introducing core concepts (Pre-formal)</b>	<b>Developing core concepts (Semi-formal)</b>	<b>Extending core concepts (Formal)</b>
Puberty changes – visual systems to both teach and use practically e.g. knowing when to change a pad when having a period / calendars / adapted toilet routine	Story books e.g. Babette Cole – Hair in funny places / Tom and Ellie books / Growing up book for Boys, Growing up guide for Girls etc.	Picture books and Puberty resources / pictures / activities etc. from existing schemes. Refer to resource section.

# RSE framework for pupils with SEND and/or vulnerabilities – Secondary/Post-16 (resources and additional activities)

## Families

By the end of secondary school, pupils should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Introducing core concepts (Pre-formal)	Developing core concepts (Semi-formal)	Extending core concepts (Formal)
N/A	See 'primary' ideas plus 'Extending core concepts' resources.	<p>As students should already have covered this, re-cap the legalities / responsibilities of marriage / Civil Partnerships – must be 16, different to having a boyfriend / girlfriend. Same sex couples can marry / civil partnership. Teach that marriage / Civil Partnerships / committed relationships / not wanting a relationship are all okay. People show commitment in lots of different ways.</p> <p>Public Health England - Forming positive relationships lesson plan pack:  <a href="https://campaignresources.phe.gov.uk/schools/resources/relationships-lesson-plan-pack">https://campaignresources.phe.gov.uk/schools/resources/relationships-lesson-plan-pack</a></p> <p><a href="#">NSPCC 'Making sense of relationships' lesson plans and guidance</a></p> <p><a href="#">Disrespect NoBody teaching resources on preventing teenage relationship abuse</a></p>

Go over Forced Marriage and link to consent / advocacy. For more information and resources, go to: [www.oxfordagainstcutting.org](http://www.oxfordagainstcutting.org)

Consistent, ongoing work around equipping pupils with a voice and an understanding of the need to use their voice and the power of their voice. Choice and advocacy – teaching and reinforcing their right and power to say “No”

[Exploring relationships, marriage and parenting \(KS4\)](#)

RSE Activity 4: [Protective Behaviours, Assertiveness and Conflict Resolution Assertive behaviours and risk assessment lesson \(pdf format, 117Kb\)](#)

[Assertiveness poster \(pdf format, 17Kb\)](#)

Ideas: Mind of My Own App, Restorative Justice etc. for capturing pupil voice.

## Respectful relationships including friendships

By the end of secondary school, pupils should know:

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Introducing core concepts (Pre-formal)	Developing core concepts (Semi-formal)	Extending core concepts (Formal)
<p>How do we show we care about people? Choose a friend to do an activity with you? E.g. Turn-taking games/ board games/ ball games</p> <p>Relationship circles – who is close to you? (focus on who knows you well)</p> <p>Treating people in the right way and recognising when others don't like how we treat them e.g. taking something that belongs to them or that they are using (real-time teaching / staff facilitation / modelling around giving the object back, asking for it or waiting for their turn – continued work on developing their voice, including</p>	<p>Discussion / sorting activity about healthy and positive relationships – reciprocal / trusting etc. Reminder that someone needs to be aware of being your boyfriend / girlfriend e.g. What is a friend? What is not a friend?</p> <p>Create a poster / mood board about what activities you might do with a friend e.g. bowling, picnic</p> <p>Relationship circles – who is close to you? (focus on who knows you well as opposed to who do you know) e.g. you might think you know the shopkeeper because you</p>	<p>Resource: Role-play cards of scenarios e.g. "a friend asks you to give them money" etc.</p> <p>Resource: Worksheet – suggest what you can do with your friends. Activity: Talking mat</p> <p>Resource - use doormat to stick symbols of range of appropriate behaviours.</p> <p>Activity 6 from resource section– based on graphic novel "What does Consent Really Mean?" Wallis, Peter and Wallis, Thalia. Illustrated by Joseph Wilkins. What does Consent Really Mean? <a href="https://www.jkp.com/uk/what-does-consent-really-mean-1.html">https://www.jkp.com/uk/what-does-consent-really-mean-1.html</a></p> <p><a href="#">NSPCC 'Making sense of relationships' lesson plans and guidance</a></p> <p>Gender Unicorn – <a href="https://www.youtube.com/watch?v=YPNCzXYy2CE/">https://www.youtube.com/watch?v=YPNCzXYy2CE/</a> / <a href="https://www.transstudent.org/gender">https://www.transstudent.org/gender</a> and Genderbread Person - <a href="https://www.itspronouncedmetrosexual.com/2015/03/the-genderbread-person-v3/">https://www.itspronouncedmetrosexual.com/2015/03/the-genderbread-person-v3/</a></p>

<p>the importance of being able to tell another person yes or no)</p> <p>Staff understanding and labelling in real-time the function of a behaviour and teaching a more appropriate way e.g. the pupil that takes something from a peer because they only see their own need, to the child who might take something for a reaction from another.</p> <p>Continued structured work on positive interaction with others e.g. sharing, turn-taking etc.</p>	<p>always see the same person in the shop but do they know you well? – they have lots of different customers everyday)</p> <p>What happens if a relationship goes wrong?</p> <p>Stranger awareness - What is a 'safe stranger'</p> <p>Resource: 360-degree cities <a href="https://www.360cities.net/">https://www.360cities.net/</a> use photos of real-life situations to encourage discussion n.</p> <p>Grading behaviours into safe / unsafe. Use traffic light system / symbols and Talking Mats if appropriate / 'A 5 is against the law' book</p> <p>e.g. 1 – low risk/social  2 – reasonable behaviour  3 – odd behaviour/breaking rules  4 – scary behaviour – might get taken to court  5 – physical behaviour – possibly go to prison.</p> <p>Traffic light system:  Red – Against the law  Amber – you need permission  Green – you can decide</p>	<p>Understanding sexual orientation and gender and the differences between gender identity and gender expression. Understanding that if gender identity changes, then sexual orientation may also change.</p> <p><a href="https://www.itspronouncedmetrosexual.com/2012/04/even-better-flowchart-when-its-okay-to-say-gay/">https://www.itspronouncedmetrosexual.com/2012/04/even-better-flowchart-when-its-okay-to-say-gay/</a> Flowchart about when it's ok to say gay and when it's not! Awareness of homophobia and homophobic language.</p> <p><a href="https://www.stonewall.org.uk/resources/tens-steps-tackling-homophobic-biphobic-and-transphobic-language-your-school">https://www.stonewall.org.uk/resources/tens-steps-tackling-homophobic-biphobic-and-transphobic-language-your-school</a></p> <p><a href="http://www.disrespectnobody.co.uk">www.disrespectnobody.co.uk</a> - Government site for young people covering sexting, relationship abuse, consent, rape and pornography. Contains short film clips that could be used as lesson/discussion starters.</p> <p><a href="http://releasd.com/9703/protectyourworld-stay-safe-online-campaign">http://releasd.com/9703/protectyourworld-stay-safe-online-campaign</a> - A selection of posters to raise awareness of sexting.</p> <p><a href="https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobilesafety/sexting/">https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobilesafety/sexting/</a> Childline advice for young people on sexting including Zip It App</p> <p>For further resources and link to guidance for managing sexting see</p> <ul style="list-style-type: none"> <li>▪ <a href="#">Sexting in schools and colleges - UKCCIS 2017</a></li> <li>▪ <a href="#">Overview of Sexting Guidance</a></li> <li>▪ Oxfordshire County Council <a href="#">Sexting Resource Pack 2019 (pdf format, 354Kb)</a></li> </ul> <p><a href="http://www.barnardosrealloverocks.org.uk/pro-real-love-resource">http://www.barnardosrealloverocks.org.uk/pro-real-love-resource</a> / The Real Love Rocks Resources are about helping all children and young people to think and chat about relationships, what they are, and how to keep happy and safe in them, whether that's now or in the future. There are two Resources, one aimed at children in year 6 and one for young people in years 7-9 that could be adapted.</p> <p>Supportive resources for teachers and adults can be found on OCC web pages <a href="http://schools.oxfordshire.gov.uk/cms/content/homophobic-biphobic-and-transphobic-bullying">http://schools.oxfordshire.gov.uk/cms/content/homophobic-biphobic-and-transphobic-bullying</a></p> <p>Understanding bullying lessons for primary and secondary</p>
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to help children understand the difference between bullying and falling out with friends and understand what bullying is and that it's not ok to bully others including Bystander.

[Understanding bullying lesson primary presentation \(ppt format, 8MB\)](#)

[Understanding bullying lesson primary notes \(pdf format, 15KB\)](#)

[Understanding bullying lesson secondary presentation \(ppt format, 9MB\)](#)

[Understanding bullying lesson secondary notes \(pdf format, 114KB\)](#)

[Continuum exercise \(pdf format, 5KB\)](#)

[Quiz answers \(pdf format, 5KB\)](#)

[Bystander drama lesson \(pdf format, 31Kb\)](#)

LGBT awareness – Ciera's story – coming out as trans

<https://youtu.be/ITlp8Hdu5Xc> Ciera Taylor was 14 when she told her parents she was born in the wrong body and wanted to live as a girl. Now aged 16, she tells BBC News how her family and schoolfriends have coped with her momentous decision.

Teaching different types of touch and appropriate / inappropriate touch dependent on context.

Consent – Saying no, not saying yes means no, right to say no after saying yes 'What does consent really mean?' book. See activity 5 in resource section.

[Disrespect NoBody teaching resources on preventing teenage relationship abuse](#)

Grooming – can start innocuously with more than one child – when does a relationship of trust change? Refer to "Activities to support online safety and cyberbullying" Topic

1 Activity 5 Alright Charlie.

<https://www.mesmac.co.uk/projects/blast/for-professionals/resources>

Myth busting – real / not real (all teenagers watch porn so I should be)

Feelings – safe / unsafe, comfortable / uncomfortable, ok / not ok.

Activity: Keeping safe in relationships.

Resource: materials supporting how to say 'no' assertively.



		Understanding you don't have to have sex just because you have reached 16.
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## Online and Media

By the end of secondary school, pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.

Introducing core concepts (Pre-formal)	Developing core concepts (Semi-formal)	Extending core concepts (Formal)
N/A	See 'primary' ideas plus 'Extending core concepts' resources.	<p><a href="https://www.childnet.com/resources/trust-me">https://www.childnet.com/resources/trust-me</a> Trust Me Secondary Pack</p> <p>Childnet international Crossing the Line Toolkit  <a href="https://www.childnet.com/resources/pshe-toolkit/crossing-the-line">https://www.childnet.com/resources/pshe-toolkit/crossing-the-line</a></p> <p>This covers the following aspects: The sharing of inappropriate material online/sexting; Peer group pressure; Self-esteem related to internet use and cyberbullying.</p> <p><a href="https://www.childnet.com/resources/pshe-toolkit/myth-vs-reality">https://www.childnet.com/resources/pshe-toolkit/myth-vs-reality</a>            Toolkit of films and lesson plans for 11-14 covering Online pornography, Healthy Relationships, Online body image.</p> <p>Childnet International – Digital Resilience lesson referenced elsewhere.</p>

		<a href="http://www.safestories.org">www.safestories.org</a> ; Four cartoon stories created by young people about online issues.  <a href="#">NSPCC 'Making sense of relationships' lesson plans and guidance</a>
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### Internet Safety and Harms – from physical and mental well-being

By the end of secondary school, pupils should know:

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Introducing core concepts (Pre-formal)	Developing core concepts (Semi-formal)	Extending core concepts (Formal)
N/A	See 'primary' ideas plus 'Extending core concepts' resources.	See online safety section and primary ideas.  Childnet international Crossing the Line Toolkit <a href="https://www.childnet.com/resources/pshe-toolkit/crossing-the-line">https://www.childnet.com/resources/pshe-toolkit/crossing-the-line</a>  <a href="https://www.childnet.com/resources/pshe-toolkit/myth-vs-reality">https://www.childnet.com/resources/pshe-toolkit/myth-vs-reality</a> Toolkit of films and lesson plans for 11-14 covering Online pornography, Healthy Relationships, Online body image.  <a href="#">Online safety and Cyberbullying Activities - Formal</a> See Topic 4 Activity 1 & Activity 2.  Crossing the Line(above) Lesson plan on Cyberbullying. OCC lessons in bullying section above.

## Being Safe

By the end of secondary school, pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Introducing core concepts (Pre-formal)	Developing core concepts (Semi-formal)	Extending core concepts (Formal)
N/A	<p>What is safe to keep private / when do I need to tell?</p> <p>Shoebox with diagonal card through centre – what goes in the side with the window (to share) and what can I safely keep private (no window side)</p> <p>Grading behaviours into safe / unsafe. Use traffic light system / symbols and Talking Mats if appropriate / 'A 5 is against the law' book            e.g. 1 – low risk/social            2 – reasonable behaviour            3 – odd behaviour/breaking rules            4 – scary behaviour – might get taken to court            5 – physical behaviour – possibly go to prison.</p> <p>Traffic light system:            Red – Against the law            Amber – you need permission            Green – you can decide</p>	<p>Grading behaviours into safe / unsafe. Use traffic light system / symbols and Talking Mats if appropriate / 'A 5 is against the law' book            e.g. 1 – low risk/social            2 – reasonable behaviour            3 – odd behaviour/breaking rules            4 – scary behaviour – might get taken to court            5 – physical behaviour – possibly go to prison.</p> <p>Traffic light system:            Red – Against the law            Amber – you need permission            Green – you can decide</p> <p>What does consent really mean? See Activity 6 from resources section (including same sex relationships)</p>

## Intimate and sexual relationships including sexual health.

By the end of secondary school, pupils should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Introducing core concepts (Pre-formal)	Developing core concepts (Semi-formal)	Extending core concepts (Formal)
<p>'Talk About Sex and Relationships' books 1 &amp; 2                      'All about us' FPA                      'Yasmine and Tom' FPA</p> <p>Puberty changes – visual systems to both teach and use practically e.g. knowing when to change a pad when having a period / calendars / adapted toilet routine.</p> <p>NB. wherever possible only a known adult with whom the pupil has a relationship will support with</p>	<p>Levels of sexual intimacy and who with? So Safe PECS poster.</p> <p>Keeping yourself safe</p> <p>SEN LGB inclusive resources – Keisha and Joshua, George &amp; Albie, Mia and Emily.</p> <p>BBC SEN Clips – appropriate touch, periods, closing the door.</p> <p>Continued work on choice / consent</p>	<p>Refer to School Health Nursing Team for access to specialist resources to teach about sex and relationships.</p> <p>Activity: Look at pop song lyrics –are they appropriate? What do they say about relationships?</p> <p>Activity: Responding to peer pressure, pressure from boyfriend / girlfriend.                      Resource: refer back to positive friendship.</p> <p>Activity: When do you have to do as you are told?</p> <p>Resource: Doormat activity.</p>

<p>intimate care. Adult will explain and reassure pupil that they are in private whilst ensuring all Safeguarding procedures are followed. Adults will support pupils in a dignified way.</p> <p>Experience RSE focused around the changes in puberty and adolescence e.g. changes in body hair / pubic hair etc.</p> <p>Resource: Stories, books, videos e.g. “Things Ellie likes”, “Things Tom likes”. Social stories for puberty. “Growing up book for boys / Growing up guide for girls”</p>	<p>Physical contraception and safe sex box to explore: ensure this includes all types of contraception and safe sex resources, including those for people in same sex relationships.</p> <p>Pornography / positive body image (link to E-Safety and healthy relationships)</p> <p>Story books Babette Cole – Hair in funny places. Social Stories – Puppets / Body Sense resources?</p> <p>Use intros from formal learning, without the discussions.</p> <p>Distinguishing between sexual and non-sexual images / videos.</p> <p>Public and Private (e.g. places / environments, parts of the body – be aware of issues with using the word ‘private’ and its prevalence in the community e.g. on supermarket doors / in school)</p> <p>Resources: Symbols and pictures: - Handmade love? - Kylie and Jason - BBC public and private resources - All about us video</p> <p>Discussion around sexual attraction e.g. Looking at photos in magazines / catalogues. Who do you like?</p> <p>Discussion around consent - When is touch not ok? ‘All about us’ video.</p>	<p>Childnet International resources sited earlier including <a href="https://www.childnet.com/resources/pshe-toolkit/crossing-the-line">https://www.childnet.com/resources/pshe-toolkit/crossing-the-line</a> and <a href="https://www.childnet.com/resources/digital-resilience">https://www.childnet.com/resources/digital-resilience</a> This lesson aims to look at the positive and negative experiences young people have online, consider the impact they may have and devise ways to build digital resilience. Aimed at 11 – 14. Lesson plan, notes and PowerPoint</p> <p><a href="https://www.childnet.com/resources/pshe-toolkit/myth-vs-reality">https://www.childnet.com/resources/pshe-toolkit/myth-vs-reality</a> Films, lesson plans guidance and worksheets exploring pornography, body image and healthy relationships online</p> <p><a href="http://www.disrespectnobody.co.uk">www.disrespectnobody.co.uk</a> Government website with short films and information for older students on sexting, relationship abuse, consent, rape, porn and harassment.</p> <p>Oxfordshire County Council <a href="#">Sexting Resource Pack 2019 (pdf format, 354Kb)</a></p> <p>N.B. Ensure that all input on Relationships and Sex Education is inclusive of same-sex relationships in all respects.</p>
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	Comparing being kissed without wanting it with being hit – concept of ‘asking for it’.	
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## Examples of schemes of work in different schools and how they are developed to meet the needs of learners.

**Springfield:** Revise, Teach, explore model valuable – build on existing knowledge, and ensure every topic is explored in different ways to improve depth of learning and experience.

**Iffley Academy:** Separate student, parent and staff forums to identify needs. Myth busting, asking pupils “What do they already know? What do they already think they know? What do they want to learn?” informed what went into SoW. 3 teachers planned what they individually felt most comfortable with and delivered to their own groups (mixed-ability pupils they already have a relationship with, who feel comfortable with peers). Important for pupils to feel safe – have a laugh. Minimise risk of pupils exposing misunderstandings and feeling vulnerable / silly. Openly working on fantasy / reality blurring. Overarching concepts from PSHE Programme of Study

**Mabel Prichard:** Differentiated into core, extended and supported learning outcomes. Discussion around the complex needs of PMLD learners and how to enable access to this work e.g. empowering with a voice, practising saying yes and no and ensuring their voice, choice and advocacy is heard. Cross curricular work on feelings / emotions.

**Work with parents:** understanding the pressures and additional complexities parents face about coming into school, but also missing out on ‘school gate’ interaction with staff and other parents – Create YouTube clips for Parents / Carers on e.g. online safety

Last updated: 19-10-20