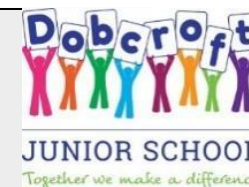


Personal Development - Whole School Overview

Relationship, Sex, Health Education (RSHE) and On-Line Safety Curricula



Our Personal Development lessons build upon learning from KS1 by continuing to follow the **Sheffield RSHE Curriculum**.

Sheffield RSHE Curriculum covers 6 key strands: **Family, Friends, Community, Mental Wellbeing, Physical Health/Personal Safety and Growing Up** in which Key questions are explored and develop in complexity as the children move through school.

To meet the Online Safety objectives, we follow the **Educated for a Connected World 2020** curriculum, which has 8 key strands: **Self-image and Identity, Online Relationships, Online Reputations, Online Bullying, Managing Online Information, Health, Wellbeing and Lifestyle, Privacy and Security, Copyright and Ownership** in which content is taught within PD and Computing lessons, as appropriate.

Although key objectives remain unchanged to ensure we meet National Curricula requirements, we work hard to personalise the delivery of Personal Development to best meet the needs of our cohort. To do this, staff use Trauma Informed knowledge to support pupils when delivering lessons, they make explicit links to our School Values and the British Values. Time is taken to clarify 'Red Flag Moments' and the school systems in place to get help if needed, such as, I Wish My Teacher Knew, Worry Monsters, or the Turn it Around corner. As a school, we also welcome pupil / parent voice around PD to tailor or repeat coverage (if needed). Staff work hard to include opportunities to make appropriate links, such as maximising learning through cross – curricula connections (particularly within PE, RE, DT and WCR). We aim to foster a love of lifelong learning by providing: specific book or online resource recommendations, extensive lunchtime play provision, school visitors, educational trips, and residential visits.

By the end of year 6, we aim for all pupils to have developed the knowledge and confidence to maintain positive relationships with themselves, their friends, families and the wider community. Pupils will be taught how to keep their minds and bodies safe and healthy – with time taken to explore how this may look / feel similar or different online. As they reach upper KS2, they will be provided with an understanding of puberty, which includes physical and emotional changes. In the summer of Year 6, pupils can extend their knowledge to include an understanding of human sexual reproduction. Throughout their time at Dobcroft Junior School; pupils will have the opportunity to address concerns and correct misunderstandings about the world around them. Topics which cover the concept of consent, prejudice, tolerance and privilege and how these are underpinned by the law will be explored. These ideas will be revisited regularly within the context of our community at Dobcroft, our local community and the world around us (including online). Students will develop the skills needed to recognise situations which may impact them negatively (referred to as 'Red Flag Moments') and will have the confidence to protect themselves against unwanted experiences.

Trauma Informed principles are weaved into school life and staff use professional curiosity, relational experience and Thrive profiling to provide tailored provision for pupils. This aims to build a culture of inclusion, strong attachments, self-advocacy and reflection. Children are helped to develop a positive sense of self, to see themselves as an important part of the world around them and a vehicle for positive change for others. We believe that these are the essential ingredients needed for a child to fully meet the Personal Development learning objectives and to go on to 'live life well'.

On leaving Dobcroft Junior School, pupils are able to say how they keep themselves safe, regulated and able to make healthy life decisions. They can recognise how their choices can impact themselves or those around them, how to get help if things go wrong and the importance of learning from their mistakes. They are invested in our School Values and committed to living the principles behind them.

RSHE	Family (Fa)	Friends (Fr)	Community @	Mental Wellbeing (M)	Physical Health (P)	Growing Up (G)
Value Link	We embrace difference We are safe We are problem solvers	We are Kind We embrace difference We are problem solvers	We embrace difference We try our best We are Kind We are problem solvers We are safe	We are safe We are problem solvers We are Kind	We are safe We are problem solvers	We are kind We embrace difference We are safe
Key Vocab From KS1	People, roles, change, loss, moving, forever, feelings, trusted adult, secret, surprise, worried,	Friend, family, stranger, acquaintance, member of my community, Kind, sorry, apologise, difference, different, feelings, thoughts, opinions, perfect, team, include, exclude, leave out, respect, listening, polite, bullying, physical, emotional, group, disability, minority	Rules, right, wrong, penis, vagina, boy, girl, save, earn, spend	angry, happy, nervous, scared, sad, calm, surprised, feelings, online, offline, activities, hobbies, sleep, physical exercise, indoors, outdoors, worried, anxious, scared, nervous, pride, unique,	exercise, diet, sleep, brushing, teeth, diet, healthy, unhealthy, fruit, vegetable, energy, Halal, Kosher, teeth, dentist, clean, wash, disease, germs, chemical, medicine, needles, railway, emergency, police, fire brigade, ambulance	Change, age, baby, child, teenager, adult, elderly,

On Line Safety	Self-Image and Identity	On Line relationships	On Line Reputations	On Line Bullying	Managing On line information	Health, wellbeing and lifestyle	Privacy and Security	Copyright and Ownership
Summary	 Self-image and identity This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.	 Online relationships This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.	 Online reputation This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.	 Online bullying This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.	 Managing online information This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.	 Health, well-being and lifestyle This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.	 Privacy and security This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.	 Copyright and ownership This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

Personal safety strand – Assembly Coverage includes additional first aid scenarios around: Fireworks Railways Roads Water Together we are safe.	Year 3 – Personal Safety Strand How to deal with bites and stings? When and how to get help. Fire Safety Code Water safety code	Year 4 - Personal Safety Strand What is Asthma? When and how to get help with a potential asthma attack. What are the dangers of rivers, canals and reservoirs? What do I do in an emergency?	Year 5 - Personal Safety Strand How to manage bleeding? When and how to get help. Fire Safety Code Water safety code	Year 6 – Personal Safety Strand What does choking look or sound like? What should I do? What are the dangers of rivers, canals and reservoirs? What do I do in an emergency? Crucial Crew – Review – keeping safe and calling the emergency services
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Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationship, Health Education	I wish my Teacher knew Transition to DJS Together we are kind Together we are safe Together we are problem solvers Together we embrace difference Together we make a difference values, team, environment, agreement responsibility Thrive Target Class Charter Team Building Inclusion Difference	Fr1 - What makes a good friend? Happy, safe, trust, respect, honesty, kindness, generosity, interests, experiences,	I wish my Teacher knew Fa1 - Do families always stay the same? Foster care, adoption, divorce, break-up, death, grief, illness, disability Fa2 - Are all families like mine? Religion, skin colour, Islam, Muslim, mosque, prayers, represent, discrimination, same sex Thrive	P1 - How do I keep my body healthy? Active, healthy, exercise, food, nutrition, diet, sugar, fat, protein, vitamins, balance P2 - How do I get a healthy diet? Balance, risk, obesity, lifestyle, decay	I wish my Teacher knew P3 - How do I stop getting ill? Germs, bacteria, virus, hygiene, infection, sun First Aid How do I deal with bites and stings? Fire What is the core fire safety code? Water Safety What is the core water safety code? Stop and think (assess risk) Stay together (peer safety) Call 999/112 in	M1 - How do I manage my feelings? Responsibility, anger, happiness, nervousness, fear, surprise, sadness, grief, blame, guilt, ashamed, regret, apologise, stress

	<i>Relationship</i> <i>Reciprocal</i> <i>Negotiate</i> <i>Strengths</i> <i>Celebrate</i> <i>Curiosity</i> <i>Resilience</i>		Class Screening and target setting for whole class target <i>What do we want to achieve and how will we know when we have done it?</i>		<i>emergencies. Float to live / don't panic</i> Thrive Class Screening and target setting for whole class target <i>What do we want to achieve and how will we know when we have done it?</i>	
Online Safety	<u>Privacy and Security</u> How do I keep my on-line information safe? <i>Strong password, monitor,</i> Can I safely share my information on-line? <i>private</i>	<u>Self-Image and Identity</u> How can self-Image and identity be different On - Line? <i>identity, avatar, pretend, safe</i> I can describe positive ways for someone to interact with others online. <i>Kindness, peer pressure</i>		<u>Health, Wellbeing and Lifestyle</u> How can screen time impact my physical and mental health? <i>mood, sleep, body, relationships, pressure, age restrictions, uncomfortable experiences</i> How do I have a healthy screen time balance? <i>Distraction, strategies, addictive, limiting</i>		<u>Copyright and Ownership</u> What is copyright? <i>Permission, share</i>

Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationship, Health Education	I wish my Teacher knew Thrive Target Class Charter Team Building <i>Inclusion</i> <i>Difference</i> <i>Relationship</i> <i>Reciprocal</i> <i>Negotiate</i> <i>Strengths</i> <i>Celebrate</i> <i>Curiosity</i> <i>Resilience</i> Fr2 - Are all friends the same? <i>Ramadan, Islam, Muslim, bullying, discrimination, gender</i> Fr3 - Are friendships always fun? <i>Disagreement, positive and negative emotions, perfect, compromise</i>	M2 - Are we happy all the time? <i>feelings, emotions, sadness, depression, anger, happiness, love, self-esteem</i>	I wish my Teacher knew Anti-discrimination introduction lesson. DJS context addition C1 - How can we make the world fair? <i>Rules, laws, government, vote, rights, police, fair, equal, equality</i> Thrive Class Screening and target setting for whole class target <i>What do we want to achieve and how will we know when we have done it?</i>	C2 - Where do you feel like you belong? <i>Community, citizen, support, belong, adoption, same-sex,</i> C3 - How can we help the people around us? <i>Community, responsibility, acts of kindness</i>	I wish my Teacher knew Fa3 -Are boys and girls the same? <i>Gender, stereotype, sexism bullying, disability, diversity, religion</i> Thrive Class Screening and target setting for whole class target <i>What do we want to achieve and how will we know when we have done it?</i>	First Aid <i>What is Asthma and how to / when to get help with a potential asthma attack?</i> <i>Larynx, inhale, exhale, inflate, deflate</i> Water <i>What are the dangers of rivers, canals and reservoirs?</i> <i>What are safe behaviours near water?</i> <i>Cold water danger.</i> <i>What do I do in an emergency?</i> <i>“Don’t jump in to rescue”</i>
Online Safety	On Line Reputation How do I keep information about myself safe online?	Online Reputation What is a digital footprint? <i>digital footprint, selfie, platform,</i>		Managing Information Online I can explain how the internet can be used to sell and buy things	Online Relationships <i>I can recognise healthy trustworthy friendships online and know what to do if I</i>	

	How do I make sure I am kind online? <i>Sharing, Cyberbullying, posting, sharing, liking and the bystander effects</i> How do I spot bullying on line and how do I get help? <i>Cyberbullying,</i> How do I recognise when someone is upset or angry online? <i>Exclusion, name calling,</i> How can I impact other people online? <i>Reputation, Cyberbullying</i>	<i>virtual, screen grab, guaranteed</i> How do share online safely? <i>Personal, consent, searching, created, copied, shared, permission</i>		safely. <i>Auto correct, Pop ups, Advertising</i> I can explain the difference between a ‘belief’, an ‘opinion’ and a ‘fact.’ <i>Fake news, reliable</i> I know that some on line information is not reliable. <i>Echo chamber</i> <i>Impersonate</i> <i>Imitate</i>	feel unsure. <i>Uncomfortable, red flags</i> <i>I understand the importance of consent before sharing information on-line.</i> <i>Consent, permission, strategy</i>	
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Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationship, Health Education	I wish my Teacher knew Thrive 1 Target Class Charter Team Building Inclusion Difference Relationship Reciprocal Negotiate Strengths Celebrate Curiosity Resilience Fa1 - Why do some people get married? Marriage, wedding, ceremony, gay Fa2 - Are families ever perfect? consent, secrets, surprises, unwanted Fa3 - Is there such a thing as a normal family? Difference, conventional	M1 - Does everybody have the same Feelings? Angry, anxious, worried, frustrated, confused, emotional reaction M2 - Should we be happy all the time? Loss, separation, divorce, bereavement, managing impulsivity, restraint, self-control M3 - Why do we argue? listen, respond, impulsivity conflict, resolve, resolution, triggers, restraint, self-control M4 - Who am I? Identity, emotions	I wish my Teacher knew G1 - How will my body change as I get older? Puberty, testicles, penis, Adam's apple, erection, ejaculation, vagina, vulva, clitoris, discharge, menstruation, period, wet dream G2 -How will my feelings change as I get older? Hormones, moods, anxiety, insecurity, self-conscious, risk G3 -How will I stay clean during puberty? Hygiene, sweat glands, smegma, genitals, bacteria, essential, luxury, poverty G4 - What is Menstruation? Menstruation, menstruator, periods, vagina, vulva, ovaries,	P1 - Is there such a thing as the perfect body? Body image, self-esteem, unrealistic, expectations, insecurity P2 - How can I stay fit and healthy? exercise, balanced diet, protein, carbohydrate, sugar, fat, vitamins, minerals P3 -Can I avoid getting ill? Oral hygiene, flossing, tooth decay, plaque First Aid How to manage bleeding and when to get help? Fire Recall / What is the core fire safety code? Water Safety Recall / What is the core water safety code? Stop and think (assess risk) Stay together (peer safety) Call 999/112 in emergencies. Float to live / don't panic	I wish my Teacher knew Fr1 - What makes a close friend? Kindness, friendship, inclusion, transition Fr2 - Should I try and fit in with my friends? jealousy, betrayal, different, excluding, including, Fr3 - Should friends tell us what to do? Friendship, boundaries, manipulation tactics, relationship, controlling, consent, dares, peer-pressure Fr4 - Why are some people unkind? Bullying, cyberculling, discrimination, insecurities, fear, anger	Sx1 -How do plants and animals reproduce? (taught through science – compulsory)

			<i>ovum, hormones, uterus</i> Thrive Class Screening and target setting for whole class target <i>What do we want to achieve and how will we know when we have done it?</i>	Thrive Class Screening and target setting for whole class target <i>What do we want to achieve and how will we know when we have done it?</i>		
Online Safeguarding		Online Reputation How do I search effectively and accurately on line? <i>Credible, reliable</i> How do I maintain a good on-line reputation?	Self-Image and Identity How can identity be changed on line? <i>adapted, altered</i> How should content which relates to protected characteristics be presented on line? <i>race, religion, gender, stereotype, prejudice, respond</i> What might make someone worried, sad or afraid on line and how to get help?		Online Bullying On Line Safety Bullying What does bullying online look and feel like? <i>banter, teasing</i> How do I protect myself from online bullying?	Online Relationships On Line Safety Relationships How do people talk online? <i>Emojis, memes, GIFs, on-line communities, social media groups</i> What are the dangers of online talk? <i>Screen grabs, report,</i> What are the dangers of sharing information or images on line? <i>Boundaries, unintended consequences,</i> .

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationship, Sex, Health Education	I wish my Teacher knew Thrive 1 Target Class Charter Team Building <i>Inclusion</i> <i>Difference</i> <i>Relationship</i> <i>Reciprocal</i> <i>Negotiate</i> <i>Strengths</i> <i>Celebrate</i> <i>Curiosity</i> <i>Resilience</i> Fr5 - What are stereotypes? <i>Gender stereotypes, male, female, man, woman, sexism</i> Fr6 - How do I accept my friends for who they are? <i>intersex, non-binary, lesbian, gay, bisexual, transgender, sexual orientation</i> Fr7 – How do we reduce sexism? <i>Sexism, general, essential, stereotype, average, assumption,</i>	C1 - What is prejudice? <i>Race, racism, segregation, discrimination, prejudice, equality act, gender, sexual orientation, homophobic</i> C2 - What is the history of prejudice? <i>History, consequence, law, victim, slavery, civil rights movement</i> C3 - What should I do if I encounter prejudice? <i>Pyramid of hate, identify it, challenge it, report it, fight it</i>	I wish my Teacher knew C4a - How can I be a great citizen? <i>Citizen, disabled people, disability, community, society, built environment</i> C4b - How can we make positive changes in the world? <i>Understand what non-violent direct action is, Peaceful, Protest</i> C5 - Why is money important? <i>Poverty, inequality, privilege, debt, earn, salary, tax</i> How could I earn my money? Thrive Class Screening and target setting for whole class target <i>What do we want to achieve and how will</i>	C6 - Who belongs in our country? <i>Rights, refugees, asylum seekers, migration, immigrant</i> C7 -What does it mean to be British? <i>culture, religion, language</i>	I wish my Teacher knew P4 - Why do some people take drugs? <i>Drugs, illegal, alcohol, tobacco, cigarettes, addictive, addiction</i> EXTENDED for context at DJS P5 -Where should I get my health information? <i>Verify, misinformation, fake news, genuine, accurate, vaccination, ‘anti-vax’</i> P6 - How do I save a life? <i>Danger, hazard, assessing, environment, CPR, Calling for help, 999</i>	Thrive Transition skills Secondary School Timetabled week <i>Organisation</i> <i>Success</i> <i>Risk taking</i> Personal safety – <i>How to recognise choking and what do I do?</i> Water <i>Recall: What are the dangers of rivers, canals and reservoirs?</i> <i>Cold water danger.</i> <i>Recall: What are safe behaviours near water?</i> <i>“Don’t jump in to rescue”</i> Sx2 - Optional lesson on sexual reproduction How are human babies made? <i>Penis, pubic hair, foreskin, scrotum, testicles, erection, ejaculate, sperm, urethra, clitoris, anus, vagina, labia, cervix, uterus, ovary, fallopian tube, ovum,</i>

	<i>bias, prejudice, discrimination</i>		<i>we know when we have done it?</i>			<i>reproduction, pregnancy, discharge, fertilisation</i>
Online Safeguarding		Copyright and ownership How do I search for others work on line? <i>Search tools, copyright, permission</i> How do I know I have the correct permission to use and acknowledge the source correctly? <i>References, credit, sources, acknowledge</i>	Privacy and security How do I make sure my password is strong and safe? <i>Password, Passphrase Secure, Unique, Password Manager, Browser, Two-Factor Authentication (2FA) Cybercriminal, Data Breach</i> How do I use apps safely? <i>App, permission, privacy, personal information, geolocation, update, auto update</i> How do I keep my money safe on line? <i>Scam, phising. Personal information, privacy settings, suspicious, terms and conditions</i>	Health, Wellbeing and Lifestyle How do I keep my body healthy online? <i>wellbeing, balance, night mode, posture</i> How do I keep my mind and money safe online? <i>PEGI, BBFC, parental warning, mental wellbeing</i>	Managing Online Information Can We Trust What We See Online? <i>information, review, fact, opinion, belief, validity, reliability and evidence, vloggers, influencers, agendas, manipulation</i> How can I spot online stereotyping? <i>Sexism, echo chamber, influencers, facts, opinions</i> How do I spot signs of disinformation? <i>Disinformation, misinformation,</i> How and when do I get help around possible fake news? <i>Fake news, harmful, red flag,</i>	