


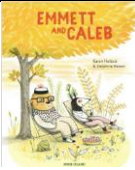
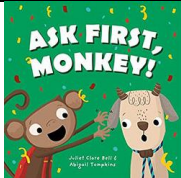
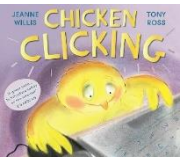


Foundation MTP - PSHE Healthy Relationships



Intent	PSHE forms the bedrock of society as the subject in which children learn how to function as helpful, kind and productive members of a society which is ever-changing. Without the support of PSHE, children may find it difficult to learn how to manage their emotions, how to form strong and appropriate relationships, and how our world works. In Healthy Relationships, it is vital that we provide our children with the tools to make sensible, informed decisions about their own bodies, their relationships with others and their own responsibilities in the world. Our main priority is to safeguard children by equipping them with the skills and knowledge that they need to be successful and healthy in modern Britain. Our Healthy Relationships policy should be read in conjunction with the Medium-Term Plan, alongside the Equality policy, PSHE policy and all Safeguarding policies. We are dedicated to balancing the support we offer to children with engagement with our community and will hold yearly workshops. At these, Senior Leaders will be available to discuss the curriculum with parents and carers. In addition, we will hold a survey for pupils to express how helpful they found the Healthy Relationships learning in order to ensure that we are providing the most up-to-date and effective curriculum possible. We are dedicated to ensuring our Healthy Relationships is inclusive and accessible, through scaffolded or supported tasks, and through representation of a range of genders, ethnicities, family types and other on resources. We are consistently working on this.				
EYFS					
Lesson 1: To explore different types of relationships	Lesson 2: To recognise how to respect others even when they are different.	Lesson 3: To understand my right to be safe	Lesson 4: To understand how to be safe online	Lesson 5; To explore the differences between males and females and name their specific body parts	
Philosophy: Families always make you happy. True or false?	Philosophy: How do good friendships impact on the way you feel?	Philosophy: Is being safe important?	Philosophy: I will be safe going on my parents' phone. True or false.	Philosophy: It is important to use the correct language to name parts of the body. True or false.	



 <p>Read the story Love Makes a Family. Discuss with the children how the parents show their children that they love their families. Using scenarios children to rein act how a parent shows their love. Share with the children the definitions of the words love, security and stability. Are they similar or different to your family? Use images to identify similarities and differences. Remind the children that all families are unique. The children will have the opportunity to role play scenarios and create a family outline in key groups.</p>	 <p>Read the story Emmett and Caleb. Discuss how Emmett and Caleb go through up and downs in their friendships and they enjoy doing different things. Sometimes, there is a problem with communication. Use scenario cards to discuss how do they overcome these difficulties? How is Emmett's and Caleb's friendship providing love, security and stability for each other? Complete speech bubbles about what Emmett says and how Caleb could respond this would include the actions that they took.</p>	 <p>Have a look at a selection of photographs of people who help keep us safe - what do they do to keep us safe? Read the story of Ask First, Monkey. Discuss with the children if they felt uncomfortable with Monkey's actions what could they do in future. How could an adult have helped support them to maintain a respectful relationship? Identify actions and words that make children feel safe and unsafe complete and complete a sorting task. What is the role of a child in helping keep their friends safe? Sort scenario cards of when you need support from an adult. Children to</p>	 <p>Read the story Chicken Clicking discuss how the Chicken has gone on the Farmer's phone without permission. Discuss the safety implications; if your friend did this, what would you say? Who could you tell? Discuss issues such as password safety, supervision, posting personal information, taking/sharing photos, meeting online friends and trust/reliability. If someone tried to send you a message or video call you, how would you respond? Draw a pathway to safety - what steps will we take? Set up station with footprints</p>	<p>Warm up sing Head, Shoulders, Knees and Toes. As a class, name different parts of their body. Discuss with the children the importance of calling your body parts the correct name especially to the doctors etc. Show the children two babies and discuss how we know which baby is a girl and which is a boy. How do we care for a baby? Discuss the terms vulva, testicles, anus and penis, reminding the children these are the names a doctor would call these parts of our body. Re-read the story of Love Makes a Family. What is the same and</p>
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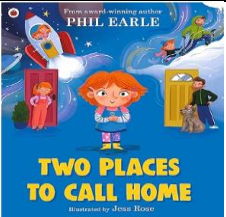




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During continuous provision ideas Family portraits I love my ... cards Roleplay scenarios in the home corner, small world areas	During continuous provision, ask children to welcome others into the play. Model the type of language they will use Through the use of puppets act out how they feel when they are invited to join in with a game. Challenge the children to play with someone new.	participate in drama sessions how to respond if someone asks you to do something unsafe. During continuous provision, develop the vocabulary of safe, respectful & caring. Challenge the children to use them in their play	cut out and children fill in. During continuous provision encourage children to discuss ways they have kept themselves and others safe. Complete a class keeping safe poster.	what is different about the people who care for our families? Watch the NSPCC pant video reminding children about safety. Discuss where you could turn for help if somebody touched your privates inappropriately? During continuous provision have opportunities for bathing the babies
Year 1				
Lesson 1: To explore different types of relationships	Lesson 2: To recognise how to respect others even when they are different	Lesson 3: To understand my right to be safe	Lesson 4: To understand how to be safe online	Lesson 5: To explore the concept of privacy
Philosophy: How do strong families impact mental health?	Philosophy: How do good friendships impact on mental health?	Philosophy: How do adults keep me safe? Discuss with the children the different adults in their lives and how they help keep them safe.	Philosophy: Is trusting someone online the same as trusting them in person?	Philosophy: You need to respect others privacy Children to understand what the definition of the word privacy is. Look



 <p>Discuss with the children the attributes of a good family; include that they have commitment to each other, including in times of difficulty, protection and care. Role on the wall - what does commitment look and sound like? Discuss it is important to spend time together. Some people show their commitment by getting married. Read the story Two Places to call home. Discuss with the children the qualities that Florrie's parents have. Discuss the attributes of a good family. How to love and care for each other, being committed even in times of difficulty. Does</p>	 <p>Read Alone; discuss with the children why the character from the story chooses to be alone. Why does he choose to get his friends? As you read, perhaps show emotional language to allow children to name the emotions he is showing on each page. Complete a Venn, thinking about activities two of the characters like to do independently; what can they do together? What actions can we take to build friendships? Role play different scenarios. Discuss the importance of respecting others even if they are different to you. Play emotions bingo.</p>	<p>Discuss the adult's characteristics such as kindness, respect, commitment. Split a sheet in half and do actions/ attributes. Discuss with the children the word permission - what does it mean? Do you ever need permission to do something? Think about times when you need permission from your friend such as borrowing something or when you touch or hug them. Children to sort picture cards for times when they need to have permission and for times when they don't. Children to add the Zones of Relevance - how will they be feeling. Sometimes, when someone asks us for permission, the answer is no. It might make us feel uncomfortable but how</p>	 <p>Read the story of the Monkey Cow. Discuss with the children about how quickly the password was shared for the code to get behind the locked door. Think about how you can make an account safe online watch the online clip showing how to create a strong password. Children to create their own strong password. Reinforce not playing online games with people that we don't know. Key issue: what if a friend tells us they know them? If you were playing on the internet and somebody started a video chat with you, how you respond? Refer to the work already</p>	<p>at the doll and recap the body parts names. Discuss with the children why are your penis, testicles, anus, vulva called privates? They are private areas for private things. Discuss going to the toilet being behind a closed door! Show the children the widget from UN. Have a selection of locations such as the doctors, toilet and school. When is it alright to remove certain items of clothing for example pants? Rights of the Child: discuss the rights for your own body. As a class, discuss ways you can keep yourself safe. If you start to feel uncomfortable, how</p>
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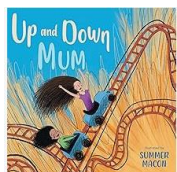
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<p>this mean that families always show these attributes? Do parents sometimes make the wrong decision? Remind the children that all families will be unique.</p> <p>Refer to the class charters made at the beginning of the year. What would your family charter look like? What actions would the family member take? Rank them in order of importance. Discuss with the children who you would turn too during times of difficulty - complete the emotions graph. Are our emotions appropriate?</p>		<p>do we overcome this? Discuss the different ways that we can say no, such as using words, moving away link this to staying safe online. If someone doesn't listen to our No, what do we do?</p>	<p>completed on saying no. Reinforce the concept of setting boundaries. Children to create their own boundaries for going online.</p>	<p>does your body and brain feel? What are the signals? Use doll or role model - where on the body do you feel funny? If you feel uncomfortable, how can report it? Who to? Reinforce the previous work done on ways to say no.</p>
Year 2				
Lesson 1: To explore different types of relationships	Lesson 2: To recognise how to respect others even when they are different	Lesson 3: To recognise that stereotypes can impact our mental health	Lesson 4: To understand how to be safe online	Lesson 5: To explore the concept of privacy

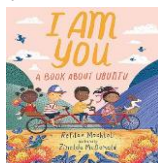


Philosophy: Do families make a difference to us?



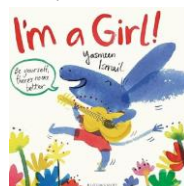
Discuss with the children the different roles that family members have. Do all family members have the same job role? Stay at home dad versus mum? Make sure everyone is clear on the outcome of this/ any key messages. Do all mums look after children? Can mums do multiple things? Look at Chilli Heeler being a great mum and having a job. Have a look at a selection of family members such as uncle or aunt, grandparent and a parent. What are their attributes? What are their actions? Discuss

Philosophy: You always have to agree with your friend. True or false?



Read the story I am you. Look at the word UBUNTU from the story. What does this concept mean in the African culture? How can we build ubuntu? Discuss linked words such as loyalty, respect and trust. Children to decorate UBUNTU cut out with actions and words. Look at a variety of scenarios children to decide if they are ubuntu or not. If you aren't ubuntu, does this mean your friendship is over? Use a specific scenario to act this out. Develop the understanding that

Philosophy: Boys and girls aren't equal. True or false?



Discuss the U. N. Rights of a Child. Explore what they mean to the children in the class. Circle around room - look at relevant rights. Which do they follow? Which do they experience? Are any more important than others? Read the story I'm a Girl. What do people think of her? What is her stereotype? Create class definition of stereotype. Children to think about themselves and what qualities that they have Create a flip book. Look at Sky Brown, Olympic skateboarder;

Philosophy: You can behave differently online. True or false?



Read the story Troll Stinks up until the where Cyril took selfies. With a partner act out what you would tell Cyril to do? Finish the story and discuss with the children: should the characters from the story have been going on the farmer's phone? Did they have permission? Do you think the characters in the story would have said unkind words to the troll in person? How has their behaviour changed online?

Children to have a selection of photos from

Philosophy: I have a right to privacy. True or False?

Look at the dictionary definition of privacy. When are times we are private? Have a selection of picture cards sort into times when we need privacy and times when we don't. Discuss how are we private online? How can our parents help to keep us safe online? Discuss our parents should look after us by checking our use of the internet.

Re-read the story of the Troll who Stinks. Discuss how the Billy Goats Gruff weren't respectful of the



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<p>how they can show respect.</p> <p>Read The Up and Down Mum. Explore our emotions, focusing on the feeling of instability or unhappiness. Do children feel unsafe? Introduce worry monster - this is here to allow us to help if something isn't going right for you. Use the widgeits from the U. N. Convention. Discuss the impact that family members have on us. Look at the scenario cards who could we turn to for help?</p>	<p>different choices and opinions are okay. Act out the scenarios, saying NO. After saying no, what can you do? Who can you ask for support? Link this to online safety and saying no is acceptable. How is being online different? How is it the same?</p> <p>What next steps do we need to take (if I would tell an adult in person, how can I report online?)</p>	<p>what would have happened if people hadn't believed in her?</p> <p>Explore the concept that you have a right to be yourself. If you weren't able to be yourself, how could this affect your mental health? Complete a matching activity, match task to feeling.</p>	<p>the story, match them to the zones of relevance.</p> <p>Remind the children that we need to be respectful to ourselves and others when online, and have the same principles in person. If you find that someone isn't being respectful online speak out. Which adults are there to help you?</p> <p>Create a jigsaw puzzle about ways to be respectful on line.</p>	<p>Farmer's privacy as they went on his phone. Children to write a sorry letter to the Farmer from the goats explaining how they didn't respect his privacy.</p> <p>As a class discuss some boundaries, we all promise to follow to show how we will respect each other's privacy.</p> <p>Look at the scenario cards, imagine someone was not respecting your privacy who could you tell?</p>
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