

# HAYES MEADOW PRIMARY SCHOOL

Be the Best We Can Be



## PSHE and RSHE Policy

Draft Policy: May 2026.....

Review Date: May 2027.....

Signed: Headteacher

Chair of Governors

## Contents

1. Aims
2. Statutory Requirements
3. Policy development
4. Definition
5. Curriculum
6. Delivery of RSHE
7. Use of external organisations and materials
8. Roles and responsibilities
9. The role of parents/carers
10. Parents' right to withdraw
11. Training
12. Monitoring arrangements

Appendix 1: Curriculum map

Appendix 2: By the end of primary school pupils should know

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSHE

Appendix 4: Sample parent/carer letters

Appendix 5: Sample curriculum resources

Appendix 6: Drug Education Policy

At Hayes Meadow our motto is 'Be the Best We Can Be' which our PSHE/RSHE education encompasses. PSHE and RSHE at Hayes Meadow develops the qualities and attributes our children need to thrive as individuals.

## **1. The aims for the school**

- To become independent, responsible individuals who have an awareness of right and wrong.
- To prepare our children for life beyond primary school by equipping them with social skills and understanding to become good citizens in the future.
- To be respectful of others and make informed decisions.
- To enable our children to set targets and reach their goals.
- To teach children about the physical development of their bodies as they grow into adults.
- To enable children to have respect for their own bodies.
- To develop an understanding of the importance of family life.
- To enable children to develop an understanding of their physical and mental health.
- To recognise risks and how to stay safe in different situations including how to stay safe online.

## **2. Statutory Requirements**

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relation between different people when carrying out their activities

At Hayes Meadow Primary School, we teach PSHE and RSHE as set out in this policy.

### **3. Policy Development**

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process has involved the following steps:

1. Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation - parents/carers and any interested parties were invited to share their views
4. Pupil consultation - we discussed with pupils what they wanted from their RSHE

5. Ratification - once amendments were made, the policy was shared with governors and ratified

#### **4. Definition**

For the purpose of this policy:

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity and conception.

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

#### **5. Curriculum**

Hayes Meadow has taken on board the Entrust PSHE scheme of work which encompasses RSHE. It is broken down into six areas: Happy and Healthy Me, Me and My Relationships, Me and My Safety, Me and My School, Me and Other People and Me in the World. Within these areas pupils will learn about nutrition and physical education, drugs, alcohol and tobacco, relationships, emotional health and wellbeing, safety, careers, work-related learning and personal finance.

PSHE at Hayes Meadow Primary School will be taught by either teachers and/or teaching assistants. Teachers will use the Entrust Scheme of Work as a starting point when carefully planning lessons. To enhance the PSHE curriculum themed days, visitors and cross curricular links will be made to the teaching.

Our RSHE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stages, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request. Requests can be made by contacting Mrs Jones (PSHE/RSHE Lead) via email: [e.jones@hayesmeadow.staffs.sch.uk](mailto:e.jones@hayesmeadow.staffs.sch.uk)

## **6. Delivery of RSHE**

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Some aspects of RSHE are taught within science, computing and PE curriculums.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

- How a baby is conceived and born

Health Education focuses on enabling pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed.

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

The online safety and awareness (relationships education) and wellbeing online (healthy education) aspects of the statutory guidance will be taught using The National College lesson plans. The majority of these lessons will be taught discretely in PSHE/RSHE lessons and some in computing lessons.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At the end of each half term, teachers will assess whether the pupils have acquired the key knowledge and skills for that unit of work. This will then be shared with Mrs Jones (PSHE/RSHE lead).

For more information about our RSHE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of pupils based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some pupils may have a

different structure of support around them (for example, looked-after pupils, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

## **6.1 Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, make pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital format
- Give careful consideration to the level of differentiation needed

## **6.2 Use of resources**

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult with parents/carers we provide examples of the resources that the school plans to use.

## **7. Use of external organisations and materials**

We will make sure that any agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010

- The Human Rights At 1998
  - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions

- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

## **8. Roles and responsibilities**

### **8.1 The governing board**

The governing board will approve the RSHE policy and hold the headteacher to account for its implementation.

### **8.2 The headteacher**

The headteacher is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSHE.

### **8.3 Staff**

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes

- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead DSL, Mrs Sivieri. Alternatively, deputy safeguarding lead, Mrs Morgan or Mrs Gilbert.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

#### **8.4 Pupils**

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

#### **9. The role of parents/carers**

The school is well aware that the primary role in pupil's Relationship and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of pupils at our school through mutual understanding, trust and cooperation.

In promoting this objective, we:

- inform parents about the school's relationship and sex education policy and practice;
- answer any questions that parents may have about the teaching of sex education;
- take seriously any issue that parents raise with teachers or governors about this policy
- inform parents about the best practice known with regard to Relationship and Sex education, so that the teaching in school supports the key

messages that parents and carers to give to pupils at home. We believe that, through this mutual exchange of knowledge and information, pupils will benefit from being given consistent messages.

Each half term key learning will be included on your child's class newsletter. Letters/texts may also be sent out prior to some teaching, including:

- Year 2 - learning about the names of boy's and girl's body parts including some sexual parts.
- Year 3 - learning about the names of boy's and girl's body parts including some sexual parts.
- Year 4 - the introduction of the term puberty and some of the changes boys and girls go through.
- Year 5 - Puberty
- Year 6 - Puberty, conception, birth and contraception

## **10. Parents' right to withdraw**

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory component of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

## **11. Training**

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

## **12. Monitoring arrangements**

The delivery of RSHE is monitored by Mrs Jones (PSHE/RSHE lead) through:

- Regular formal and informal discussions with staff
- Monitoring of planning to ensure PSHE curriculum and key skills coverage
- Work scrutiny, alongside planning to ensure learning is optimised
- Observing learning and teaching to ensure progress is being made within RSHE
- Regular reviews of RSHE through pupil discussion

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs Jones. At every review, the policy will be approved by the governing body and headteacher.

Next review: July 2027



# HAYES MEADOW PRIMARY SCHOOL



## PSHE KNOWLEDGE AND SKILLS

### Me and My School

| Me and My School   |  |  |  |
|--|--|--|--|
| Reception  | Year 1   | Year 2   |  |
| <ul style="list-style-type: none"><li>• Settling in knowing why we need rules and routines and how they help us.</li><li>• See themselves as a valuable individual.</li><li>• Talk about their own behaviour and its consequences.</li></ul> | <ul style="list-style-type: none"><li>• Know why we need class rules and how they help us.</li><li>• Know about school council and what it does for our school.</li><li>• Know how to co-operate and compromise with others.</li><li>• Know some of their own skills and attributes.</li></ul>                                       | <ul style="list-style-type: none"><li>• Know what the class rules are and how they help them.</li><li>• Know some laws that adults have to follow.</li><li>• Know how to explain our own and others feelings and develop strategies for managing feelings.</li></ul> |  |
| Year 3   | Year 4   | Year 5   | Year 6   |
| <ul style="list-style-type: none"><li>• Know about things they are good at.</li><li>• Know about the rules and laws and the consequences of not adhering to them.</li></ul>  | <ul style="list-style-type: none"><li>• Know about the class and school rules.</li><li>• Know about the word democracy and explain this in relation to the school council elections.</li><li>• Know how to express an opinion in a respectful way.</li><li>• Understand about the local council and how to raise an issue.</li></ul> | <ul style="list-style-type: none"><li>• Know the things they are good at.</li><li>• Know about the democratic process and use this in their election of school councillor.</li><li>• Recognise the contributions they make to school life.</li></ul>                 | <ul style="list-style-type: none"><li>• Know about some of their achievements at Hayes Meadow and their goals for the future.</li><li>• Know how to overcome challenges.</li><li>• Recognise the different roles they take on in school and at home.</li></ul> |



# HAYES MEADOW PRIMARY SCHOOL



## PSHE KNOWLEDGE AND SKILLS

### Happy and Healthy Me

| Happy and Healthy Me  |   |   |  |
|---|---|---|--|
| Reception   | Year 1  | Year 2  |  |
| <ul style="list-style-type: none"><li>• Manage their own needs – personal hygiene.</li><li>• Know and talk about the different factors that support their overall health and wellbeing.</li></ul>         | <ul style="list-style-type: none"><li>• Know the names of the main parts of the body</li><li>• Describe how they have changed since they were born and how they might change in the future</li><li>• Know about foods that support good health</li><li>• Know how physical activity helps us stay healthy.</li><li>• Know who to ask if they feel worried about anything.</li></ul>   | <ul style="list-style-type: none"><li>• Know the main parts of girls and boys bodies and how to keep clean and hygienic.</li><li>• Know that medicines can help people stay healthy and about the professionals who help us stay physically healthy.</li><li>• Know about the importance of a balanced diet and the contribution of sleep and physical activity to well being.</li><li>• Know about things that people can put into their bodies and on their skin and how these can affect people.</li></ul> |  |
| Year 3  | Year 4  | Year 5  | Year 6   |
| <ul style="list-style-type: none"><li>• Know the components of a balanced diet.</li><li>• Know the benefits of eating healthily.</li><li>• Recognise some of their influences on their choices.</li></ul> | <ul style="list-style-type: none"><li>• Know about a range of things which keep us healthy.</li><li>• Know how bacteria and viruses affect health and how to reduce their spread.</li><li>• Know that some diseases can be prevented through vaccination and immunisation.</li><li>• Know about medicines and drugs and the potential dangers of using incorrectly.</li><li>• Recognise that all drugs are not medicines and the effects on the body.</li></ul> | <ul style="list-style-type: none"><li>• Know the components of a healthy lifestyle.</li><li>• Know the things which will have a positive and negative impact of the physical and mental health.</li><li>• Know about the main physical and emotional changes which occur during puberty.</li><li>• Know what menstruation is and how it happens.</li><li>• Know how to stay clean during puberty.</li></ul>   | <ul style="list-style-type: none"><li>• Know about the physical and emotional changes that take place during puberty.</li><li>• Know different strategies to manage their own feelings and emotions.</li><li>• Know the correct names and functions for the internal organs of the body.</li><li>• Know what menstruation is.</li><li>• Know basic facts about conception, pregnancy, birth and contraception.</li></ul> |

|  |  |  |  |
|--|--|--|--|
|  | <ul style="list-style-type: none"><li>• Know some of the basic changes during puberty.</li></ul> |  | <ul style="list-style-type: none"><li>• Know how to stay physically and emotionally healthy.</li></ul> |
|--|--|--|--|



# HAYES MEADOW PRIMARY SCHOOL



## PSHE KNOWLEDGE AND SKILLS

### Me in the World

| Me in the World  |   |   |   |
|--|---|---|---|
| Reception  | Year 1  | Year 2  |   |
| <ul style="list-style-type: none"><li>• See themselves as a valuable individual.</li><li>• Know what they are good at and what they like and dislike.</li><li>• Talk about their own behaviour and its consequences. Think about the perspective of others.</li></ul>  | <ul style="list-style-type: none"><li>• Say what makes them special and unique.</li><li>• Know what they are good at and what they like and dislike.</li><li>• Describe the needs of animals and how they can be met</li><li>• Know how adults meet the needs of children in school.</li></ul>                            | <ul style="list-style-type: none"><li>• Know positive things in the local area and people look after it.</li><li>• Know about sources of money and things money can be used for including spending and saving.</li><li>• Know about the role money plays in their lives.</li></ul>  |   |
| Year 3   | Year 4  | Year 5  | Year 6  |
| <ul style="list-style-type: none"><li>• Know where money comes from and what it is used for.</li><li>• Understand how to manage money and how to be a critical consumer.</li><li>• Know and name a range of resources needed as humans.</li><li>• Know ways in which to reduce the impact of resources on the environment.</li></ul> | <ul style="list-style-type: none"><li>• Know about different kinds of rights and responsibilities.</li><li>• Know about a range of jobs of people they know.</li><li>• Understand how they can develop their skills in the future.</li><li>• Know about the responsibilities and duties in the local community.</li></ul> | <ul style="list-style-type: none"><li>• Know about the key aspects of parliament.</li><li>• Know and understand how the rules are made within the UK.</li><li>• Know how rules and laws change over time.</li><li>• Know about the functions of cheques, credit and debit cards</li><li>• Know about how and why people save money.</li></ul> | <ul style="list-style-type: none"><li>• Know about a range of groups and identify a range of local examples.</li><li>• Know about the roles of pressure groups eg WWF and Oxfam.</li><li>• Understand some ways they can take responsibility for a particular activity or action.</li></ul> |



# HAYES MEADOW PRIMARY SCHOOL



## PSHE KNOWLEDGE AND SKILLS

### Me and My Safety

| Me and My Safety  |  |  |  |
|---|--|--|--|
| Reception   | Year 1   | Year 2   |  |
| <ul style="list-style-type: none"><li>• Ask for help.</li><li>• Being a safe pedestrian.</li><li>• Know about risks in everyday life and how to stay safe.</li><li>• Stranger danger.</li></ul>   | <ul style="list-style-type: none"><li>• Know about risks in everyday life and how to keep safe at home</li><li>• Know that some things they put in our body can be dangerous.</li><li>• Know about ways to keep safe in unfamiliar environments</li><li>• Know about people whose job it is to keep us safe.</li></ul> | <ul style="list-style-type: none"><li>• Know basic rules to keep safe online and to tell a trusted adult if they come across something that scares them.</li><li>• Know what unsafe situations are.</li><li>• Know how to keep themselves safe in relation to people.</li><li>• Know the differences between secrets and surprises.</li><li>• Know what to do if there is an accident or an emergency.</li></ul> |  |
| Year 3  | Year 4   | Year 5   | Year 6   |
| <ul style="list-style-type: none"><li>• Know how to identify risk in a variety of situations and explain ways in which to keep themselves safe.</li><li>• Recognise that medicines should be used appropriately or they can be harmful.</li><li>• Know that pressure to behave in an unacceptable or risky way can come from a variety of people.</li><li>• Know which types of physical contact is acceptable or unacceptable.</li><li>• Know the PANTS rules.</li></ul> | <ul style="list-style-type: none"><li>• Know the difference between the terms risk, danger and hazard.</li><li>• Know about the school rules in relation to health and safety.</li><li>• Know how laws and rules keep people safe.</li><li>• Know how to keep safe online.</li></ul>                                   | <ul style="list-style-type: none"><li>• Know how to behave responsibly in a range of situations.</li><li>• Know some techniques for resisting pressure.</li><li>• Know the difference between passive, aggressive and assertive.</li><li>• Know who can help and how to keep themselves safe and healthy.</li></ul>  | <ul style="list-style-type: none"><li>• Know the effects and dangers of drugs on individuals, the community and the environment.</li><li>• Know and explain the consequences of decision making.</li><li>• Know some basic first aid skills.</li></ul> |



# HAYES MEADOW PRIMARY SCHOOL



## PSHE KNOWLEDGE AND SKILLS

| Me and My Relationships   |   |  |  |
|---|---|--|--|
| Reception   | Year 1  | Year 2   |  |
| <ul style="list-style-type: none"> <li>• Talk about their family</li> <li>• Describe a person who is special to them</li> <li>• Talk about people who love them.</li> <li>• Know about different types of families that may be different from own.</li> </ul>   | <ul style="list-style-type: none"> <li>• Know about the roles of different people in our lives</li> <li>• Describe a person who is special to them</li> <li>• Know about people who love and care for them</li> <li>• Know about different types of families that may be different from own</li> </ul>  | <ul style="list-style-type: none"> <li>• Know how their behaviour affects other people.</li> <li>• Know how to play and work cooperatively with others.</li> <li>• Know that bullying and teasing are wrong and unacceptable.</li> <li>• Know about the relationships that are important to us.</li> <li>• Know that friendships might change for a variety of reasons.</li> </ul>                         |  |
| Year 3  | Year 4  | Year 5   | Year 6   |
| <ul style="list-style-type: none"> <li>• Know that families come in different forms and why children might be in different family arrangements.</li> <li>• Know that their actions have consequences.</li> <li>• Know the features of a positive friendship.</li> <li>• Know how to recognise negative feelings and behaviour.</li> </ul> | <ul style="list-style-type: none"> <li>• Know about how their emotions are changing as they grow up.</li> <li>• Know how their behaviour affects others feelings.</li> <li>• Know how feelings and emotions change during puberty.</li> <li>• Know that some parts of their body are private and nobody should make them do something they don't want to.</li> <li>• Know that they have the right to say 'no'.</li> <li>• Know how we must take responsibility for our own actions.</li> </ul> | <ul style="list-style-type: none"> <li>• Explored their own perception gender and challenged stereotypes.</li> <li>• Describe the different sorts of relationships they have and how they change.</li> <li>• Know that some secrets are unhealthy and it is ok to ask for help.</li> <li>• Know that there are different types of families and it is important to show respect for differences.</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss and describe the impact of gender stereotypes.</li> <li>• To think about the impact and consequences of racial bullying.</li> <li>• Know how to cope with growing up and identify strategies to help them.</li> </ul> |



# HAYES MEADOW PRIMARY SCHOOL



## PSHE KNOWLEDGE AND SKILLS

| <b>Me and Other People</b>   |   |   |  |
|--|---|---|--|
| <b>Reception</b>   | <b>Year 1</b>   | <b>Year 2</b>   |  |
| <ul style="list-style-type: none"><li>• Work and play cooperatively and take turns with others.</li><li>• Form positive attachments to adults and friendships with peers.</li><li>• Show sensitivity to their own and to other's needs.</li></ul>  | <ul style="list-style-type: none"><li>• Recognise that they are members of different groups and communities</li><li>• Know how to make and what makes a good friendship</li><li>• Recognise when they or someone else feels lonely and what to do</li></ul> | <ul style="list-style-type: none"><li>• Identify common features of family life.</li><li>• Know that it is important to tell a trusted adult if something about their family makes them worried or unhappy.</li><li>• Know the similarities of people of different races in the UK.</li><li>• Know that Britain is a diverse place.</li><li>• Know how to prepare to move to a new class/ year group.</li></ul> |  |
| <b>Year 3</b>  | <b>Year 4</b>   | <b>Year 5</b>   | <b>Year 6</b>  |
| <ul style="list-style-type: none"><li>• Know about their similarities and differences and describe themselves in different ways.</li><li>• Know what community means and which communities they belong to.</li><li>• Know about the similarities and difference between local communities.</li><li>• Know about the range of people in Handsacre or Staffordshire including race and religion.</li></ul> | <ul style="list-style-type: none"><li>• Know and recognise the range of identities in Britain today.</li><li>• Know how to respect equality.</li><li>• Know how to be a productive member of a diverse community.</li></ul>                                 | <ul style="list-style-type: none"><li>• Talk about different people's points of view on different issues.</li><li>• Know how to construct a debate and provide own opinions in a constructive way.</li><br/><li>• Create a project to do with our local environment.</li></ul>  | <ul style="list-style-type: none"><li>• Know how over time people can make a difference.</li><li>• Know what stereotyping is.</li><li>• To have strategies to manage difficult situations and consider their own point of view and that of others.</li></ul> |



# HAYES MEADOW PRIMARY SCHOOL



## PSHE KNOWLEDGE AND SKILLS

### Mental Health

| Mental Health  |  |  |  |
|--|--|--|--|
| Reception  | Year 1   | Year 2   |  |
| <ul style="list-style-type: none"><li>• Talk about their own behaviour and its consequences.</li><li>• Think about the perspective of others.</li></ul>  | <ul style="list-style-type: none"><li>• Know about different feelings that humans can experience and recognise and name these feelings.</li><li>• Know how feelings can affect people's bodies and how they behave and to recognise how others may be feeling.</li><li>• Know that not everyone feels the same at the same time or feels the same about the same things.</li></ul> | <ul style="list-style-type: none"><li>• Know about different ways to share feelings using key vocabulary and develop strategies for managing feelings.</li><li>• Know when they may need help with their feelings and that it is ok to ask for help.</li><li>• Know about the feelings of themselves and others.</li></ul> |  |
| Year 3   | Year 4   | Year 5   | Year 6   |
| <ul style="list-style-type: none"><li>• Know about different ways to share feelings using key vocabulary and develop strategies for managing feelings.</li><li>• Know when they may need help with their feelings and that it is ok to ask for help.</li><li>• Know about their feelings</li></ul> | <ul style="list-style-type: none"><li>• Use a varied vocabulary when talking about feelings and how to express them.</li><li>• Be able to use strategies to respond to feelings and how to manage the appropriately.</li></ul>   | <ul style="list-style-type: none"><li>• Know the warning signs about mental ill health and wellbeing and how to seek support.</li><li>• Know that everyone can experience mental ill-health and the importance of discussing feelings with a trusted adult.</li></ul>  | <ul style="list-style-type: none"><li>• Use a varied vocabulary when talking about feelings and how to express them.</li><li>• Be able to use strategies to respond to feelings and how to manage the appropriately.</li></ul> |



**HAYES MEADOW PRIMARY SCHOOL**  
**ONLINE SAFETY KNOWLEDGE AND SKILLS**



**Unit 1 – Self Image and Identity –**

**Taught through PSHE curriculum (Me in the World)**

| <b>Reception</b>  | <b>Year 1</b>  | <b>Year 2</b>   |   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>Name and recognise uncomfortable, embarrassed, and upset emotions.</li> <li>Recognise, online or offline, that anyone can say ‘no thank you’/ ‘please stop’/ ‘I’ll tell’/‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</li> </ul>                                 | <ul style="list-style-type: none"> <li>Recognise, online or offline, that anyone can say ‘no’/‘please stop’/‘I’ll tell’/‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</li> <li>Recognise that there may be people online who could make someone feel sad, embarrassed or upset.</li> <li>If something happens that makes you feel sad, worried, uncomfortable or frightened, to give examples of when and how to speak to a trusted adult and how they can help.</li> </ul> | <ul style="list-style-type: none"> <li>Explain how other people may look and act differently online and offline.</li> <li>Give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; give examples of how they might get help.</li> </ul> |   |
| <b>Year 3</b>   | <b>Year 4</b>  | <b>Year 5</b>   | <b>Year 6</b>   |
| <ul style="list-style-type: none"> <li>Explain what is meant by the term ‘identity’.</li> <li>Explain how people can represent themselves in different ways online.</li> <li>Explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming, using an avatar, social media) and why.</li> </ul> | <ul style="list-style-type: none"> <li>Explain how my online identity can be different from my offline identity.</li> <li>Describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</li> <li>Explain that others online can pretend to be someone else, including my friends, and</li> </ul>   | <ul style="list-style-type: none"> <li>Explain how identity online can be copied, modified or altered.</li> <li>Demonstrate how to make responsible choices about having an online identity, depending on context.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups and explain why it is important to challenge and reject inappropriate representations online.</li> <li>Describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. Know and give examples of how to get help online and offline.</li> </ul> |

|  |   |  |   |
|--|---|--|---|
|  | suggest reasons why they might do this. |  | <ul style="list-style-type: none"><li>• Explain the importance of asking until I get the help needed.</li></ul> |
|--|---|--|---|



# HAYES MEADOW PRIMARY SCHOOL



## ONLINE SAFETY KNOWLEDGE AND SKILLS

### Unit 2 – Online Relationships –

#### Taught through PSHE curriculum (Me and My Relationships)

| Reception  | Year 1  | Year 2   |        |
|--|---|--|--------|
| <ul style="list-style-type: none"> <li>Recognise some ways in which the internet can be used to communicate.</li> <li>Give examples of how you (might) use technology with people you know.</li> </ul> | <ul style="list-style-type: none"> <li>Recognise some ways in which the internet can be used to communicate.</li> <li>Give examples of how you (might) use technology to communicate with people you know.</li> <li>Give examples of when you should ask permission to do something online and explain why this is important.</li> <li>Use the internet with adult support to communicate with people you know (e.g. video call apps or services).</li> <li>Explain why it is important to be considerate and kind to people online and to respect their choices.</li> <li>Explain why things one person finds funny or sad online may not always be seen in the same way by others.</li> </ul> | <ul style="list-style-type: none"> <li>Give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky (e.g. email, online gaming, a pen-pal in another school/country).</li> <li>Explain who you should ask before sharing things about myself or others online.</li> <li>Describe different ways to ask for, give or deny my permission online and can identify who can help you if you are not sure.</li> <li>Explain why you have a right to say, 'no' or 'I will have to ask someone'. To explain who can help you if you feel under pressure to agree to something you are unsure about or don't want to do.</li> <li>Identify who can help you if something happens online without your consent.</li> <li>Explain how it may make others feel if you do not ask their permission or ignore their answers before sharing something about them online.</li> <li>Explain why you should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</li> </ul> |        |
| Year 3   | Year 4  | Year 5   | Year 6 |

|   |   |   |   |
|---|---|---|---|
| <ul style="list-style-type: none"><li>• Describe ways people who have similar likes and interests can get together online.</li><li>• Explain what it means to 'know someone' online and why this might be different from knowing someone offline.</li><li>• Explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online, including what information and content they are trusted with.</li><li>• Explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</li><li>• Explain how someone's feelings can be hurt by what is said or written online.</li><li>• Explain the importance of giving and gaining permission before sharing things online and how the principles of sharing online are the same as sharing offline (e.g. sharing images and videos).</li></ul> | <ul style="list-style-type: none"><li>• Describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).</li><li>• Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</li><li>• Explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs.</li></ul> | <ul style="list-style-type: none"><li>• Give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).</li><li>• Explain that there are some people you communicate with online who may want to do me or my friends harm. Recognise that this is not my/our fault.</li><li>• Describe some of the ways people may be involved in online communities and how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities and social media groups).</li><li>• Explain how someone can get help if they are having problems and identify when to tell a trusted adult.</li><li>• Demonstrate how to support others (including those who are having difficulties) online.</li></ul> | <ul style="list-style-type: none"><li>• Explain how sharing something online may have an impact either positively or negatively.</li><li>• Describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</li><li>• Describe how things shared privately online can have unintended consequences for others, for example screen-grabs.</li><li>• Explain that taking or sharing inappropriate images of someone, for example embarrassing images, even if they say it is okay, may have an impact for the sharer and others. Also explain who can help if someone is worried about this.</li></ul> |
|---|---|---|---|



**HAYES MEADOW PRIMARY SCHOOL**  
**ONLINE SAFETY KNOWLEDGE AND SKILLS**



**Unit 3 – Online Reputation –**

**Taught through PSHE curriculum (Me and My School)**

| <b>Reception</b>  | <b>Year 1</b>   | <b>Year 2</b>  |   |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>Identify ways that you can put information on the internet.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify ways that you can put information on the internet.</li> <li>Recognise that information can stay online and could be copied.</li> <li>Describe what information you should not put online without asking a trusted adult first.</li> </ul> | <ul style="list-style-type: none"> <li>Explain how information put online about someone can last for a long time.</li> <li>Describe how anyone’s online information could be seen by others.</li> <li>Know who to talk to if something has been put online without consent or if it is incorrect.</li> </ul> |   |
| <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>  | <b>Year 6</b>   |
| <ul style="list-style-type: none"> <li>Explain how to search for information about others online.</li> <li>Give examples of what anyone may or may not be willing to share about themselves online. Explain the need to be careful before sharing anything personal.</li> <li>Explain who someone can ask if they are unsure about putting something online.</li> </ul> | <ul style="list-style-type: none"> <li>Describe how to find out information about others by searching online.</li> <li>Explain ways that some of the information about anyone online could have been created, copied or shared by others.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Search for information about an individual online and summarise the information found.</li> <li>Describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.</li> </ul>             | <ul style="list-style-type: none"> <li>Explain the ways in which anyone can develop a positive online reputation.</li> <li>Explain strategies anyone can use to protect their digital personality and online reputation, including degrees of anonymity.</li> </ul> |



## HAYES MEADOW PRIMARY SCHOOL ONLINE SAFETY KNOWLEDGE AND SKILLS



### Unit 4 – Online Bullying –

#### Taught through PSHE curriculum (Me and My Safety)

| Reception  | Year 1   | Year 2   |  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>Describe ways that some people can be unkind online.</li> <li>Offer examples of how this can make others feel.</li> </ul>   | <ul style="list-style-type: none"> <li>Describe ways that some people can be unkind online.</li> <li>Offer examples of how this can make others feel.</li> <li>Describe how to behave online in ways that do not upset others and can give examples.</li> </ul>  | <ul style="list-style-type: none"> <li>Explain what bullying is, how people may bully others and how bullying can make someone feel.</li> <li>Explain why anyone who experiences bullying is not to blame.</li> <li>Talk about how anyone experiencing bullying can get help.</li> </ul>   |  |
| Year 3   | Year 4   | Year 5   | Year 6   |
| <ul style="list-style-type: none"> <li>Describe appropriate ways to behave towards other people online and why this is important.</li> <li>Give examples of how bullying behaviour could appear online and how someone can get support.</li> </ul> | <ul style="list-style-type: none"> <li>Recognise when someone is upset, hurt or angry online.</li> <li>Describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</li> <li>Explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</li> </ul> | <ul style="list-style-type: none"> <li>Recognise that online bullying can be different from bullying in the physical world and can describe some of those differences.</li> <li>Describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</li> <li>Explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</li> <li>Identify a range of ways to report concerns and access support in school and at home about online bullying.</li> </ul> | <ul style="list-style-type: none"> <li>Describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</li> <li>Explain how someone could report online bullying in different contexts.</li> </ul> |

|  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• Explain how to block abusive users.</li><li>• Describe helpline services which can help people experiencing bullying and how to access them (e.g. Childline or The Mix).</li></ul> |  |
|--|--|--|--|



## HAYES MEADOW PRIMARY SCHOOL ONLINE SAFETY KNOWLEDGE AND SKILLS



### Unit 5 – Managing Online Information –

#### Taught through PSHE curriculum (Me and Other People)

| Reception  | Year 1  | Year 2  |  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>• Talk about how to use the internet as a way of finding information online.</li> <li>• Identify devices you could use to access information on the internet.</li> </ul>  | <ul style="list-style-type: none"> <li>• Talk about how to use the internet as a way of finding information online.</li> <li>• Identify devices you could use to access information on the internet.</li> <li>• Give simple examples of how to find information using digital technologies (e.g. search engines, voice activated searching).</li> <li>• Know/understand that you can encounter a range of things online, including things you like and don't like as well as things which are real or make believe/a joke.</li> <li>• Know how to get help from a trusted adult if you see content that makes you feel sad, uncomfortable worried or frightened.</li> </ul> | <ul style="list-style-type: none"> <li>• Use simple keywords in search engines.</li> <li>• Demonstrate how to navigate a simple webpage to get to information you need (e.g. home, forward, back buttons; links, tabs and sections).</li> <li>• Explain what voice activated searching is and how it might be used, and you know it is not a real person (e.g. Alexa, Google Now, Siri).</li> <li>• Explain the difference between things that are imaginary, made up or make believe and things that are true or real.</li> <li>• Explain why some information you find online may not be real or true.</li> </ul> |  |
| Year 3   | Year 4  | Year 5  | Year 6   |
| <ul style="list-style-type: none"> <li>• Demonstrate how to use key phrases in search engines to gather accurate information online.</li> <li>• Explain what autocomplete is and how to choose the best suggestion.</li> <li>• Explain how the internet can be used to sell and buy things.</li> </ul> | <ul style="list-style-type: none"> <li>• Analyse information to make a judgement about probable accuracy, and you understand why it is important to make your own decisions regarding content and that your decisions are respected by others.</li> <li>• Describe how to search for information within a wide group of technologies and make a judgement about the probable</li> </ul>   | <ul style="list-style-type: none"> <li>• Explain the benefits and limitations of using different types of search technologies such as voice-activation search engines.</li> <li>• Explain how some technology can limit the information you are presented with, for example voice-activated searching giving one result.</li> <li>• Explain what is meant by 'being sceptical'; Give examples of when</li> </ul>  | <ul style="list-style-type: none"> <li>• Explain how search engines work and how results are selected and ranked.</li> <li>• Explain how to use search technologies effectively.</li> <li>• Describe how some online information can be opinion and can offer examples.</li> <li>• Explain how and why some people may present opinions as facts, and why the popularity of an opinion or</li> </ul> |

|  |   |  |   |
|--|---|--|---|
| <ul style="list-style-type: none"> <li>• Explain the difference between a belief, an opinion and a fact and can give examples of how and where they might be shared online (e.g. in videos, memes, posts, news stories).</li> <li>• Explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</li> <li>• Describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.</li> </ul> | <p>accuracy (e.g. social media, image sites, video sites).</p> <ul style="list-style-type: none"> <li>• Describe some of the methods used to encourage people to buy things online (e.g. advertising offers, in-app purchases, pop-ups) and can recognise some of these when they appear online.</li> <li>• Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</li> <li>• Explain that technology can be designed to act like, or impersonate, living things (e.g. bots) and describe what the benefits and the risks might be.</li> <li>• Explain what is meant by fake news; for example, why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</li> </ul> | <p>and why it is important to be sceptical.</p> <ul style="list-style-type: none"> <li>• Evaluate digital content and can explain how to make choices about what is trustworthy, for example differentiating between adverts and search results.</li> <li>• Explain key concepts, including information, reviews, fact, opinion, belief, validity, reliability and evidence.</li> <li>• Identify ways the internet can draw us to information for different agendas (e.g. website notifications, pop-ups, targeted ads).</li> <li>• Describe ways of identifying when online content has been commercially sponsored or boosted (e.g. by commercial companies or by vloggers, content creators, influencers).</li> <li>• Explain what is meant by the term 'stereotype', how stereotypes are amplified and reinforced online and why accepting stereotypes may influence how people think about others.</li> <li>• Describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful.</li> <li>• Explain what is meant by a hoax. Explain why someone would need to think carefully before they share.</li> </ul> | <p>the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.</p> <ul style="list-style-type: none"> <li>• Define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online, for example advertising, ad targeting and targeting for fake news.</li> <li>• Understand the concept of persuasive design and how it can be used to influence peoples' choices.</li> <li>• Demonstrate how to analyse and evaluate the validity of facts and information, and explain why using these strategies is important.</li> <li>• Explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.</li> <li>• Describe the difference between online misinformation and disinformation.</li> <li>• Explain why information that is on a large number of sites may still be inaccurate or untrue. Assess how this might happen, for example the sharing of misinformation or disinformation.</li> <li>• Identify, flag and report inappropriate content.</li> </ul> |
|--|---|--|---|



**HAYES MEADOW PRIMARY SCHOOL**  
**ONLINE SAFETY KNOWLEDGE AND SKILLS**



**Unit 6 – Health Wellbeing and Lifestyle –**

**Taught through PSHE curriculum (Happy and Healthy Me)**

| <b>Reception</b>   | <b>Year 1</b>   | <b>Year 2</b>   |   |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>Identify rules that help keep us safe and healthy in and beyond the home when you are using technology.</li> <li>Give some simple examples of these rules.</li> <li>Apply these rules during your play.</li> <li>Link feelings to your online experiences.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify rules that help keep us safe and healthy in and beyond the home when using technology.</li> <li>Give some simple examples of these rules.</li> <li>Explain rules to keep yourself safe when using technology both in and beyond the home.</li> </ul>                                | <ul style="list-style-type: none"> <li>Explain simple guidance for using technology in different environments and settings (e.g. accessing online technologies in public places and the home environment).</li> <li>Say how those rules/guides can help anyone accessing online technologies.</li> </ul>  |   |
| <b>Year 3</b>  | <b>Year 4</b>   | <b>Year 5</b>   | <b>Year 6</b>   |
| <ul style="list-style-type: none"> <li>Explain why spending too much time using technology can sometimes have a negative impact on anyone (e.g. mood, sleep, body, relationships). Give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).</li> <li>Explain why some online activities have age restrictions, why it is important to follow them and know who you can talk</li> </ul> | <ul style="list-style-type: none"> <li>Explain how using technology can be a distraction from other things in a positive and negative way.</li> <li>Identify times or situations when someone may need to limit the amount of time they use technology. For example, suggest strategies to help with limiting this time.</li> </ul> | <ul style="list-style-type: none"> <li>Describe ways technology can affect health and well-being positively (e.g. mindfulness apps) and negatively.</li> <li>Describe some strategies, tips or advice regarding technology to promote health and wellbeing.</li> <li>Recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.</li> <li>Explain how and why some apps and games may request or take payment for additional content</li> </ul> | <ul style="list-style-type: none"> <li>Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</li> <li>Recognise and discuss the pressures that technology can place on someone and how and when they could manage this.</li> <li>Recognise features of persuasive design and how they are used to keep users engaged (current and future use).</li> <li>Assess and action different strategies to limit the impact of technology on health (e.g. night-</li> </ul> |

|   |  |   |  |
|---|--|---|--|
| <p>to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</p> |  | <p>(e.g. in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p> | <p>shift mode, regular breaks, correct posture, sleep, diet and exercise).</p> |
|---|--|---|--|



**HAYES MEADOW PRIMARY SCHOOL**  
**ONLINE SAFETY KNOWLEDGE AND SKILLS**



**Unit 7 – Privacy and Security –**

**Taught through Computing curriculum (lesson 1 of the academic year)**

| <b>Reception</b>   | <b>Year 1</b>  | <b>Year 2</b>  |  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>Identify some simple examples of your personal information (e.g. name, address, birthday, age, location).</li> <li>Describe who would be trustworthy to share this information with; explain why they are trusted.</li> </ul> | <ul style="list-style-type: none"> <li>Identify some simple examples of your personal information (e.g. name, address, birthday, age, location).</li> <li>Describe who would be trustworthy to share this information with; explain why they are trusted.</li> <li>Explain that passwords are used to protect information, accounts and devices.</li> <li>Recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</li> <li>Explain why it is important to always ask a trusted adult before sharing any personal information online belonging to yourself or others.</li> </ul> | <ul style="list-style-type: none"> <li>Explain how passwords can be used to protect information, accounts and devices.</li> <li>Explain and give examples of what is meant by 'private' and 'keeping things private'.</li> <li>Describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</li> <li>Explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).</li> </ul> |  |
| <b>Year 3</b>  | <b>Year 4</b>  | <b>Year 5</b>  | <b>Year 6</b>  |
| <ul style="list-style-type: none"> <li>Describe simple strategies for creating and keeping passwords private.</li> <li>Give reasons why someone should only share</li> </ul>   | <ul style="list-style-type: none"> <li>Describe strategies for keeping personal information private, depending on context.</li> <li>Explain that internet use is never fully private and is monitored.</li> </ul>  | <ul style="list-style-type: none"> <li>Explain what a strong password is and demonstrate how to create one.</li> <li>Explain how many free apps or services may read and share private information (e.g. friends,</li> </ul>   | <ul style="list-style-type: none"> <li>Describe effective ways people can manage passwords, for example storing them securely or saving them in the browser.</li> <li>Explain what to do if a password is shared, lost or stolen.</li> </ul> |

|   |  |   |   |
|---|--|---|---|
| <p>information with people they choose and can trust.</p> <ul style="list-style-type: none"><li>• Explain that if they are not sure or feel pressured, they should tell a trusted adult.</li><li>• Describe how connected devices can collect and share anyone's information with others.</li></ul> | <ul style="list-style-type: none"><li>• Describe how some online services may seek consent to store information about you. Know how to respond appropriately and who you can ask if you are not sure.</li><li>• Know what the digital age of consent is and the impact this has on online services asking for consent.</li></ul> | <p>contacts, likes, images, videos, voice, messages, geolocation) with others.</p> <ul style="list-style-type: none"><li>• Explain what app permissions are and can give some examples.</li></ul> | <ul style="list-style-type: none"><li>• Describe how and why people should keep their software and apps up to date, for example auto updates.</li><li>• Describe simple ways to increase privacy on apps and services that provide privacy settings.</li><li>• Describe ways in which some online content targets people to gain money or information illegally; describe strategies to help you identify such content (e.g. scams, phishing).</li><li>• Know that online services have terms and conditions that govern their use.</li></ul> |
|---|--|---|---|



**HAYES MEADOW PRIMARY SCHOOL**  
**ONLINE SAFETY KNOWLEDGE AND SKILLS**



**Unit 8 – Copyright and Ownership –**

**Taught through Computing curriculum (lesson 2 of the academic year)**

| Reception  | Year 1   | Year 2  |  |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>• Know that work you create belongs to you.</li> <li>• Name your work so that others know it belongs to you.</li> <li>• Express how you felt when you created this work.</li> <li>• Share your work with a friend.</li> </ul> | <ul style="list-style-type: none"> <li>• Know that work you create belongs to you.</li> <li>• Name your work so that others know it belongs to you.</li> <li>• Explain why work you create using technology belongs to you.</li> <li>• Say why it belongs to you (e.g. 'I designed it' or 'I filmed it').</li> <li>• Save your work under a suitable title/name so that others know it belongs to you (e.g. filename, name on content).</li> <li>• Understand that work created by others does not belong to you even if you save a copy.</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise that content on the internet may belong to other people.</li> <li>• Describe why other people's work belongs to them.</li> </ul>   |  |
| Year 3   | Year 4   | Year 5  | Year 6   |
| <ul style="list-style-type: none"> <li>• Explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</li> </ul>  | <ul style="list-style-type: none"> <li>• When searching on the internet for content to use, explain why you need to consider who owns it and whether you have the right to reuse it.</li> <li>• Give some simple examples of content which you must not use without permission from the owner (e.g. videos, music, images).</li> </ul>   | <ul style="list-style-type: none"> <li>• Assess and justify when it is acceptable to use the work of others.</li> <li>• Give examples of content that is permitted to be reused and know how this content can be found online.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate the use of search tools to find and access online content which can be reused by others.</li> <li>• Demonstrate how to make references to, and acknowledge, sources you have used from the internet.</li> </ul> |

## Relationships education: content to be covered by the end of primary

### **Families and people who care for me**

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring friendships**

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

## **Respectful, kind relationships**

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

## **Online safety and awareness**

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

## **Being Safe**

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

## Primary health and wellbeing: content to be covered by the end of primary

### General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

## **Wellbeing online**

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

**Physical health and fitness**

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

**Healthy eating**

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

**Drugs, alcohol, tobacco and vaping**

Curriculum content:

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

**Health protection and prevention**

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

**Personal safety**

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

**Basic first aid**

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

### **Developing bodies**

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

The full RSE and Health Education statutory guidance: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE



# HAYES MEADOW PRIMARY SCHOOL

Spode Avenue, Handsacre, Rugeley, Staffs WS15 4EU

'Be the Best We Can Be'

Telephone: 01543 490616

E-mail: [office@hayesmeadow.staffs.sch.uk](mailto:office@hayesmeadow.staffs.sch.uk)

Fax: 01543 492629

[www.hayesmeadow.org](http://www.hayesmeadow.org)

|   |        |
|---|--------|
| TO BE COMPLETED BY PARENT/CARER             |        |
| Pupils name:                                | Class: |
| Parent/carer name:                          | Date:  |
| Reason for withdrawing from sex education:  |        |
| Parent/Carer Signature:                     |        |
| TO BE COMPLETED BY THE SCHOOL               |        |
| Actions agreed from discussion with parents |        |

## Appendix 4: Sample parent/carers letter



# HAYES MEADOW PRIMARY SCHOOL

Spode Avenue, Handsacre, Rugeley, Staffs WS15 4EU

'Be the Best We Can Be'

Telephone: 01543 490616

Fax: 01543 492629

E-mail: [office@hayesmeadow.staffs.sch.uk](mailto:office@hayesmeadow.staffs.sch.uk)

[www.hayesmeadow.org](http://www.hayesmeadow.org)

Dear Parents/Carers,

As part of your child's education at Hayes Meadow Primary School, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) programme. PSHE education is the curriculum subject that gives pupils the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

I am writing to let you know that over the next few weeks your child's class will be taking part in lessons which will focus on their health and relationships. This is a compulsory element of the health and relationships education and content of this curriculum is statutory.

The children will be learning about making healthy choices such as physical activity, sleep, having healthy lunchboxes, the components of a balanced diet, how common infections are spread and how to limit or avoid infections, how to keep different parts of the body clean and the names of boy's and girl's body parts including some sexual parts.

Your child will be introduced to the agreed names for some sexual body parts. This learning is part of their compulsory relationships and health education as by the end of primary school your child should know:

- About the concept of privacy and the implications of it for both pupils 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.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

This will be taught in an age-appropriate manner for your child, differentiated to meet the needs of each child.

If you would like to find out more or discuss any concerns, then please contact the school.

Yours sincerely,

Appendix 5: Sample resources

Stonewall - Different families same love



[Talk PANTS: Conversation to help keep children safe | NSPCC](#)

[Eatwell Guide](#)

# Year Four

## Examining Violence, Excuses and Responsibility

Time: approximately 50 minutes

### Learning Outcomes

**By the end of this lesson:**

All children will be able to discuss their feelings about violence in a class group; know that violence is illegal;

Most children will be able to think about how their behaviour affects others and how they can play a role in helping stop violence, even in other people's arguments; have some ideas about how to avoid violent reactions and begin to take responsibility for their own actions;

Some children will be able to understand how peer pressure can have an impact on violent behaviour; understand how we must all take responsibility for our own actions.

### Resources

- ✓ Room for warm up game;
- ✓ Set of writing frames (Appendix 1), one per child;
- ✓ Two 'hot seats'.

### A Warm up

Time: about 5 minutes

#### Friend or Foe

Ask for two volunteers to leave the room; tell them one will be a friend and one an enemy of the rest of the class. When they are out of the room, tell the rest of the class which is which, but that it is a secret. Ask the volunteers to come in. Everyone walk round the room, no touching, reacting silently to the friend/enemy characters. After a few seconds, ask the two volunteers to guess if they are the friend or enemy. What made them think that? How could they tell by the other children's behaviour? How did they feel? Was it a good feeling or a bad feeling? What did it make them want to act like? Ask for some new volunteers. Keep playing and debriefing, keeping up the pace, for five minutes.

### B Main Activity

Time: about 40 minutes

1. Explain that this lesson is about whether it is ever OK to use violence to resolve arguments.
2. Start off with the story frame. Give each child a copy of the writing frame and read out the first part; all the children have fifteen minutes to draw/write brief answers to each section. Ask the children not to use the names of real friends but to make them up.
3. When the stories are finished, divide the class into small groups and ask them to tell each other their versions of the story. Explain that you want them to think about what has happened to the children and what the reasons for their behaviour might be. Is it their fault that they are fighting?

4. After about five minutes, get back into a whole class group and gather all the ideas children have come up with for stopping the fight. List them on the white board. Ask the children to remember these ideas if this ever happens in the future and how they could respond safely to help stop a fight.
5. Talk about whether the children fighting may have acted differently with differing responses from other children in the playground. What about if all the children watching started to shout 'fight, fight!' and encourage them? If all the children looking on asked them to stop would that help? Again, ask the children to think about how they could react in future if they saw a fight.
6. Make a quick imaginary concept line down the classroom. Briefly ask the children to stand at one end if they think any use of violence is ever acceptable, those who think it never is to go to the other end, and those who are uncertain to go in the middle.
7. Have two chairs in the room as hot seats; ask someone (who is confident) to volunteer to argue in favour of the use of violence in some situations and someone else to argue that it is never acceptable. The rest of the children ask questions or make suggestions about when they think violence is acceptable and when they think it isn't. The children in the hot seats respond back giving reasons to why or why not violence is acceptable. Repeat the concept line after a ten minute discussion. Has anyone changed their minds?
8. When concluding the session stress that legally the use of violence to resolve a dispute or settle an argument is not acceptable, even if the person feels like they were right to use violence. Discuss how we have to take responsibility for our own actions and feelings and must not react violently, even if we are very angry. Point out that if adults used violence against someone else for any reason, even someone in their own family, it would be against the law and that they could be arrested.

## End game

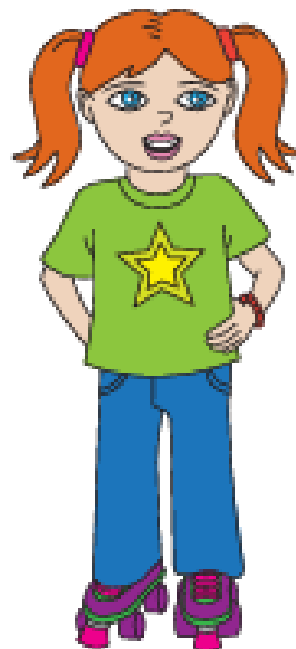
Time: 5 minutes

At the end of the lesson put a 'post box' in the classroom and ask all the children to put a note in it with a comment about the lesson or a worry that they have. Explain that the teacher will read all of these comments and that if there are any worries or problems that need sorting out someone will try to help them.

**Please note that this activity may lead to disclosure – please refer to the accompanying guidance *Dealing with disclosure* provided in section one.**

### Suggested Extension Activities

- ◆ Make a list of all the excuses the children can think of (or have ever used or seen used) for the use of violence and divide them into real reasons which make violence unavoidable (for instance self defence) and all the rest.



## Appendix 6: Drug Education Policy

### Drug Education Policy

Hayes Meadow Primary School is committed to the Health and Safety of all its members and believe that we have a duty to support and safeguard the well-being of its children and staff.

The school values the importance of its pastoral role in the welfare of its children, and through the general ethos of the school, we seek to encourage and develop young people's learning and ensure support appropriate to their needs is provided.

Education about drugs is not concerned merely with substance, but with people in their social settings and therefore should involve the development of attitudes, values and the development of skills, as much as the acquisition of appropriate knowledge.

Drug issues and concerns extend across socio-economic and ethnic boundaries, and children of all ages and abilities will encounter both the positive and negative effects of drugs, as used legally in medicine to aid recovery, or illegal use.

### Drug Policy Aims

- To provide a safe, healthy environment in which children and staff can learn and develop.
- To ensure all members of the school community know and understand the rules of the school, the expectations about their behaviour, and the policy regarding drug incidents and concerns about individuals.
- To promote clarity about the management of drug related incidents in the school.

- To encourage and enable children to appreciate the benefits of a healthy lifestyle, now and in the future.
- To enable children to make reasoned, informed choices.
- To minimise pupil's experimentation with illegal or harm causing substances.
- To address and take account of local community needs, including the differences and diversity within the school community.
- To support and engage parents/carers and children in their own personal learning and responsibilities.
- To enable young people and staff to access support structures (including the voluntary sector), e.g. CAHMS, counselling, and treatment.
- To monitor, evaluate and review learning outcomes for children.
- To work with SCC and outside agencies to secure and support a balanced delivery of a drugs education programme e.g. community police.
- To provide opportunities for children to acquire knowledge and identify the distinction between authorised and unauthorised drugs.
- To develop and equip children with the knowledge, attitudes and skills necessary to build their resilience and avoid peer groups pressure or unwanted drug offers from others.
- To build children' decision-making skills and increase self-esteem.
- To engage parents/carers in the school community and learning process.
- To enable children and staff to access support if they have concerns about their own or others' drug use.

## Organisation

We regard drugs education as a whole school issue, and we believe that opportunities to teach about the importance of living a healthy lifestyle throughout the curriculum. Children are taught within Health Education (see

Relationships and Sex Education policy) from Reception about medicine and making healthy choices. In year 4 the children learn about drugs, tobacco and alcohol. Drugs education is also taught within Science in Year 6, where the children are taught about the impact drugs have on our bodies, and the dangers involved to those who take them. In teaching we follow guidance from the Science curriculum. We may also draw on advice and resources from the School Nurse or the Local Health Authority. Lessons that focus on drug education form part of a sequence of lessons that are designed to promote in children a healthy lifestyle.

The teaching style that we use encourages children to ask questions and reflect on the dangers to health of drug misuse. We give the children the opportunity to talk in groups or to the whole class. We encourage them to listen to the views of others.

#### The role of the Headteacher

- It is the responsibility of the Headteacher to ensure that staff and parents are informed about this Drugs Education Policy, and that the policy is implemented effectively. It is also the Headteachers' role to ensure that staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- The Headteacher will liaise with external agencies regarding the school drugs education programme and ensure all adults who work with children on these issues are aware of the school policy and work within this framework.
- The Headteacher will monitor the policy on a day to day basis and report to governors, when requested, on the effectiveness of the policy.

## The role of the governors

- The governing board will support the Headteacher in following these guidelines. Governors will inform and consult with parents about the drugs education policy. Governors will also liaise with the LEA and health organisations so that the school's policy is in line with the best advice available.

## The role of the parents

- The school is well aware that the primary role in children's drug education lies with parents. We wish to build a positive and supporting relationship with the parents of children at school through mutual understanding, trust and cooperation. In promoting this objective, we will:
  1. Inform parents about the school drugs education and practice
  2. Answer any questions parents may have about drugs education their child receives in school
  3. Take seriously any issue which parents raise with teachers or governors about this policy or the arrangements for drug education in the school
  4. Liaise with parents in reviewing the school policy and making modifications to it as necessary
  5. Inform parents about the best practice known with regard to drugs education so that the parents can support the key messages being given to children at school.

## Monitoring and review

- The curriculum committee of the governing body on an annual basis will monitor the Drugs Education Policy. This committee will report their findings and recommendations to the full governing board as necessary, if

the policy appears to need modification. The curriculum committee takes into serious consideration any representation from parents about the drugs education programme and comments will be recorded. Governors require the Headteacher to keep a written record detailing the content of the drug education programme taught in the school.