

# Cambridgeshire Primary Personal Development Programme



Teaching Safeguarding through the Cambridgeshire  
Primary Personal Development Programme



# Contents

---

|   |            |
|---|------------|
| <b>Introduction</b>   | <b>1</b>   |
| <b>Healthy and respectful relationships</b>   | <b>2</b>   |
| <b>Boundaries and consent</b>   | <b>2-3</b> |
| <b>Stereotyping, prejudice and equality</b>   | <b>3-4</b> |
| <b>Body confidence and self-esteem</b>  | <b>4</b>   |
| <b>How to recognise an abusive relationship</b>   | <b>5</b>   |
| <b>The concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM)</b> | <b>5-6</b> |
| <b>How to access support</b>  | <b>7</b>   |
| <b>Sexual harassment and sexual violence and why these are always unacceptable</b>  | <b>7-8</b> |
| <b>Online Safety</b>  | <b>8-9</b> |
| <b>Prevent`</b>   | <b>9</b>   |

# Teaching Safeguarding Through the Cambridgeshire Primary Personal Development Programme

## Introduction

Keeping Children Safe in Education, September 2022, outlines the following requirements for schools with regards to teaching safeguarding:

### **“Opportunities to teach safeguarding**

*Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.*

*In schools, relevant topics will be included within Relationships Education (for all primary pupils), and Relationships and Sex Education (for all secondary pupils) and Health Education (for all primary and secondary pupils). In teaching these subjects schools must have regard to the statutory guidance, which can be found [here](#). Colleges may cover relevant issues through tutorials.*

*Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college’s behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This program will tackle at an age-appropriate stages issues such as:*

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.”

*Keeping Children Safe in Education, DfE September 2022*

This guidance is designed to support school leaders including PSHE subject leaders and Designated Safeguarding Leads to map where these aspects of safeguarding are addressed within the Cambridgeshire Primary Personal Development Programme so that schools can demonstrate that they are fulfilling their safeguarding duties. It can also support school leaders and teachers to make decisions about which aspects of the units of work to prioritise when developing the school’s long term Curriculum plan for Relationships Education and Health Education and when planning lessons.

## Healthy and respectful relationships

Developing an understanding of healthy relationships is an essential thread that runs throughout the ‘Myself and My Relationships’ and ‘Citizenship’ strands of the Cambridgeshire Primary PD Programme. The ‘Family and Friends’ units of work look at the importance of relationships and friendships and develops children’s awareness of and ability to form and maintain healthy relationships. There are also links to the themes of healthy and respectful relationships in the following units: Beginning and Belonging; My Emotions; Rights, Rules and Responsibilities; Working Together; Anti-Bullying; Diversity and Communities; Relationships and Sex Education.

| Year Group | Unit of Work             | Learning Objective   |
|------------|--------------------------|--|
| YR         | FFF Family and Friends   | 3. To understand what makes a good friend.<br>6. To recognise what unkind behaviour looks like and understand what to do when someone is unkind.         |
| Y1/2       | FF 12 Family and Friends | 1. To describe what a good friend is and how it feels to be friends.<br>2. To understand why telling the truth is important, especially between friends. |

| Year Group | Unit of Work             | Learning Objective  |
|------------|--------------------------|---|
| Y3/4       | FF 34 Family and Friends | 2. To understand more about healthy friendships and how trust plays an essential part.<br>7. To understand that healthy families protect and care for each other in difficult times.  |
| Y5/6       | FF 56 Family and Friends | 1. To explain the characteristics of healthy friendships on and offline and identify elements which may be healthy or unhealthy.<br>2. To explore the concepts of trust and loyalty in changing relationships, on and offline.<br>7. To understand that healthy families are committed to supporting each other as the needs of the members change. |

## Boundaries and consent

Section D – ‘Bodily Autonomy’ in the ‘Personal Safety’ units of work develops children’s understanding of the concepts of personal boundaries and consent in an age-appropriate way. Children learn that each person’s body belongs to them, the correct language for body parts including genitals. They have the opportunity to consider the sort of physical contact they feel comfortable with, and how to report unwanted or unsafe touch. Successfully developing children’s awareness of these concepts lays solid foundations for developing their understanding of sexual consent later on. Learning about the correct language to use for sexual body parts is reinforced by the learning in the ‘Relationships and Sex Education’ units of work. It is important that staff are familiar with the school’s Relationships Education policy when teaching the ‘Relationships and Sex Education’ units of work. Staff can refer to [6B Answering Children’s Questions Relating to RSE](#) for guidance on how best to respond to children’s questions.

| Year Group | Unit of Work                        | Learning Objective   |
|------------|-------------------------------------|--|
| YR         | KS F Keeping Safe                   | 10. To be able to name different parts of the body, including external sexual parts.<br>11. To be able to identify safe and unsafe touch.  |
|            | BGF My Body and Growing Up          | 2. To describe their own appearance and name external body parts including using agreed names for the sexual parts.<br>3. To recognise similarities and differences between the bodies of girls and boys   |
| Y1/2       | PS 12 Personal Safety               | 6. To be able to identify private body parts.<br>7. To know that my body belongs to me and to be able to say ‘no’ to unwanted touch.   |
|            | RS1 Relationships and Sex Education | 1. To recognise the main external parts of the bodies of humans, including names for sexual parts.<br>3. To understand that they have responsibility for their body’s actions and that their body belongs to them.   |
| Y3/4       | PS 34 Personal Safety               | 6. To be able to identify the sort of physical contact I feel comfortable with.<br>7. To know what I could do if I experience unwanted or unsafe physical contact.   |
|            | RS3 Relationships and Sex Education | 1. To know scientific names for male and female sexual parts and use them confidently.<br>2. To understand times to talk about private body parts, how they change and identify trustworthy and approachable adults.<br>3. To value and respect their own bodies and understand their uniqueness |

| Year Group | Unit of Work                        | Learning Objective   |
|------------|-------------------------------------|--|
| Y5/6       | PS 56 Personal Safety               | 7. To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).<br>8. To know the importance of permission-seeking and giving in relationships with friends, peers and adults.<br>9. To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.<br>10. To know that my body belongs to me and to be able to say 'No' to unwanted touch. |
|            | RS5 Relationships and Sex Education | 1. To identify male and female sexual parts confidently and describe their functions.<br>2. To know terminology for sexual parts appropriate for use in different situations.<br>3. To know and understand about the physical changes that take place at puberty and how to manage them.<br>4. To understand that physical changes affect people in a variety of ways and at different rates.  |
|            | RS6 Relationships and Sex Education | 1. To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse.<br>2. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively.  |

## Stereotyping, prejudice and equality

Developing an understanding of stereotyping, prejudice and equality feature prominently in the 'Diversity and Communities' units of work. These units enable children to develop an age appropriate understanding of inclusion and equality, taking account of race, ethnicity, religion, culture and language, different abilities, gender, sexual orientation and age, within the school and the local community. Children will have opportunities to develop skills which enable them to build positive relationships based on mutual respect, equality and enthusiastic engagement, free from prejudice. There are also links with this theme in Section C - 'Causes and Types of Bullying' within the 'Anti-Bullying' units of work.

| Year Group | Unit of Work                    | Learning Objective  |
|------------|---------------------------------|---|
| YR         | ID F Identities and Diversity   | 3. To recognise similarities and differences between the ways that families live their lives.<br>5. To understand that it is important to respect other people's differences and the ways in which they live their lives.   |
| Y1/2       | DC 12 Diversity and Communities | 2. To begin to understand that perceptions of gender may limit personal expression and choice.<br>3. To express their family's structure, traditions, culture and beliefs and recognise that other families are different.<br>4. To recognise different groups they belong to and the different backgrounds of people they know.<br>5. To understand how people might be affected by stereotypes. |
|            | AB 12 Anti-Bullying             | 4. To begin to understand that bullying may happen when people do not respect others who may seem different.  |

| Year Group | Unit of Work                    | Learning Objective  |
|------------|---------------------------------|---|
| Y3/4       | DC 34 Diversity and Communities | 2. To explore personal characteristics often associated with gender and understand how these affect behaviour, identity and choices.<br>3. To know that families are made up in a variety of ways.<br>4. To understand about the breadth of cultures, traditions and beliefs of people in their locality.<br>5. To understand the importance of valuing difference and diversity.<br>6. To understand what stereotypes are, their negative effects and ways to challenge them.  |
|            | AB 34 Anti-Bullying             | 4. To be able to understand how bullying can occur when people do not respect and empathise with their diverse peers.   |
| Y5/6       | DC 56 Diversity and Communities | 2. To explore how perceptions of gender amongst peers and the media affect identity, emotions, friendships, behaviour and choices.<br>3. To explore the variety of origins, national identities, religious beliefs, cultural traditions and lifestyles locally and in the UK.<br>4. To understand why people should show respect for those with different lifestyles, beliefs and traditions and explore ways to demonstrate respect.<br>5. To recognise the negative effects of stereotyping and how they might lead to prejudice. |
|            | AB 56 Anti-Bullying             | 6. To understand more about forms of prejudice-based bullying.  |

## Body confidence and self-esteem

Supporting children to develop their self-esteem feature in both the 'My Emotions' and 'Working Together' units of work, as they are encouraged to recognise their own talents, personal qualities and strengths. Body confidence is carefully addressed via the 'Healthy Lifestyles' units of work, with an emphasis being placed on the balance of physical, social and emotional health. The 'Body Image' enrichment unit is also available for use with pupils in years 5-6 if school's feel that this would support the needs of their cohorts.

| Year Group | Unit of Work                | Learning Objective   |
|------------|-----------------------------|--|
| YR         | BBF Beginning and Belonging | 1. To understand what is special about me and other people in my class   |
|            | HLF Healthy Lifestyles      | 1. To understand some of the things needed to have a healthy body.   |
| Y1/2       | ME 12 My Emotions           | 5. To talk about personal gifts and talents; what they are good at and also what they find more difficult.   |
|            | WT 12 Working Together      | 1. To recognise and celebrate some of their strengths, emotions, gifts and talents.  |
|            | HL 12 Healthy Lifestyles    | 3. To understand the difference between being active and sedentary, simple benefits of regular exercise and how their bodies feel when they exercise.  |
| Y3/4       | ME 34 My Emotions           | 6. To recognise some of the strengths and personal qualities of themselves and others.   |
|            | WT 34 Working Together      | 1. To recognise their own worth and identify positive things about themselves and others.  |
|            | HL 34 Healthy Lifestyles    | 2. To understand how physical activity and nutrition affects their physical and mental health.   |
| Y 5/6      | ME 56 My Emotions           | 8. To understand what is meant by someone's identity, and what might influence how confident and comfortable we feel in our identity.<br>9. To understand how to have self-respect and to be able to describe what might help to boost this. |
|            | WT 56 Working Together      | 1. To recognise their own strengths and skills and understand how they are perceived by others.  |
|            | HL 56 Healthy Lifestyles    | 1. To be aware of and to be able to identify a range of factors which contribute to their physical and mental health.  |

## How to recognise an abusive relationship

The progression of teaching throughout the Personal Safety units aims to empower children to identify their Early Warning Signs, so that they can identify when they are feeling unsafe in a situation. The units also give them the opportunity to practise seeking help from adults in their Network of Support. The terminology of 'abuse' and 'neglect' is not introduced until years 5 and 6 (PS 56). However, the learning for all ages includes exploring the actions that could be taken if a child is worried about a relationship with a friend or family member, or if they are feeling unsafe in any situation. This aspect of learning is also supported by the learning about healthy relationships, as referenced in the first section of this document.

| Year Group | Unit of Work             | Learning Objective   |
|------------|--------------------------|--|
| YR         | KS F Keeping Safe        | 2. To be able to identify trusted adults who I could talk to and ask for help.<br>4. To be able to identify how and when to talk to a trusted adult.   |
| Y1/2       | PS 12 Personal Safety    | 9. To know what I could do if a friend or someone in my family isn't kind to me.   |
| Y3/4       | PS 34 Personal Safety    | 7. To know what I could do if I experience unwanted or unsafe physical contact.<br>8. To be able to decide if a secret is safe or unsafe.<br>9. To know what I could do if I feel worried about a friendship or relationship.  |
| Y5/6       | PS 56 Personal Safety    | 8. To know what I could do if I feel worried about a secret.<br>9. To know what I could do if a friend or someone in my family isn't kind to me.<br>10. To know what I could do if something worries or upsets me when I am online.<br>11. To know how to report concerns or abuse, and the vocabulary and confidence needed to do so. |
|            | FF 56 Family and Friends | 1. To explain the characteristics of healthy friendships on and offline and identify elements which may be healthy or unhealthy.   |

### **The concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM)**

These topics are not statutory in primary schools. See [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#). However, the 'Personal Safety' and 'Relationships and Sex Education' units of work lay the foundations for these topics, which are statutory within the Secondary RSHE Curriculum. High quality RSE has been referenced by a variety of organisations (NSPCC, Barnados, Women and Equalities Committee) as supporting children to recognise abusive relationships and speak up if they are being abused. The ability to confidently use scientific vocabulary to talk about sexual body parts with trusted adults is a protective factor. Throughout our 'Relationships and Sex Education' and 'Personal Safety' units of work, teachers are provided with multiple ways to increase understanding and confidence when using scientific vocabulary to describe sexual body parts. Teachers who would like to explore this concept further and build their own confidence in discussing the benefits of using scientific vocabulary should refer to [6D Use of Appropriate Vocabulary in Primary RSE](#). It is important that staff are familiar with the school's Relationships Education policy when teaching the 'Personal Safety' and/or 'Relationships and Sex Education' units of work. Staff can refer to [6B Answering Children's Questions Relating to RSE](#) for guidance on how best to respond to children's questions.

The learning within the 'Personal Safety' units are designed to support children to recognise if they are feeling safe or unsafe in their relationships with family, friends and online. This includes considering the importance of permission seeking and giving in relationships, and the sort of boundaries which are appropriate both on and offline. The children are encouraged to consider the qualities they would look for in a 'network' person and decide who are the trusted adults they could talk with about anything, big or small, good or bad. They will also consider how to judge whether a secret feels safe or unsafe and how to seek support if they are asked to keep an unsafe secret. Children will learn that each person's body belongs to them, the correct language for body parts, including genitals, how to identify unsafe or inappropriate physical contact and how to seek support from their network. The unit includes learning about what sorts of behaviours constitute abuse and neglect, in an age-appropriate way, and how to access support via their network, for themselves or a friend. They also have opportunities to practise seeking help or advice from others and to develop their problem-solving strategies, which can be applied in a range of contexts.

Clearly, the learning will have greatest impact if the school ethos and wider curriculum continually promote the development of children's emotional literacy and are underpinned by a clear set of values, the school's behaviour policy and pastoral support system. Children need to hear the messages regularly that we all have a right to feel safe and that we can talk with someone about anything, if they are to be empowered to make safer choices.



| Year Group | Unit of Work                        | Learning Objective  |
|------------|-------------------------------------|---|
| YR         | BGF My Body and Growing Up          | 2. To describe their own appearance and name external body parts including using agreed names for the sexual parts. 3. To recognise similarities and differences between the bodies of girls and boys   |
|            | KS F Keeping Safe                   | 2. To be able to identify trusted adults who I could talk to and ask for help.<br>4. To be able to identify how and when to talk to a trusted adult.  |
| Y1/2       | RS1 Relationships and Sex Education | 1. To recognise the main external parts of the bodies of humans, including names for sexual parts.<br>3. To understand that they have responsibility for their body's actions and that their body belongs to them.  |
|            | RS2 Relationships and Sex Education | 2. To consider the ways they have changed physically since they were born.  |
|            | PS 12 Personal Safety               | 4. To know who I could talk with if I have a worry or need to ask for help. 6. To be able to identify private body parts.<br>7. To know that my body belongs to me and to be able to say 'No' to unwanted touch.<br>8. To know what I could do if I feel worried about a secret.<br>9. To know what I could do if a friend or someone in my family isn't kind to me.<br>10. To know what I could do if something worries or upsets me when I am online.   |
| Y3/4       | RS3 Relationships and Sex Education | 1. To know scientific names for male and female sexual parts and use them confidently.<br>2. To understand times to talk about private body parts, how they change and identify trustworthy and approachable adults.<br>3. To value and respect their own bodies and understand their uniqueness  |
|            | RS4 Relationships and Sex Education | 2. To understand that babies begin when a male seed and female egg join together.<br>3. To investigate perceptions of being physically, emotionally and socially 'grown up'.  |
|            | PS 34 Personal Safety               | 4. To be able to name who is on my Network of Support and know how I can ask them for help.<br>6. To be able to identify the sort of physical contact I feel comfortable with.  |
| Y5/6       | RS5 Relationships and Sex Education | 1. To identify male and female sexual parts confidently and describe their functions.<br>2. To know terminology for sexual parts appropriate for use in different situations.<br>3. To know and understand about the physical changes that take place at puberty and how to manage them.<br>4. To understand that physical changes affect people in a variety of ways and at different rates  |
|            | RS6 Relationships and Sex Education | 1. To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse.<br>2. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively.   |
|            | PS 56 Personal Safety               | 3. To know how to ask for advice or help for themselves or others, and to keep trying until they are heard.<br>8. To know the importance of permission-seeking and giving in relationships with friends, peers and adults.<br>9. To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.<br>10. To know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.<br>11. To know how to report concerns or abuse, and the vocabulary and confidence needed to do so.<br>12. To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. |

## How to Access Support

Throughout the Cambridgeshire Primary PD Programme, there are multiple references to Networks of Support, those trusted adults that children can talk to if they are feeling worried or unsafe about anything. This is taught within the 'Personal Safety' units of work, and also in 'Beginning and Belonging', 'Anti-Bullying', 'Family and Friends,' and 'My Emotions.'

| Year Group | Unit of Work          | Learning Objective   |
|------------|-----------------------|--|
| YR         | KS F Keeping Safe     | 2. To be able to identify trusted adults who I could talk to and ask for help.<br>4. To be able to identify how and when to talk to a trusted adult. |
| Y1/2       | PS 12 Personal Safety | 4.To know who I could talk with if I have a worry or need to ask for help.   |
| Y3/4       | PS 34 Personal Safety | 4. To be able to name who is on my Network of Support and know how I can ask them for help.  |
| Y5/6       | PS 56 Personal Safety | 3. To know how to ask for advice or help for themselves or others, and to keep trying until they are heard.  |

## What constitutes sexual harassment and sexual violence and why these are always unacceptable

The topic of gender, stereotyping and treating different people with respect is addressed as part of the 'Diversity and Community' units of work. There are also links to the learning within the 'Personal Safety' units of work about bodily autonomy, personal boundaries and consent, and the learning found within the 'Relationships and Sex Education' units of work designed to develop children's understanding of male and female bodies.

Schools may also wish to make use of the 'Safer Primary Spaces Toolkit' which contains a series of activities to raise awareness for children and staff, build a picture of specific issues for the school, enable schools to build on their understanding of data they may already have and create or amend procedures to reduce and then eliminate gender stereotypes, sexism and sexual harassment in their school.

| Year Group | Unit of Work                        | Learning Objective  |
|------------|-------------------------------------|---|
| YR         | BGF My Body and Growing Up          | 2. To describe their own appearance and name external body parts including using agreed names for the sexual parts.<br>3. To recognise similarities and differences between the bodies of girls and boys  |
| Y1/2       | DC 12 Diversity and Communities     | 1. To begin to understand that perceptions of gender may limit personal expression and choice.  |
|            | PS 12 Personal Safety               | 6. To be able to identify private body parts.<br>7. To know that my body belongs to me and to be able to say 'no' to unwanted touch.  |
|            | RS1 Relationships and Sex Education | 1. To recognise the main external parts of the bodies of humans, including names for sexual parts. 3.To understand that they have responsibility for their body's actions and that their body belongs to them.  |
| Y3/4       | DC 34 Diversity and Communities     | 2. To explore personal characteristics often associated with gender and understand how these affect behaviour, identity and choices.  |
|            | PS 34 Personal Safety               | 6. To be able to identify the sort of physical contact I feel comfortable with.<br>7. To know what I could do if I experience unwanted or unsafe physical contact.  |
|            | RS3 Relationships and Sex Education | 1. To know scientific names for male and female sexual parts and use them confidently. 2. To understand times to talk about private body parts, how they change and identify trustworthy and approachable adults.<br>3. To value and respect their own bodies and understand their uniqueness |

| Year Group | Unit of Work                        | Learning Objective  |
|------------|-------------------------------------|---|
| Y5/6       | DC 56 Diversity and Communities     | 2. To explore how perceptions of gender amongst peers and the media affect identity, emotions, friendships, behaviour and choices.  |
|            | PS 56 Personal Safety               | 7. To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).<br>8. To know the importance of permission-seeking and giving in relationships with friends, peers and adults.<br>9. To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.<br>7. To know that my body belongs to me and to be able to say 'No' to unwanted touch. |
|            | RS5 Relationships and Sex Education | 1. To identify male and female sexual parts confidently and describe their functions.<br>2. To know terminology for sexual parts appropriate for use in different situations.<br>3. To know and understand about the physical changes that take place at puberty and how to manage them.<br>4. To understand that physical changes affect people in a variety of ways and at different rates.   |
|            | RS6 Relationships and Sex Education | 1. To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse.<br>2. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively.   |

## Online Safety

Messages about Online Safety are threaded throughout the Cambridgeshire Primary Personal Development Programme.

| Year Group | Unit of Work             | Learning Objective   |
|------------|--------------------------|--|
| Y1/2       | PS 12 Personal Safety    | 10. To know what I could do if something worries or upsets me when I am online.  |
| Y3/4       | PS 34 Personal Safety    | 10. To be able to suggest some ways in which I can keep safe online.   |
|            | FF 34 Family and Friends | 1. To recognise the qualities of a good friend on and offline  |
|            | AB 34 Anti-Bullying      | 5. To understand more about indirect forms of bullying such as cyber bullying and exclusion.   |
| Y5/6       | PS 56 Personal Safety    | 5. To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.<br>12. To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. |
|            | FF 56 Family and Friends | 3. To explore skills for choosing, making and developing new friendships, including online only friendships.   |
|            | HL 56 Healthy Lifestyles | 7. To know about the benefits and risks to their physical and mental health of time spent online.  |
|            | AB 56 Anti-Bullying      | 7. To understand cyberbullying, how to take positive action to prevent it and how to ask for help.<br>10. To understand how to prevent or stop bullying assertively in different online and offline contexts to the benefit of those involved.   |

See the [Digital Lifestyles Teaching Guidance](#) document for further information about how you can ensure that your school are fulfilling the Relationships Education requirements to teach about Online Relationships, and the Health Education requirements relating to Internet Safety and Harms.

It is worthwhile the PSHE coordinator liaising with the Computing coordinator in relation to this aspect of work. Some schools there will be a need to allocate Digital Lifestyles as a discrete topic within the PSHE long term plan, whilst for others the majority of this may already be addressed via Computing lessons and themed weeks such as Internet Safety, therefore to avoid duplication in a

crowded timetable they may wish to make adaptations to the provision elsewhere and opt not to allocate a half term within the PSHE Curriculum plan to this topic.

## Prevent

Ref: [The Prevent Duty – Departmental advice for schools and childcare providers](#)

**DfE June 2015**

### Whole School context

Teaching and learning in areas that contribute to the Prevent agenda needs to take place within a context of a whole school approach that includes an ethos and environment, as well as relationships and policies that enable the safeguarding of the whole school community. Schools' development of their shared values, meeting the 'British Values' agenda, is integrally linked to Prevent. Safeguarding training and policies will include Prevent, and all staff must know and follow policies and procedures when they have concerns about any individual children in relation to this. Work with children and young people that supports this agenda can be delivered throughout the curriculum, in structured lessons and beyond (for example through assemblies, educational visits, school and class council). Positive and healthy relationships between staff and children / young people, between the school and home and the community, and between children and young people themselves are an essential part of safeguarding in this context. As part of this broader context, through both the content of PSHE and the environment and approaches used to deliver it, 'Schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision making,' The Prevent Duty, 2015. The following themes in the Primary Personal Development Programme include content that supports aspects of the Prevent agenda:

| Strand                       | Theme   | Aspects of Prevent   |
|------------------------------|---|--|
| Myself and My Relationships  | Beginning and Belonging (and other themes, e.g. Personal Safety, My Emotions) | When, where and how to get help (networks of support).   |
| Myself and My Relationships  | My Emotions   | Self-esteem, resilience, confidence, managing emotions.  |
| Myself and My Relationships  | Anti-bullying   | Mutual respect and understanding   |
| Citizenship                  | Rights, Rules and Responsibilities  | Democracy, government, rules / laws, responsibilities, debates.<br>Understanding values.<br>Critical thinking.   |
| Citizenship                  | Working Together  | Resilience, determination, confidence.   |
| Citizenship                  | Diversity and Communities   | Diversity of national, regional, religious and ethnic identities in the UK.<br>Mutual respect and understanding. |
| Healthy and Safer Lifestyles | Managing Safety and Risk  | Recognising and managing risk.<br>Making safer choices.<br>Resisting pressures.                                  |
| Healthy and Safer Lifestyles | Personal Safety   | Recognising feeling safe and unsafe.<br>Accessing help and support if feeling worried or unsafe.                 |