

Personal Development - Whole School Overview

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

Our Personal Development lessons build upon learning from KS1 by continuing to follow the **Sheffield RSHE and Sheffield On-Line Safety Curricula**.

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

Sheffield On-Line Safety curriculum follows 5 key strands: **Lifestyle and Health, The Social Web, Protecting Ourselves, Commercial Risks and News and Information** in which content is taught within Computing and PD lessons, as appropriate.

Although key objectives remain unchanged to ensure we meet National Curricula requirements, we work hard to personalise the delivery of Personal Development to best meet the needs of our cohort. To do this, staff use Trauma Informed knowledge to support pupils when delivering lessons, they make explicit links to our School Values and the British Values. Time is taken to clarify 'Red Flag Moments' and the school systems in place to get help if needed, such as, I Wish My Teacher Knew, Worry Monsters, or the Turn it Around corner. As a school, we also welcome pupil / parent voice to tailor or repeat coverage (if needed). Staff work hard to include opportunities to make links out of the classroom, such as book or on-line resource recommendations, lunchtime play provision, school visitors, educational trips, and residential visits.

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

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

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

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

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationship, Health Education	<p>I wish my Teacher knew</p> <p>Transition to DJS</p> <p>Together we are kind</p> <p>Together we are safe</p> <p>Together we are problem solvers</p> <p>Together we embrace difference</p> <p>Together we make a difference</p> <p>values, team, environment, agreement, responsibility</p> <p>Thrive Target</p> <p>Class Charter</p> <p>Team Building</p> <p><i>Inclusion</i></p> <p><i>Difference</i></p> <p><i>Relationship</i></p> <p><i>Reciprocal</i></p> <p><i>Negotiate</i></p> <p><i>Strengths</i></p> <p><i>Celebrate</i></p> <p><i>Curiosity</i></p> <p><i>Resilience</i></p>	<p>Fr1 - What makes a good friend?</p> <p><i>Happy, safe, trust, respect, honesty, kindness, generosity, interests, experiences,</i></p>	<p>I wish my Teacher knew</p> <p>Fa1 - Do families always stay the same?</p> <p><i>Foster care, adoption, divorce, break-up, death, grief, illness, disability</i></p> <p>Fa2 - Are all families like mine?</p> <p><i>Religion, skin colour, Islam, Muslim, mosque, prayers, represent, discrimination, same sex</i></p> <p>Thrive</p> <p>Class Screening and target setting for whole class target</p> <p><i>What do we want to achieve and how will we know when we have done it?</i></p>	<p>P1 - How do I keep my body healthy?</p> <p><i>Active, healthy, exercise, food, nutrition, diet, sugar, fat, protein, vitamins, balance</i></p> <p>P2 - How do I get a healthy diet?</p> <p><i>Balance, risk, obesity, lifestyle, decay</i></p>	<p>I wish my Teacher knew</p> <p>P3 - How do I stop getting ill?</p> <p><i>Germ, bacteria, virus, hygiene, infection, sun</i></p> <p>First Aid</p> <p>Bites and Stings</p> <p>Thrive</p> <p>Class Screening and target setting for whole class target</p> <p><i>What do we want to achieve and how will we know when we have done it?</i></p>	<p>M1 - How do I manage my feelings?</p> <p><i>Responsibility, anger, happiness, nervousness, fear, surprise, sadness, grief, blame, guilt, ashamed, regret, apologise, stress</i></p>
Online Safeguarding		<p><u>The Social Web</u></p> <p>S1 - Friendship Online</p>		<p><u>Lifestyle & Health</u></p> <p>L1 - Screen Time</p> <p>L2 - Sleep</p>	<p><u>Commercial Risks</u></p> <p>C2 - Personal Information</p> <p>C5 - Passwords</p>	<p><u>Protecting Ourselves</u></p> <p>P1 - Online Strangers</p>

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationship, Health Education	<p>I wish my Teacher knew</p> <p>Thrive Target Class Charter Team Building <i>Inclusion</i> <i>Difference</i> <i>Relationship</i> <i>Reciprocal</i> <i>Negotiate</i> <i>Strengths</i> <i>Celebrate</i> <i>Curiosity</i> <i>Resilience</i></p> <p>Fr2 - Are all friends the same? <i>Ramadan, Islam, Muslim, bullying, discrimination, gender</i></p> <p>Fr3 - Are friendships always fun? <i>Disagreement, positive and negative emotions, perfect, compromise</i></p>	<p>M2 - Are we happy all the time? <i>feelings, emotions, sadness, depression, anger, happiness, love, self-esteem</i></p> <p>First Aid Asthma</p>	<p>I wish my Teacher knew</p> <p>Anti-discrimination introduction lesson.</p> <p>C1 - How can we make the world fair? <i>Rules, laws, government, vote, rights, police, fair, equal, equality</i></p> <p>Thrive Class Screening and target setting for whole class target <i>What do we want to achieve and how will we know when we have done it?</i></p>	<p>C2 - Where do you feel like you belong? <i>Community, citizen, support, belong, adoption, same-sex,</i></p> <p>C3 - How can we help the people around us? <i>Community, responsibility, acts of kindness</i></p>	<p>I wish my Teacher knew</p> <p>Fa3 -Are boys and girls the same? <i>Gender, stereotype, sexism bullying, disability, diversity, religion</i></p> <p>Thrive Class Screening and target setting for whole class target <i>What do we want to achieve and how will we know when we have done it?</i></p>	
Online Safeguarding	<p><u>Protecting Ourselves</u></p> <p>P2 - Sharing Online</p>			<p><u>Lifestyle & Health</u></p> <p>L3 - Deciding what is appropriate</p>	<p><u>Commercial Risks</u></p> <p>C1 - Advertising C3 - Copyright C4 - Suspicious messages</p>	<p><u>News and Information</u></p> <p>N1 - Digital Media N2 - Media Bias N3 - Verifying content and echo chambers</p>

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Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationship, Health Education	<p>I wish my Teacher knew</p> <p>Thrive 1 Target Class Charter Team Building Inclusion Difference Relationship Reciprocal Negotiate Strengths Celebrate Curiosity Resilience</p> <p>Fa1 - Why do some people get married? Marriage, wedding, ceremony, gay</p> <p>Fa2 - Are families ever perfect? consent, secrets, surprises, unwanted</p>	<p>M1 - Does everybody have the same Feelings? Angry, anxious, worried, frustrated, confused, emotional reaction</p> <p>P1 - Is there such a thing as the perfect body? Body image, self-esteem, unrealistic, expectations, insecurity</p>	<p>I wish my Teacher knew</p> <p>Fr1 - What makes a close friend? Kindness, friendship, inclusion, transition</p> <p>Fr2 - Should I try and fit in with my friends? jealousy, betrayal, different, excluding, including,</p> <p>Fr3 - Should friends tell us what to do? Friendship, boundaries, manipulation tactics, relationship, controlling, consent, dares, peer-pressure</p> <p>Thrive Class Screening and target setting for whole class target What do we want to achieve and how will we know</p>	<p>M2 - Should we be happy all the time? Loss, separation, divorce, bereavement, managing impulsivity, restraint, self-control</p> <p>M3 - Why do we argue? listen, respond, impulsivity conflict, resolve, resolution, triggers, restraint, self-control</p> <p>M4 - Who am I? Identity, emotions</p>	<p>I wish my Teacher knew</p> <p>P2 - How can I stay fit and healthy? exercise, balanced diet, protein, carbohydrate, sugar, fat, vitamins, minerals</p> <p>P3 -Can I avoid getting ill? Oral hygiene, flossing, tooth decay, plaque</p> <p>First Aid Bleeding</p> <p>Fa3 - Is there such a thing as a normal family? Difference, conventional</p> <p>Thrive Class Screening and target setting for whole class target What do we want to achieve and how will we know when we have done it?</p>	<p>Fr4 - Why are some people unkind? Bullying, cyberculling, discrimination, insecurities, fear, anger</p> <p>Sx1 -How do plants and animals reproduce? (taught through science – compulsory)</p> <p>G1 - How will my body change as I get older? Puberty, testicles, penis, Adam’s apple, erection, ejaculation, vagina, vulva, clitoris, discharge, menstruation, period, wet dream</p> <p>G2 -How will my feelings change as I get older? Hormones, moods, anxiety, insecurity, self-conscious, risk</p> <p>G3 -How will I stay clean during puberty? Hygiene, sweat glands, smegma, genitals, bacteria, essential, luxury, poverty</p> <p>G4 - What is Menstruation?</p>

			<i>when we have done it?</i>			<i>Menstruation, menstruator, periods, vagina, vulva, ovaries, ovum, hormones, uterus</i>
Online Safeguarding	<u>The Social Web</u> S1 - Control and Consent	<u>News and Information</u> N2 - Altering images	<u>Commercial Risks</u> C5 - In-app purchases and credit card information	<u>Lifestyle & Health</u> L4 - Digital 5-a-Day L6 - Game ratings	<u>Protecting Ourselves</u> P3 - Unhealthy Attention P4 - Meeting online strangers	

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationship, Sex, Health Education	<p>I wish my Teacher knew</p> <p>Thrive 1 Target Class Charter Team Building <i>Inclusion</i> <i>Difference</i> <i>Relationship</i> <i>Reciprocal</i> <i>Negotiate</i> <i>Strengths</i> <i>Celebrate</i> <i>Curiosity</i> <i>Resilience</i></p> <p>Fr5 - What are stereotypes? <i>Gender stereotypes, male, female, man, woman, sexism</i></p> <p>Fr6 - How do I accept my friends for who they are? <i>intersex, non-binary, lesbian, gay, bisexual, transgender, sexual orientation</i></p> <p>Fr7 – How do we reduce sexism?</p>	<p>C1 - What is prejudice? <i>Race, racism, segregation, discrimination, prejudice, equality act, gender, sexual orientation, homophobic</i></p> <p>C2 - What is the history of prejudice? <i>History, consequence, law, victim, slavery, civil rights movement</i></p> <p>C3 - What should I do if I encounter prejudice? <i>Pyramid of hate, identify it, challenge it, report it, fight it</i></p>	<p>I wish my Teacher knew</p> <p>C4a - How can I be a great citizen? <i>Citizen, disabled people, disability, community, society, built environment</i></p> <p>C4b - How can we make positive changes in the world? <i>Understand what non-violent direct action is, Peaceful, Protest</i></p> <p>C5 - Why is money important? <i>Poverty, inequality, privilege, debt, earn, salary, tax</i></p> <p>Thrive Class Screening and target setting for whole class target <i>What do we want to achieve and how will</i></p>	<p>P4 - Why do some people take drugs? <i>Drugs, illegal, alcohol, tobacco, cigarettes, addictive, addiction</i> EXTENDED DJS COTEXT</p> <p>P5 -Where should I get my health information? <i>Verify, misinformation, fake news, genuine, accurate, vaccination, ‘anti-vax’</i></p>	<p>I wish my Teacher knew</p> <p>P6 - How do I save a life? <i>Danger, hazard, assessing, environment, CPR, Calling for help, 999</i> Crucial Crew Pink First Aid - Choking</p> <p>C6 - Who belongs in our country? <i>Rights, refugees, asylum seekers, migration, immigrant</i></p> <p>C7 -What does it mean to be British? <i>culture, religion, language</i></p>	<p>Thrive Transition skills Secondary School Timetabled week <i>Organisation</i> <i>Success</i> <i>Risk taking</i></p> <p>Sx2 - <u>Optional</u> lesson on sexual reproduction</p> <p>How are human babies made? <i>Penis, pubic hair, foreskin, scrotum, testicles, erection, ejaculate, sperm, urethra, clitoris, anus, vagina, labia, cervix, uterus, ovary, fallopian tube, ovum, reproduction, pregnancy, discharge, fertilisation</i></p>

	<i>Sexism, general, essential, stereotype, average, assumption, bias, prejudice, discrimination</i>		<i>we know when we have done it?</i>			
Online Safeguarding	<u>The Social Web</u> S2 - Social Media and Cyberbullying	<u>News and Information</u> N1 - Digital Media N3 – Fake News N4 -Verifying information online N5 - Echo Chambers	<u>Commercial Risks</u> C1 - Internet advertisements and money on the internet C2 - Personal Information, Terms and Conditions C3 - Passwords C4 - Copyright (revision)	<u>Lifestyle & Health</u> L1 - Social Media Anxiety L5 - Online Stereotypes	<u>Protecting Ourselves</u> P1 - Protecting our identity P2 - Protecting images of us online	