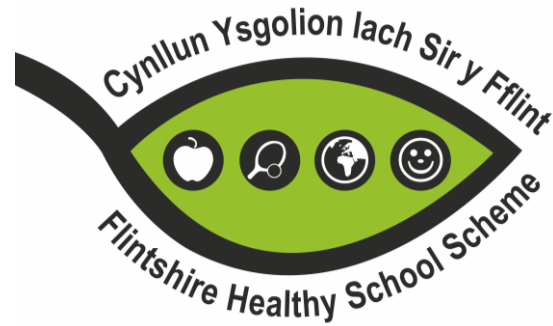




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Revised 11/2022



## **MISSION**

**Create an inspiring and nurturing environment that enables all children to become resilient, independent, healthy, life -long learners, achieving their full potential in our happy, caring school.**

The RSE Code is based on three broad and interlinked learning strands. Consideration should be given to the learning within each progression step to ensure it is developmentally appropriate for learners.

### **1. Relationships and identity focuses on:**

- the range of relationships that human beings have throughout their lives
- how identity can be shaped by our relationships and sexuality
- the importance of human rights in securing healthy, safe and fulfilling relationships in an inclusive society.

### **2. Sexual health and well-being focuses on:**

- learning about how living things grow, reproduce and have a life cycle
- developing an understanding of the human body, including people’s feelings about their bodies and how these can be represented
- the health issues related to relationships and sexuality
- an understanding of how sexuality and sexual health affects our well-being.

### **3. Empowerment, safety and respect focuses on:**

- learners’ rights to safety and protection and freedom from harm and discrimination
- how and where to seek information, help and support
- how to support and advocate for the rights, fair treatment and respect of all.

Here at Bryn Coch we enhance our RSE curriculum through a variety of resources which include No Outsiders (use of picture books on themes, see end of document), Tyfu Fyny, Pantasoraus NSPCC and the Getting on Together Project.

In general the themes covered are below:

### **General Themes**

#### **Progression step - Foundation Phase**

##### **Learners will:**

1. Understand and appreciate friendships.
  2. Understand the importance of personal hygiene.
  3. Name the external parts of the body including the genitals using biological terms.
  4. Be able to keep safe by differentiating between appropriate and inappropriate touching.
- (It is recommended that this lesson is presented by the end of year 2. However, it is perfectly suitable for year 1 learners.)

#### **Progression step 1 / 2 - Year 3 or 4**

##### **Learners will:**

1. Learn about different families and appreciate differences.
2. Learn about healthy and unhealthy relationships.

##### **Revisit what was delivered in the Foundation Phase:**

3. Name the external parts of the body including the genitals using biological terms.
4. Be able to keep safe by differentiating between appropriate and inappropriate touching.
5. Understand the importance of personal hygiene.

(It is recommended to revisit this topic again in year 3 or 4 in order to lay the foundation to the discussions in years 5 and 6)

#### **Progression step 2 - Year 5**

##### **Learners will:**

1. Learn about the main organs of the body including the reproductive organs.
  2. Understand the physical and emotional changes that occur during puberty.
  3. Take responsibility and understand the importance of personal hygiene.
  4. Understand how to keep healthy during adolescence
- Smoking prevention

- Alcohol prevention
- Promoting self-esteem

**Progression step 2 / 3 - Year 6**

**Learners will have knowledge of:**

1. Conception.
2. Pregnancy.
3. The birth.
4. Caring for the baby

## Progression step 1

### *Relationships and identity - Phase 1 mandatory content*

#### AREA OF LEARNING AND EXPERIENCE - HEALTH & WELLBEING

##### Progression step 1

**Statements of what matters - How we process and respond to our experiences affects our mental health and emotional well-being.**

##### Descriptions of learning

- I am beginning to have an awareness that thoughts and feelings change, and I am starting to notice when change happens.
- I can notice and communicate how I am feeling.
- I have an awareness of the feelings of others.
- I am beginning to have an awareness of how feelings are communicated through actions.
- I am aware of when others are kind to me and when I am kind to others.

**Statements of what matters - How we engage with social influences shapes who we are and affects our health and well-being.**

##### Descriptions of learning

- I can recognise and follow rules and norms in the groups and situations in which I take part.
- I can show care and respect for others.

**Statements of what matters - Healthy relationships are fundamental to our well-being.**

##### Descriptions of learning

- I can get along with others with and without support.
- I am beginning to recognise safe and unsafe behaviour in relationships.
- I am beginning to recognise that I have the right to be treated fairly and respectfully.

#### AREA OF LEARNING AND EXPERIENCE - HUMANITIES

##### Descriptions of learning

- I am beginning to understand that we need to respect others.
- I am beginning to understand that my actions and those of others have consequences.

Phase 1 mandatory content	Resources	Skills	Evaluation methods
<p>Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.</p> <p>1. Understand and appreciate friendships.</p>	<p><b>Nursery</b></p> <p>‘The Smartest Giant in Town’ Julia Donaldson</p> <p><a href="https://www.youtube.com/watch?v=6gw-wfxFrfA">https://www.youtube.com/watch?v=6gw-wfxFrfA</a></p> <p><b>Reception</b></p> <p>Kindness Game:</p>	<p><b>Communication</b> – discuss and understand what a good friend is and what are the qualities of a good friend.</p> <p><b>Read</b> a variety of books (book list Appendix 1).</p>	

	<p><a href="https://mentallyhealthyschools.org.uk/resources/kindness-game/">https://mentallyhealthyschools.org.uk/resources/kindness-game/</a> (Available in Welsh)</p> <p><i>'Its Mine' By Leo Lionni</i></p> <p><i>'Frog in Love' Max Velthuijs (can be used across the school)</i></p> <p><i>'Happy Brithday Blue Kangaroo!' by Emma Chichester Clark (all of FP)</i></p> <p><b>Year 1</b> Friendship problems scenario and questions worksheet: <a href="https://hwb.gov.wales/repository/resource/a9f77adf-e7bc-4697-a158-b17bccbdcb6e">https://hwb.gov.wales/repository/resource/a9f77adf-e7bc-4697-a158-b17bccbdcb6e</a></p> <p><i>'My brother and sister' book by Katie Dicker</i></p> <p><i>'Its Mine' By Leo Lionni</i></p> <p><i>'Princess Smartypants' by Babette Cole</i></p> <p><b>Year 2</b> Kidscape – Bruised Apple: <a href="https://www.kidscape.org.uk/media/134437/lesson-plan-for-in-my-shoes_2021.pdf">https://www.kidscape.org.uk/media/134437/lesson-plan-for-in-my-shoes_2021.pdf</a></p> <p><i>'My brother and sister' book by Katie Dicker</i></p> <p><i>'The Sissy Duckling' by Harvey Fisterstein</i></p> <p><i>'Prince Cinders' by Babette Cole</i></p> <p><i>'Dan and Diesel' By Charlotte Husdon and Lindsey Gardiner (Y2/Y3)</i></p> <p><i>'Tell me again' by Jamie Lee Curtis (Y2/Y3)</i></p> <p><i>'Are you a boy or are you a girl?' by Sarah Savage &amp; Fox Fisher (Y2,3,4)</i></p>		
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	<p>‘Moonbird’ by Joyce Dunbar (Y2/3)</p> <p>‘Princess Smartypants’ by Babette Cole</p> <p>A Variety of books (book list - Appendix 1).</p> <p>English resources</p> <ul style="list-style-type: none"> <li>• Little Voices: What Makes a Good Friend? <a href="https://www.youtube.com/watch?v=ReMq3KX8F94&amp;feature=youtu.be">https://www.youtube.com/watch?v=ReMq3KX8F94&amp;feature=youtu.be</a></li> <li>• Friends Song   Verbs Song for Kids   The Singing Walrus <a href="https://www.youtube.com/watch?v=bVCKj0T9-gc&amp;feature=youtu.be">https://www.youtube.com/watch?v=bVCKj0T9-gc&amp;feature=youtu.be</a></li> <li>• What makes a good friend? (Album version) <a href="https://www.youtube.com/watch?v=OV6fPwMRFo&amp;feature=youtu.be">https://www.youtube.com/watch?v=OV6fPwMRFo&amp;feature=youtu.be</a></li> </ul> <p>Will You Be a Friend of Mine Song for Kids/Best Friendship Songs for Children   The Kiboomers <a href="https://www.youtube.com/watch?v=ttYQTggwtel&amp;feature=youtu.be">https://www.youtube.com/watch?v=ttYQTggwtel&amp;feature=youtu.be</a></p>		
<p>2. Understand the importance of personal hygiene. How to hand wash correctly. How to clean teeth correctly.</p>	<ul style="list-style-type: none"> <li>• E-bug – series of lessons.</li> <li>• Hand washing poster.</li> <li>• Design to Smile resources.</li> </ul> <p>Nursery</p> <p>Reception</p> <p>Year 1</p> <p>Year 2</p>	<p><b>Communication</b> - you can undertake a Circle Time lesson to discuss hand hygiene.</p> <p>Communication - you can undertake a Circle Time lesson to discuss how to clean teeth correctly. Communication - discuss and understand the importance of regular hand washing in order to prevent illnesses.</p> <p>Comprehension – hand washing poster</p>	<p>Observe learners correctly hand washing – after using the toilet, before eating, after playing in the water tub, after messy play etc.</p> <p>Observe learners correctly cleaning their teeth through the Design to Smile project.</p>
<p>An awareness of how to communicate wants and needs in relationships and begin to respect those of others.</p>	<p>Nursery <a href="https://hwb.gov.wales/repository/resource/dd4ee9ff-c9d2-4d66-beda-58c976d0af7a">https://hwb.gov.wales/repository/resource/dd4ee9ff-c9d2-4d66-beda-58c976d0af7a</a></p>		

<p>Awareness of how needs relate to rights.</p>	<p><b>Reception</b>  <a href="https://www.tes.com/teaching-resource/respect-power-point-6423192">https://www.tes.com/teaching-resource/respect-power-point-6423192</a></p> <p><b>Year 1</b>                  'Too much Stuff/Gormod o Bopeth' story book by Emily Gravett (Iechyd Da)</p> <p><b>Year 2</b>                  Differences between wants and needs (Hwb) quiz:  <a href="https://hwb.gov.wales/repository/resource/6c51d35b-6c5e-4111-852b-bbb11a52460b">https://hwb.gov.wales/repository/resource/6c51d35b-6c5e-4111-852b-bbb11a52460b</a></p>		
<p>Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important.</p>	<p><b>Nursery</b>                  It's Okay to Be Different by Todd Parr – SEAL/Iechyd da</p> <p><b>Reception</b>  <b>(Reception)</b> - Stonewall  <a href="https://www.stonewall.org.uk/families-and-relationships-lesson-plans-for-primary-schools">Families and Relationships - lesson plans for primary schools (stonewall.org.uk)</a>                  Family activity:  <a href="https://www.stonewall.org.uk/system/files/my_family_foundation_ks1_or_p2-3_lesson_plans.pdf">https://www.stonewall.org.uk/system/files/my_family_foundation_ks1_or_p2-3_lesson_plans.pdf</a> - Labelled 3D playdough family portrait</p> <p><b>Year 1</b>                  Family <b>PowerPoint (Year 1 and 2)</b>:  <a href="https://www.stonewall.org.uk/system/files/my_family_powerpoint_ks1_or_p2_p3.pptx">https://www.stonewall.org.uk/system/files/my_family_powerpoint_ks1_or_p2_p3.pptx</a></p> <p>Family Activity:  <a href="https://www.stonewall.org.uk/system/files/my_family_foundation_ks1_or_p2-3_lesson_plans.pdf">https://www.stonewall.org.uk/system/files/my_family_foundation_ks1_or_p2-3_lesson_plans.pdf</a> - family portrait</p> <p>Anna Freud: Same but Different:  <a href="https://www.schoolwellbeing.co.uk/pages/anti-racism-resources">https://www.schoolwellbeing.co.uk/pages/anti-racism-resources</a></p> <p><b>Year 2</b>                  'The Boy, The Mole, The Fox and the Horse' book by Charlie Mackesy</p>		
<p>Developing a sense of themselves, in the context of families, friends and</p>	<p><b>Nursery</b>                  'Giraffes Can't Dance'                  Giles Andreae (SEAL)</p>		

<p>communities. Recognising how people value different things and have different families, friends and communities.</p>	<p>‘My World, Your World’ by Melanie Walsh  <a href="https://www.youtube.com/watch?v=sIsgc2MkcE4">https://www.youtube.com/watch?v=sIsgc2MkcE4</a></p> <p>Reception  <a href="https://sealcommunity.org/sites/default/files/member_resources/lesson-plan-age-4-5-the-same-but-different.pdf">https://sealcommunity.org/sites/default/files/member_resources/lesson-plan-age-4-5-the-same-but-different.pdf</a></p> <p>‘Seren Oraur Sêr’ by Sophie Henn (Iechyd da)                  Year 1                  Sense DVD – Every Child Matters – Being Different</p> <p>SEAL: Same but different  <a href="https://sealcommunity.org/sites/default/files/member_resources/lesson-plan-age-5-8-the-same-but-different.pdf">https://sealcommunity.org/sites/default/files/member_resources/lesson-plan-age-5-8-the-same-but-different.pdf</a></p> <p>Anna Freud – Mentally Healthy Schools – Same but different:  <a href="https://www.schoolwellbeing.co.uk/pages/anti-racism-resources">https://www.schoolwellbeing.co.uk/pages/anti-racism-resources</a></p> <p>Year 2                  Families around the World PowerPoint:  <a href="https://hwb.gov.wales/repository/resource/631c7f80-ec02-4fcb-9ad3-f3d5f8bc5610">https://hwb.gov.wales/repository/resource/631c7f80-ec02-4fcb-9ad3-f3d5f8bc5610</a></p>		
<p>Experiencing inclusive behaviours, language and role modelling that show respect for others, whatever their gender. Recognising learners’ rights to be treated fairly, kindly and with respect.</p>	<p>Nursery                  Stonewall Book list for age 2- 4: <a href="https://www.stonewall.org.uk/education-resources/lgbtq-inclusive-books-children-and-young-people">https://www.stonewall.org.uk/education-resources/lgbtq-inclusive-books-children-and-young-people</a></p> <p>Reception                  Stonewall Book list for age 2- 4: <a href="https://www.stonewall.org.uk/education-resources/lgbtq-inclusive-books-children-and-young-people">https://www.stonewall.org.uk/education-resources/lgbtq-inclusive-books-children-and-young-people</a></p>		

	<p>Good and Bad Relationships:  <a href="https://hwb.gov.wales/repository/resource/5318685b-33eb-4f10-9901-d7b48a38e14a">https://hwb.gov.wales/repository/resource/5318685b-33eb-4f10-9901-d7b48a38e14a</a></p> <p>Year 1                  Stonewall Book List age 5-7:  <a href="https://www.stonewall.org.uk/education-resources/lgbtq-inclusive-books-children-and-young-people">https://www.stonewall.org.uk/education-resources/lgbtq-inclusive-books-children-and-young-people</a></p> <p>Mentally Healthy Schools – Appreciation Circle:  <a href="https://www.mentallyhealthyschools.org.uk/media/2066/appreciation-circle.pdf">https://www.mentallyhealthyschools.org.uk/media/2066/appreciation-circle.pdf</a></p> <p>Year 2                  Stonewall Book List age 5-7:  <a href="https://www.stonewall.org.uk/education-resources/lgbtq-inclusive-books-children-and-young-people">https://www.stonewall.org.uk/education-resources/lgbtq-inclusive-books-children-and-young-people</a></p> <p>Spectrum – Toys and Gender:  <a href="https://hwb.gov.wales/repository/resource/103d4835-8085-42eb-b797-cee1a9267ad7">https://hwb.gov.wales/repository/resource/103d4835-8085-42eb-b797-cee1a9267ad7</a></p>		
<p><b>Additional notes</b></p>			

## Progression step 1

### *Sexual health and well-being - Phase 1 mandatory content*

#### AREA OF LEARNING AND EXPERIENCE - HEALTH & WELLBEING

##### Progression step 1

**Statements of what matters - How we process and respond to our experiences affects our mental health and emotional well-being.**

##### Descriptions of learning

- I am beginning to have an awareness that thoughts and feelings change, and I am starting to notice when change happens.
- I can notice and communicate how I am feeling.
- I am beginning to have an awareness of how feelings are communicated through actions.

**Statements of what matters - How we engage with social influences shapes who we are and affects our health and well-being.**

##### Descriptions of learning

- I can recognise and follow rules and norms in the groups and situations in which I take part.
- I can show care and respect for others.

**Statements of what matters - Healthy relationships are fundamental to our well-being.**

##### Descriptions of learning

- I can identify who looks after me and who my family and friends are.
- I can communicate my needs and feelings in my relationships.
- I can get along with others with and without support.
- I am beginning to recognise safe and unsafe behaviour in relationships.
- I am beginning to recognise that I have the right to be treated fairly and respectfully.

#### AREA OF LEARNING AND EXPERIENCE - HUMANITIES

**Statements of what matters - Human societies are complex and diverse, and shaped by human actions and beliefs.**

##### Descriptions of learning

- I am beginning to understand that my actions and those of others have causes and effects.
- I can show an awareness of who I am and that I am similar and different to others.
- I am beginning to develop my awareness of similarities and differences between people.

Phase 1 mandatory content	Resources	Skills	Evaluation methods
	<p>(TIF = Tyfu i Fyny/Growing Up electronic resource available on HWB. Individual login details are needed)</p>		

<p>3. Name the external parts of the body including the genitals using biological terms.</p> <p>4. Be able to keep safe by differentiating between appropriate and inappropriate touching. The use of accurate terminology for all body parts.</p> <p>An awareness of the human life cycle and that reproduction is a part of life.</p> <p>Awareness of how human bodies change as they grow.</p> <p>A recognition that everyone's body is unique and special to them. <i>(from the empowerment, safety and respect strand)</i> An awareness of everyone's right to privacy, personal boundaries and which parts of the body are private.</p> <p>Ability to communicate if someone is touching them in a way that makes them feel uncomfortable.</p> <p>An awareness that everyone has the right to be safe and no one is allowed to harm anyone else.</p> <p>Ability to speak up for each other.</p>	<p><b>Nursery</b> Heads shoulders, knees and Toes/Pen, ysgwyddau, coesau traed song</p> <p>The Very Hungry Caterpillar (Eric Carle)</p> <p>Life cycle of a frog <a href="https://hwb.gov.wales/repository/resource/e265da9c-acdd-4b93-86ca-0b12d14d3b10">https://hwb.gov.wales/repository/resource/e265da9c-acdd-4b93-86ca-0b12d14d3b10</a> (link to 'Awareness of the human lifecycle and that reproduction is a part of life.</p> <p>This is the way we...wash out hands, go to sleep...</p> <p>'Everybody has a body' by Jon Burgerman <a href="https://www.youtube.com/watch?v=qdXiYr7bfS4">https://www.youtube.com/watch?v=qdXiYr7bfS4</a></p> <p>Mr Hapus ydw i:</p> <p>Emotions Song – Spectrum (Nursery/Reception): <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p> <p>People who help us: <a href="https://schoolbeat.cymru/en/teachers/safety-primary/">https://schoolbeat.cymru/en/teachers/safety-primary/</a></p> <p><b>Reception</b> Simon Says...</p> <p>Stages of Growth Sequencing Activity: <a href="https://hwb.gov.wales/repository/resource/cf326dbe-8cb3-427c-828a-7ddcc0077f5d">https://hwb.gov.wales/repository/resource/cf326dbe-8cb3-427c-828a-7ddcc0077f5d</a></p> <p>'Dannedd Mel Morgwn/Mel Morgwn's Teeth' (bilingual) by Gordon Jones – Iechyd da</p> <p>Story - Two Left Feet By Jenny Sullivan (Child in a wheelchair)</p>	<p><b>Communication, reading</b> – know the names for parts of the body.</p> <p><b>Writing</b> – use the boy/girl worksheet for labelling the body with the appropriate terms and colour with green, orange and red dots indicating appropriate and inappropriate touching.</p> <p><b>Communication</b> – discuss what to do and where to go if they don't feel safe.</p> <p><b>Understand</b> – their rights.</p> <p><b>Communication</b> – Understand when and how to ask for help for themselves and others.</p> <p><b>Writing</b> - Create a mind map of the people who can help e.g. parents, older siblings, teachers, police, an adult they can trust.</p> <p><b>Communication</b> – practice how to say <b>NO!</b></p> <p><i>Cyfathrebu - Cerdd, Gwyrdd, Oren, Coch gan Myrddin ap Dafydd – yr athrawon i ddarllen y gerdd a chynnal trafodaeth ddosbarth am gynnwys y gerdd.</i></p> <p><b>Communication</b>- discuss who are the trusted adults who can help them and whom they can talk to and ask questions.</p>	<p>Label the body on the worksheet.</p> <p>Review learners' worksheets.</p>
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<p>Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.</p>	<p>Anna Freud Emotion Wheel:  <a href="https://mentallyhealthyschools.org.uk/resources/emotion-wheel-for-children/">https://mentallyhealthyschools.org.uk/resources/emotion-wheel-for-children/</a>  <i>(Available in Welsh)</i></p> <p>Spectrum – Recognising Emotions (Nursery/Reception):  <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p> <p>Emotions songs  Storybots  <a href="https://www.youtube.com/watch?v=5m8p8p8p8p">"Emotions" - StoryBots Super Songs Episode 8   Netflix Jr - YouTube</a></p> <p>Spectrum project – Healthy Relationships (trusted adult cartoon video):  <a href="https://youtu.be/d3z6Nz7YKvw">https://youtu.be/d3z6Nz7YKvw</a></p> <p>Spectrum – Feeling Worried – trusted adults (Big 5 Activity) –  Nursery/Reception:  <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p> <p><b>Year 1</b></p> <p>Sense DVD – Being Healthy – Your Body. Naming parts of the body.</p> <p>TES Powerpoint Growing:  <a href="https://www.tes.com/teaching-resource/download/6039525">https://www.tes.com/teaching-resource/download/6039525</a></p> <p>Anna Freud: Mindfulness Calendar:  <a href="https://mentallyhealthyschools.org.uk/resources/mindfulness-calendar-daily-five-minute-activities/">https://mentallyhealthyschools.org.uk/resources/mindfulness-calendar-daily-five-minute-activities/</a>  <i>(Available in Welsh)</i></p> <p>Anna Freud: Importance of Sleep:  <a href="https://www.mentallyhealthyschools.org.uk/resources/wellbeing-my-world-year-1/">https://www.mentallyhealthyschools.org.uk/resources/wellbeing-my-world-year-1/</a></p> <p>"Her Body Can" by, Ady Maschke &amp; Katie Crenshaw</p>	<p>Writing – Complete KWL Grid part 2 (Learn, How, Where) at the end of the lesson.</p>	<p>Review the learning by checking learners' KWL (learn, How, Where) Grid part 2. Respond /address any misunderstandings/ misconceptions.</p>
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	<p>(Book about accepting body size)  <a href="#">Her Body Can By Kate Crenshaw &amp; Ady Meschke / Children's Book Read Aloud - YouTube</a></p> <p>Mentally Healthy Schools - There is no-one quite like me:  <a href="https://www.mentallyhealthyschools.org.uk/resources/there-s-no-one-quite-like-me/">https://www.mentallyhealthyschools.org.uk/resources/there-s-no-one-quite-like-me/</a></p> <p>Story - How are we feeling?  By Molly Potter  (Expressing emotions)  <a href="#">'How Are You Feeling Today?' by Molly Potter - YouTube</a></p> <p>Safe Haven:  <a href="https://schoolbeat.cymru/en/teachers/safety-primary/">https://schoolbeat.cymru/en/teachers/safety-primary/</a></p> <p><b>Year 2</b>  HWB: Tyfu i Fyny Body mat – name  <a href="https://hwb.gov.wales/repository/resource/9852517a-4257-4fce-9e68-35b737e09c7d">https://hwb.gov.wales/repository/resource/9852517a-4257-4fce-9e68-35b737e09c7d</a></p> <p><b>Lesson 1 Circle Time</b>  <b>Material for Circle Time available in the Teach Health 4 Kids resources (information Booklet &amp; Lesson Plans)</b></p> <ol style="list-style-type: none"> <li>1. Body part labels. <b>TIF, Adran 15 rhif 9.</b></li> <li>2. Traffic light poster. <b>TIF, Adran 15 rhif 7.</b></li> <li>3. Red, orange &amp; green cards. <b>TIF, Adran 15 rhif 8.</b></li> <li>4. Swimsuits. <b>TIF, Adran 15 rhif 5.</b></li> <li>5. A4 image of mat for learners to note and colour appropriate and inappropriate areas to touch. <b>TIF, Adran 15, rhif 6.</b></li> </ol> <ol style="list-style-type: none"> <li>1. Circle Time lesson plan to be used with floor mats page 4 - 6.</li> <li>2. Floor mats boy and girl.</li> <li>3. Body parts labels.</li> <li>4. Signals for Safety Poster.</li> <li>5. A set of red, orange, green cards for each learner to be placed on the mats to discuss appropriate and inappropriate touching.</li> </ol>		
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	<p>6. Swimsuit. 8. Worksheet for each learner to label the body outline and colour red, orange and green on the boy and girl to show the appropriate and inappropriate areas for touching.</p> <p><b>Lesson 2</b> <i>Discuss the Welsh language poem (only available in Welsh)</i> 1. <i>Trafod cerdd Myrddin ap Dafydd 'Gwyrdd, Oren, Coch'.</i> <b>TIF, Section 15 part 11).</b></p> <p>Watch video 2. Watch NSPCC Pantasaurus video. <a href="https://www.youtube.com/watch?v=-lL07JOGU5o">https://www.youtube.com/watch?v=-lL07JOGU5o</a></p> <p>Welsh version <a href="https://www.youtube.com/watch?v=2-GBXPKVUeY">https://www.youtube.com/watch?v=2-GBXPKVUeY</a></p> <p>NSPCC PANTS resources. <a href="https://learning.nspcc.org.uk/research-resources/schools/pants-teaching">https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</a></p> <p>Use diverse toys/characters male/female and non binary.</p> <p><b>Lesson 3</b> – Review the learning 1. Learners to complete the KWL Grid part 2 (Learn, How, Where). <b>TIF, Section 15 part 19.</b> 2. Respond /address any misunderstandings/misconceptions.</p> <p>BBC -Human stages of life: <a href="https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/z2msv4j">https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/z2msv4j</a></p> <p>My Self Care Plan: Anna Freud <a href="https://www.annafreud.org/schools-and-colleges/resources/my-self-care-plan-primary/">https://www.annafreud.org/schools-and-colleges/resources/my-self-care-plan-primary/</a></p> <p>Story - Bodies Are Cool</p>		
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	<p>By Tyler Feder (All body types) <a href="#">Bodies Are Cool Read Aloud by Ms. Yes - YouTube</a></p> <p>Story - In my Heart by Ivy Lassiter (Response to emotions) <a href="#">In My Heart: A Book of Feelings - YouTube</a></p> <p>Sense DVD: Staying Safe -&gt; Getting Help Lesson Ideas</p>		
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**Additional notes**

## Progression step 1

### *Empowerment, safety and respect - Phase 1 mandatory content*

#### AREA OF LEARNING AND EXPERIENCE - HEALTH & WELLBEING

##### Progression step 1

**Statements of what matters - Healthy relationships are fundamental to our well-being.**

##### Descriptions of learning

- I can identify who looks after me and who my family and friends are.
- I can communicate my needs and feelings in my relationships.
- I am beginning to recognise safe and unsafe behaviour in relationships.
- I am beginning to recognise that I have the right to be treated fairly and respectfully.

#### AREA OF LEARNING AND EXPERIENCE – HUMANITIES

##### Progression step 1

**Statements of what matters - Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.**

##### Descriptions of learning

- I am beginning to understand that we need to respect others.
- I am beginning to understand that my actions and those of others have consequences.

Phase 1 mandatory content	Resources	Skills	Evaluation methods
	<p>(TIF = Tyfu i Fyny/Growing Up electronic resource available on HWB. Individual login details are needed)</p>		
<p>Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination.</p> <p>Ability to interact with others in a way that is fair.</p>	<p>Sbectrum <a href="https://hwb.gov.wales/search?query=sbectrwm">https://hwb.gov.wales/search?query=sbectrwm</a></p> <p><b>Nursery</b></p> <p>The Selfish Crocodile – Faustin Charles <a href="#">The Selfish Crocodile - YouTube</a></p> <p>Gerald the Giraffe – Giles Andrae <a href="#">Giraffes Can't Dance, Read By Stephen Graham - YouTube</a></p> <p><b>Reception</b></p> <p>Spectrum – Gender Social Story (Nursery/Reception): <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p> <p>'The PATCH' book by Justina Chen Headley</p>		

	<p><b>Year 1</b>                  Antibullying – Sam’s story Y1/2:  <a href="https://hwb.gov.wales/repository/resource/c788c02a-4853-4ee0-84ec-153ae09f3e33">https://hwb.gov.wales/repository/resource/c788c02a-4853-4ee0-84ec-153ae09f3e33</a></p> <p>‘The PATCH’ book by Justina Chen Headley</p> <p><b>Year 2</b>                  Antibullying – Sam’s story Y1/2:  <a href="https://hwb.gov.wales/repository/resource/c788c02a-4853-4ee0-84ec-153ae09f3e33">https://hwb.gov.wales/repository/resource/c788c02a-4853-4ee0-84ec-153ae09f3e33</a></p> <p>‘The PATCH’ book by Justina Chen Headley</p> <p>‘The Sissy Duckling’ by Harvey Fisterstein</p> <p>Mentally Healthy Schools animation: Why do people bully?  <a href="https://www.mentallyhealthyschools.org.uk/resources/your-experience-why-do-people-bully/">https://www.mentallyhealthyschools.org.uk/resources/your-experience-why-do-people-bully/</a></p>		
<p>Recognising the right to be free from harmful, abusive and bullying behaviour.</p> <p>An awareness of how to recognise positive and harmful behaviours, including bullying.</p> <p>Ability to share with a trusted adult when faced with harmful behaviours.</p>	<p><b>Nursery</b>                  Llama Llama and the Bully Goat by Anna Dewdney  <a href="https://www.youtube.com/watch?v=i3G81OF828s">https://www.youtube.com/watch?v=i3G81OF828s</a></p> <p><b>Reception</b>                  ‘Kindness is my superpower’ by Alicia Ortego  <a href="https://www.youtube.com/watch?v=JAIPkJm3wh4">https://www.youtube.com/watch?v=JAIPkJm3wh4</a></p> <p>‘Is it because?’ story book by Tony Ross (SEAL)</p>		

	<p><b>Year 1</b>  <a href="#">What is bullying?   KS1 Citizenship   Primary - BBC Bitesize</a> Cartoon videos and quiz</p> <p>Sense DVD: Staying Safe – Bullying</p> <p><b>Year 2</b>                  Anti-bullying bingo – Hwb: <a href="https://hwb.gov.wales/api/storage/1f0ea752-0d07-401a-8cbc-3ac4ee67e0ef/3.%20Anti%20Bulling%20Bingo%20English.pdf?preview=true">https://hwb.gov.wales/api/storage/1f0ea752-0d07-401a-8cbc-3ac4ee67e0ef/3.%20Anti%20Bulling%20Bingo%20English.pdf?preview=true</a></p>		
<p>Beginning to recognise that other people have thoughts, feelings and opinions that are different.</p> <p>An awareness of the need to seek agreement in order to share, for example toys.</p> <p>An awareness of everyone’s right to privacy, personal boundaries and which parts of the body are private.</p> <p>Ability to communicate if someone is touching them in a way that makes them feel uncomfortable.</p>	<p><b>Nursery</b></p> <p><a href="https://learning.nspcc.org.uk/media/1377/pants-for-early-years-pdf_gd_aw.pdf">https://learning.nspcc.org.uk/media/1377/pants-for-early-years-pdf_gd_aw.pdf</a>                  Guidance for Early Years and Childcare Settings (NSPCC Talk Pants and Stay Safe)</p> <p><a href="https://www.youtube.com/watch?v=LnroTxz7USI">https://www.youtube.com/watch?v=LnroTxz7USI</a></p> <p><a href="https://www.youtube.com/watch?v=2-GBXPKVUeY">https://www.youtube.com/watch?v=2-GBXPKVUeY</a> (Welsh)</p> <p>Pantosaurus song – You tube</p> <p><b>Reception</b></p> <p>NSPCC ‘Pantosaurus and the power of pants’ book – Rebecca Gerlings and Fhiona Galloway (NSPCC website/Matalan)</p> <p><b>Year 1</b></p> <p>Book: ‘No means no’ teaching children about personal boundaries, respect and consent; empowering kids by respecting their choices and their right to say, 'no'.                  Jayneen Sanders</p> <p>PANTS Presentation.</p>		

	<p>Design your own pants:  <a href="https://learning.nspcc.org.uk/media/1388/underwear-rule-resources-pants-presentation.ppt">https://learning.nspcc.org.uk/media/1388/underwear-rule-resources-pants-presentation.ppt</a></p> <p><a href="https://learning.nspcc.org.uk/media/1379/siarad-pants-cyflwyniad.pptx">https://learning.nspcc.org.uk/media/1379/siarad-pants-cyflwyniad.pptx</a></p> <p><b>Year 2</b></p> <p>PANTS Lesson Plan: <a href="https://learning.nspcc.org.uk/media/1387/underwear-rule-resources-lesson-plan.pdf">https://learning.nspcc.org.uk/media/1387/underwear-rule-resources-lesson-plan.pdf</a></p> <p><a href="https://learning.nspcc.org.uk/media/1380/siarad-pants-cynllun-gwers.pdf">https://learning.nspcc.org.uk/media/1380/siarad-pants-cynllun-gwers.pdf</a></p> <p>Tyfu i fyny – traffic lights (appropriate and inappropriate touch):  <a href="https://hwb.gov.wales/repository/resource/9852517a-4257-4fce-9e68-35b737e09c7d">https://hwb.gov.wales/repository/resource/9852517a-4257-4fce-9e68-35b737e09c7d</a></p> <p><b>Welsh language resources</b>                  Ffeil Llythrennedd a Rhifedd Iechyd, Cynllun Ysgolion Iach Gwynedd (Cam Cynnydd 1)                  Pennawd 3 - Teimladau ac Emosiynau</p>		
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<p>Awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared.</p>	<p><b>Nursery</b> Read 'Digiduck and the Magic Castle' Complete activity 3 'Who helps you?' Children draw trusted adults</p> <p><a href="https://www.childnet.com/resources/digiduck-stories/digiduck-and-the-magic-castle/">https://www.childnet.com/resources/digiduck-stories/digiduck-and-the-magic-castle/</a> (Story available in English and Welsh)</p> <p><a href="https://d3hgrlq6yacptf.cloudfront.net/5f59ec3dcfa0e/content/pages/documents/activity-menu.pdf">https://d3hgrlq6yacptf.cloudfront.net/5f59ec3dcfa0e/content/pages/documents/activity-menu.pdf</a></p> <p>What you can do on the internet and when to tell a trusted adult: <a href="https://www.childnet.com/resources/a-learning-to-read-book/">https://www.childnet.com/resources/a-learning-to-read-book/</a></p> <p><b>Reception</b> Read 'Digiduck and the Magic Castle' Activity 10 – 'Magic Castle Login'</p> <p><a href="https://www.childnet.com/resources/digiduck-stories/digiduck-and-the-magic-castle/">https://www.childnet.com/resources/digiduck-stories/digiduck-and-the-magic-castle/</a> (Story available in English and Welsh)</p> <p><a href="https://d3hgrlq6yacptf.cloudfront.net/5f59ec3dcfa0e/content/pages/documents/activity-menu.pdf">https://d3hgrlq6yacptf.cloudfront.net/5f59ec3dcfa0e/content/pages/documents/activity-menu.pdf</a></p> <p>Jessie and Friends (Thinkuknow): <a href="https://hwb.gov.wales/repository/resource/ca9e6e7d-4366-4d43-9a95-2b9dd7ee7421/">https://hwb.gov.wales/repository/resource/ca9e6e7d-4366-4d43-9a95-2b9dd7ee7421/</a> (Episode 1: Watching videos activities – age 4 – 5)</p> <p><b>Year 1</b> Read 'Digiduck and the Magic Castle' Complete Activity 7 –</p> <p><a href="https://www.childnet.com/resources/digiduck-stories/digiduck-and-the-magic-castle/">https://www.childnet.com/resources/digiduck-stories/digiduck-and-the-magic-castle/</a> (Story available in English and Welsh)</p> <p>Emoji fans <a href="https://d3hgrlq6yacptf.cloudfront.net/5f59ec3dcfa0e/content/pages/documents/activity-menu.pdf">https://d3hgrlq6yacptf.cloudfront.net/5f59ec3dcfa0e/content/pages/documents/activity-menu.pdf</a></p> <p>Jessie and Friends (Thinkuknow): <a href="https://hwb.gov.wales/repository/resource/ca9e6e7d-4366-4d43-9a95-2b9dd7ee7421/">https://hwb.gov.wales/repository/resource/ca9e6e7d-4366-4d43-9a95-2b9dd7ee7421/</a></p>		
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	<p>(Sharing pictures activities – age 5 - 6)</p> <p>Year 2 Read 'Digiduck and the Magic Castle' Activity 9 – 'New Message'</p> <p><a href="https://www.childnet.com/resources/digiduck-stories/digiduck-and-the-magic-castle/">https://www.childnet.com/resources/digiduck-stories/digiduck-and-the-magic-castle/</a> (Story available in English and Welsh)</p> <p><a href="https://d3hgrlq6yacptf.cloudfront.net/5f59ec3dcfa0e/content/pages/documents/activity-menu.pdf">https://d3hgrlq6yacptf.cloudfront.net/5f59ec3dcfa0e/content/pages/documents/activity-menu.pdf</a></p> <p>Childnet – Smartie the Penguin Slideshow including discussion: <a href="https://www.childnet.com/resources/smartie-the-penguin/">https://www.childnet.com/resources/smartie-the-penguin/</a></p> <p>Jessie and Friends: <a href="https://hwb.gov.wales/repository/resource/ca9e6e7d-4366-4d43-9a95-2b9dd7ee7421/">https://hwb.gov.wales/repository/resource/ca9e6e7d-4366-4d43-9a95-2b9dd7ee7421/</a> (Playing games activities – age 6 -7)</p>		
<p>An awareness that everyone has the right to be safe and no one is allowed to harm anyone else. Ability to speak up for each other.</p>	<p><b>Nursery</b></p> <p>Spectrum – Safe Places (Nursery/Reception): <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p> <p><b>Reception</b></p> <p>Spectrum – Safe Strangers (Nursery/Reception): <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p> <p>Spectrum – Safety Zone (Nursery/Reception): <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p> <p><b>Year 1</b></p> <p>Spectrum – Safety at Home (Year 1/2): <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p>		

	<p><b>Year 2</b>                  Lesson Plan – Children’s Rights – Children’s Commissioner for Wales (links to Relationships and Identity – needs and rights):</p> <p><a href="https://hwb.gov.wales/api/storage/aefb1272-44dc-4b1a-95af-bf611fc70299/Foundation%20Phase%20Lesson%20Plan.pdf?preview=true">https://hwb.gov.wales/api/storage/aefb1272-44dc-4b1a-95af-bf611fc70299/Foundation%20Phase%20Lesson%20Plan.pdf?preview=true</a></p>		
<p><b>Additional notes</b></p>			

## Progression step 2 / 3

### Relationships and identity strand - Phase 2 mandatory content

#### AREA OF LEARNING AND EXPERIENCE - HEALTH & WELLBEING

##### Progression step 2

**Statements of what matters - Healthy relationships are fundamental to our well-being.**

##### Descriptions of learning

- I can recognise that there are different types of relationships beyond my family and friends.
- I can communicate my needs and feelings in my relationships, and notice the needs and feelings of others.
- I can make friends and try to resolve disagreements, seeking support when needed.
- I can recognise when I feel safe in my relationships and I can communicate when I do not feel safe.
- I can understand that everyone has rights and, with support, I can respect those rights.

##### Progression step 3

**Statements of what matters - Healthy relationships are fundamental to our well-being.**

##### Descriptions of learning

- I can understand that there are differences within types of relationships and that relationships change over time.
- I can communicate my needs and feelings, and respond to those of others.
- I can make and maintain relationships that matter to me, identifying conflict and taking steps to resolve it.
- I can reflect on the characteristics of safe relationships and I can seek support when needed.
- I can respect the rights of others and I understand how these impact on myself and others.

#### AREA OF LEARNING AND EXPERIENCE – HUMANITIES

##### Progression step 2

**Statements of what matters - Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.**

##### Descriptions of learning

- I have an awareness of what is right and wrong and that my actions should reflect that.
- I can understand that not everyone is treated fairly.
- I am beginning to understand what human rights are and why they are important.
- I can understand that we need to respect the rights of others.

#### AREA OF LEARNING AND EXPERIENCE – HUMANITIES

##### Progression step 3

**Statements of what matters - Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.**

##### Descriptions of learning

- I have an understanding that injustice and inequality exist in societies. I also have an understanding of what human rights are and why they are important to me and other people.
- I can explain who is responsible for upholding rights in my locality and in Wales, as well as in the wider world. I also have an understanding that some people are denied their rights.
- I can recognise that there is a difference between wants, needs and rights.
- I can understand that there are a range of *factors* that influence people's behaviour, actions and decisions.

<ul style="list-style-type: none"> <li>I can understand the consequences of my actions and the actions of others, and how these affect local, national and global issues.</li> </ul>			
Phase 2 mandatory content	Resources (TIF = Tyfu i Fyny/Growing Up electronic resource available on HWB. Individual login details are needed)	Skills	Evaluation methods
<p>Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.</p>	<p>Sbectrwm Hafan  <a href="https://hwb.gov.wales/search?query=sbectrwm">https://hwb.gov.wales/search?query=sbectrwm</a></p> <p><b>Welsh language resources</b>                      Ffeil Llythrennedd a Rhifedd Iechyd, Cynllun Ysgolion Iach Gwynedd (Cam Cynnydd 2/3)                      Pennawd 2 - Iechyd a LLes Emosiynol</p> <p><b>Year 3</b>  <a href="#">My Family Tree - Resources.pdf</a>                      &amp;  <a href="#">My Safe Place- Resources.pdf</a>                      (Spectrum)</p> <p><a href="#">Lesson Overview - FDN Right or Wrong (schoolbeat.cymru)</a></p> <p><b>Year 4</b>                      Spectrum                      Safe of unsafe home  <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p> <p><a href="#">Lesson Overview - KS2L Sticks and Stones (schoolbeat.cymru)</a></p> <p><b>Year 5</b>                      A loving relationship  <a href="#">Tyfu i Fyny (gov.wales)</a></p> <p>Spectrum                      Relationships sorting activity  <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p> <p><b>Year 6</b>  <a href="#">KS2 Lesson Plan 1 Changing friendships (teachhealth4kids.com)</a></p>		

<p>How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships.</p>	<p><b>Year 3</b>  <a href="#">PE Cat and Mouse game - Teacher's Notes.pdf</a> (Spectrum)</p> <p><b>Year 4</b>  Spectrum  Relationship recipe  <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p> <p><b>Year 5</b>  UKS2  <a href="#">SchoolBeat: Safety-Primary</a></p> <p><b>Year 6</b>  A loving relationship  <a href="#">Tyfu i Fyny (gov.wales)</a></p>		
<p>Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these.</p> <p>Understanding positive behaviours in relationships and what can happen when relationships breakdown.</p> <p>An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time.</p>	<p><b>Year 3</b>  <a href="https://spectrumproject.co.uk/wp-content/uploads/2021/02/A-diagram-of-a-good-friend.zip">https://spectrumproject.co.uk/wp-content/uploads/2021/02/A-diagram-of-a-good-friend.zip</a></p> <p><b>Year 4</b>  Spectrum  Catch the caterpillar  <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p> <p><b>Year 5</b>  Recipe for a family – challenging family diversities  <a href="https://www.educateandcelebrate.org/product/recipe-for-a-family/">https://www.educateandcelebrate.org/product/recipe-for-a-family/</a></p> <p>Twinkl – Different types of families  <a href="https://www.twinkl.co.uk/blog/making-education-inclusive-of-different-families">https://www.twinkl.co.uk/blog/making-education-inclusive-of-different-families</a></p>	<p><b>Communication</b> – Discuss different family structures.</p> <p><b>Writing</b> - Venn diagram – My family and your family.  In the centre section, write three things that are similar to learners’ families. In the outer sections write three things that are different in learners’ families.</p> <p><b>Interrelationships and social</b> – being aware of different family structures</p> <p><b>Read</b> a variety of books (see book list below).</p>	<p>Review learners’ Venn diagram.</p>

	<p><b>Year 6</b>  <a href="#">Being safe - five minute lesson plan.pdf</a>                  (spectrum)</p> <p>Recipe for a family – challenging family diversities  <a href="https://www.educateandcelebrate.org/product/recipe-for-a-family/">https://www.educateandcelebrate.org/product/recipe-for-a-family/</a></p> <p>Various story books - See Attachment 2</p> <p>Different Families Poster. <b>TIF, Section 15, number 16.</b>                  Whole class discussion -</p> <ol style="list-style-type: none"> <li>1. What are families?</li> <li>2. What do you think make a family?</li> <li>3. What are the different families in the poster?</li> <li>4. What are the different structures in families and the way they live?</li> <li>5. What are the differences?</li> </ol> <p><b>Welsh language resources</b>                  Ffeil Llythrennedd a Rhifedd Iechyd, Cynllun Ysgolion Iach Gwynedd (Cam Cynnydd 2/3)                  Pennawd 2 - Iechyd a LLes Emosiynol</p>		
<p>Recognising how people’s relationships with others shape who they are and their happiness.</p> <p>An awareness of how identity can be expressed in different ways.</p>	<p><b>Year 3</b>  <a href="https://spectrumproject.co.uk/wp-content/uploads/2021/04/Change-and-liking-my">https://spectrumproject.co.uk/wp-content/uploads/2021/04/Change-and-liking-my</a></p> <p><b>Year 4</b>                  Spectrum                  Healthy Relationships  <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p> <p><b>Year 5</b></p>	<p><b>Emotional literacy</b> - Recognise signs of stress and anxiety.  <b>Communication</b> thoughts and feelings.  <b>Communicate</b> stress and anxiety prevention strategies  <b>Empathic.</b>  <b>Understand</b> – when and how to ask for help for themselves and others.</p>	

	<p>Identities and children’s rights  <a href="https://thelinkingnetwork.org.uk/resource/identity-activities/">https://thelinkingnetwork.org.uk/resource/identity-activities/</a>  <b>Year 6</b>  <a href="#">Key stage 2: Lesson plan 1 - Secondary school (teachhealth4kids.com)</a>    <a href="#">Characteristics - Five minute lesson plan.pdf</a> (Spectrum)</p>		
<p>Valuing and recognising the contributions of everyone; and the importance of sex and gender equality.</p> <p>Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.</p> <p>An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours.</p>	<p>Agenda  <a href="https://agenda.cymru">https://agenda.cymru</a>  <a href="https://agenda.cymru/agenda_0319/primary_agenda_cy.pdf">https://agenda.cymru/agenda_0319/primary_agenda_cy.pdf</a>    <b>Year 3</b>  <a href="https://spectrumproject.co.uk/wp-content/uploads/2021/02/Safe-or-unsafe-home.zip">https://spectrumproject.co.uk/wp-content/uploads/2021/02/Safe-or-unsafe-home.zip</a>  <b>Year 4</b>  Spectrum  Fair ground  <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a>  <b>Year 5</b>  Spectrum  Saba’s story  <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a>    Griff's Story (S)  UKS2  <a href="#">SchoolBeat: Safety-Primary</a>  <b>Year 6</b>  Spectrum  UNCRC  <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a>    Spectrum  I am me  <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p>		
<b>Additional notes</b>			



## Progression step 2 / 3

### *Sexual health and well-being strand - Phase 2 mandatory content*

#### AREA OF LEARNING AND EXPERIENCE - HEALTH & WELLBEING

##### Progression step 2

**Statements of what matters - Developing physical health and well-being has lifelong benefits.**

##### Descriptions of learning

- I can describe the way in which physical and emotional changes are connected in different contexts.
- I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way.

**Statements of what matters - How we process and respond to our experiences affects our mental health and emotional well-being.**

##### Descriptions of learning

- I can understand how and why my thoughts, feelings and actions change in response to different experiences.
- I can notice and communicate my feelings.
- I am beginning to notice when I need help to manage my feelings.
- I can reflect on my experiences.

#### AREA OF LEARNING AND EXPERIENCE – SCIENCE AND TECHNOLOGY

**Statements of what matters - The world around us is full of living things which depend on each other for survival.**

##### Progression step 2

##### Descriptions of learning

- I can explore relationships between living things, their habitats and their life cycles.

#### AREA OF LEARNING AND EXPERIENCE - HEALTH & WELLBEING

##### Progression step 3

**Statements of what matters - Developing physical health and well-being has lifelong benefits.**

##### Descriptions of learning

- I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets.
- I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond to and/or manage these in order to actively reduce the risk of harm to myself.

**Statements of what matters - How we process and respond to our experiences affects our mental health and emotional well-being.**

##### Descriptions of learning

- I can self-regulate my emotions in a healthy way using strategies that I have developed.
- I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being.
- I can ask for help when I need it from people I trust.
- I can empathise with others.

AREA OF LEARNING AND EXPERIENCE – SCIENCE AND TECHNOLOGY			
Progression step 3			
Statements of what matters - The world around us is full of living things which depend on each other for survival.			
Descriptions of learning			
<ul style="list-style-type: none"> <li>I can describe the features of organisms and recognise how they allow them to live, grow and reproduce for survival in their environment.</li> <li>I can explain the role of different organs and systems that enable plants and animals to live and grow.</li> <li>I can describe some changes in growth and development caused by hormones.</li> </ul>			
Phase 2 mandatory content	Resources (TIF = Tyfu i Fyny/Growing Up electronic resource available on HWB. Individual login details are needed)	Skills	Evaluation methods
	Before starting planning the lessons it is suggested that the Information Booklet for Teachers is printed. This document includes instructions on the teaching and includes many extended activities and useful explanatory script to explain sensitive matters. <b>TIF, Section 15, Part 1.</b>	<i>See various activities/extended tasks within the Information Booklet for Teachers.</i>	
	<p><b>Preparation for the lessons</b></p> <p><b>1. TIF – Section 1</b> - comment on the KWL (Know, Want) Grid part 1– print worksheet for each learner from <b>TIF, Section 15 part 3.</b></p> <p><b>2. Class Agreements - See Appendix 1.</b></p> <p><b>3. Prepare a confidential question box, to be used throughout the lessons. It is advisable to prepare for the answers.</b></p>	<p><b>Writing</b> - comment on the KWL (Know, Want) Grid part 1.</p> <p><b>Communication ac Writing-</b> discuss the class agreements/rules.</p> <p><b>Writing</b> - questions for the confidential question box.</p>	Before the lessons begin, all learners to comment on their KWL Grid part 1 (Know ac Want). <b>TIF, Section 15 part 3.</b>
	<p><b>Organs of the body</b> <b>TIF – Section 3 – Inside the body</b></p> <p><b>Welsh language resources</b> Ffeil Llythrennedd a Rhifedd Iechyd, Cynllun Ysgolion Iach Gwynedd Pennawd 2 - Iechyd a LLes Emosiynol Pennawd 3 – Hylendid Pennawd 5 - Tyfu i Fyny</p>	<p><b>Research &amp; Comprehension</b> - what are the main organs of the body including the reproductive organs. What is their size? What are their functions and their importance?</p> <p><b>Write</b> - a weekly diary of how learners have kept their mind and body healthy.</p> <p><b>Communication</b> – discuss the diaries in future lesson.</p>	

<p>The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.</p>	<p><b>Year 3</b>                  Myself as a baby  <a href="http://www.tyfuifyny.gov.wales">Tyfu i Fyny (gov.wales)</a>  <a href="http://www.twinkl.co.uk">The Human Life Cycle   PowerPoint   Primary Resources (twinkl.co.uk)</a>  <a href="http://www.twinkl.co.uk">Personal Hygiene Teaching Activities Resource Pack – CfE (twinkl.co.uk)</a></p>	<p><b>Read</b> a variety of books (see book list below).                  e.g. Hair in Funny Places, Babette Cole.                  What’s happening to me? Girls / Boy, Usborne.  <b>Reading a Communication</b> –                  Discuss within the Circle Time lesson.</p>	<p>At the end of a series of lessons, every learner to complete the KWL Grid part 2 (Learn, How a Where).  <b>TIF, Section 15, part 19.</b></p>
<p>The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.</p>	<p><b>Year 4</b>  <a href="http://www.teachhealth4kids.com">090419-the-sleep-factor-ks2.pdf (teachhealth4kids.com)</a>  <a href="http://www.tyfuifyny.gov.wales">Tyfu i Fyny (gov.wales)</a>                  Hey Girls  <a href="http://www.heygirls.co.uk">4 My Period Primary Lesson 1 Changes.pdf</a></p>	<p><b>Comprehension</b> read the statement on the puberty cards sort and place on the appropriate characters.  <b>Communication</b> – discuss how to keep the body and mind healthy and happy.  <b>Reading ac Writing-</b> problem page. Read the problem and write a response in a letter offering advice to the problem.</p>	
	<p><b>Year 5</b>                  Growing up resource                  Puberty changes  <a href="https://resources.hwb.gov.wales/VTC/2018/TyfuiFyny/adnodd/4/index.html">https://resources.hwb.gov.wales/VTC/2018/TyfuiFyny/adnodd/4/index.html</a>  <a href="https://resources.hwb.gov.wales/VTC/2018/TyfuiFyny/adnodd/5/index.html">https://resources.hwb.gov.wales/VTC/2018/TyfuiFyny/adnodd/5/index.html</a>                  Periods school pack  <a href="https://www.heygirls.co.uk/learn/teachers/">https://www.heygirls.co.uk/learn/teachers/</a>                  Emotional changes of puberty <a href="https://www.twinkl.co.uk/resource/why-do-i-feel-this-way-a-social-situation-to-explain-the-emotional-changes-of-puberty-au-s-1627623127">https://www.twinkl.co.uk/resource/why-do-i-feel-this-way-a-social-situation-to-explain-the-emotional-changes-of-puberty-au-s-1627623127</a></p>	<p><b>Writing</b> – Create an information booklet or a Power Point presentation providing information on puberty for a 10-year-old boy or girl.  <b>Write</b> – note the puberty changes on a worksheet.  <b>Darllen a deall</b> – cerdd ‘Ydi hyn yn normal’ gan Myrddin ap Dafydd.  <b>Writing</b> - complete the KWL Grid part 2 (Learn, How a Where).</p>	
	<p>Growing up resource</p>		

	<p>Body changes and personal hygiene (number 11)  <a href="https://resources.hwb.gov.wales/VTC/2018/TyfuiFyny/adnodd/15/index.html">https://resources.hwb.gov.wales/VTC/2018/TyfuiFyny/adnodd/15/index.html</a></p> <p>Personal hygiene  <a href="https://www.youtube.com/watch?v=jQ2e0KH5WrI">https://www.youtube.com/watch?v=jQ2e0KH5WrI</a></p> <p><b>Year 6</b>  Growing Up Resource  Puberty and body changes labelled diagrams activity  <a href="https://www.twinkl.co.uk/resource/t2-s-115-how-your-body-changes-during-puberty-labelling-worksheet">https://www.twinkl.co.uk/resource/t2-s-115-how-your-body-changes-during-puberty-labelling-worksheet</a></p> <p>Girls and puberty e-book <a href="https://www.twinkl.co.uk/resource/t2-p-430-girls-and-puberty-ebook">https://www.twinkl.co.uk/resource/t2-p-430-girls-and-puberty-ebook</a></p> <p>Boys and puberty e-book <a href="https://www.twinkl.co.uk/resource/t2-p-431-boys-and-puberty-ebook">https://www.twinkl.co.uk/resource/t2-p-431-boys-and-puberty-ebook</a></p> <p>Hey Girls  <a href="#">7 My Period Primary Lesson 4 Period Products.pdf</a></p> <p>Menstrual wellbeing  <a href="https://www.twinkl.co.uk/resource/rshe-menstrual-wellbeing-presentation-t-lf-2549728">https://www.twinkl.co.uk/resource/rshe-menstrual-wellbeing-presentation-t-lf-2549728</a></p> <p>Personal hygiene in puberty  <a href="https://www.youtube.com/watch?v=00BYyDr8Xdg">https://www.youtube.com/watch?v=00BYyDr8Xdg</a></p> <p>Healthy body resources and activity sheets <a href="https://www.always.co.uk/en-gb/about-us/campaigns-and-initiatives/puberty-education-programme/primary-schools-resources/#:~:text=at%20this%20time.-,Download,-Emotional%20Health">https://www.always.co.uk/en-gb/about-us/campaigns-and-initiatives/puberty-education-programme/primary-schools-resources/#:~:text=at%20this%20time.-,Download,-Emotional%20Health</a></p> <p><b>Puberty Circle Time lesson TIF, Section 15, part 12.</b></p> <p><b>Discuss the importance of personal hygiene within the puberty Circle Time lesson materials</b></p>		
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	<p>1. Washing and personal hygiene products as well as sanitary towels and tampons (or pictures of various products). It is recommended that you use generic gender products are chosen i.e. they don't specify that they are suitable for male or female. This will encourage gender inclusion.</p> <p>2. Puberty cards. <b>TIF, Section 15 rhif 13</b></p> <p><b>Discuss the Welsh language poem (only available in Welsh)</b></p> <p>1. Trafod cerdd 'Ydi hyn yn normal' gan Myrddin ap Dafydd. <b>TIF Section 15 part 13.</b></p> <p>2. complete the KWL Grid part 2 (Learn, How a Where). <b>TIF, Section 15, part 19.</b></p> <p><u><a href="#">If using the SENSE CD Growing Up and Keeping Safe – Section1 – Being Healthy</a></u></p> <ul style="list-style-type: none"> <li>• <b>SENSE – show Puberty section</b> (explanation of puberty changes), (Puberty lesson plans available)</li> <li>• <b>SENSE – show Hygiene section</b> (How to keep the body clean) (Hygiene lesson plans available). Personal hygiene products needed.</li> </ul> <p>Period booklet - <a href="https://www.nhs.uk/Livewell/puberty/Documents/fpa-periods-PDF.pdf">https://www.nhs.uk/Livewell/puberty/Documents/fpa-periods-PDF.pdf</a></p>		
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<p>An awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel about our body and other people's bodies.</p>	<p><b>Year 3</b>  <a href="#">Relationships PowerPoint   Friendship &amp; Family   Twinkl</a></p> <p><b>Year 4</b>  <a href="#">Growing and Changing KS2   Changing Emotions Lesson Pack (twinkl.co.uk)</a></p> <p><b>Year 5</b>                  Spectrum                  Who is in control of your images?  <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p> <p>Spectrum                  This is me activity  <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p> <p><b>Year 6</b>                  Appropriate and inappropriate pictures  <a href="https://spectrumproject.co.uk/wp-content/uploads/2021/04/Appropriate-and-Inappropriate-Pictures.zip">https://spectrumproject.co.uk/wp-content/uploads/2021/04/Appropriate-and-Inappropriate-Pictures.zip</a></p> <p>Keeping safe with the things we share  <a href="https://spectrumproject.co.uk/wp-content/uploads/2021/04/Lucy-and-Panda-Pants.zip">https://spectrumproject.co.uk/wp-content/uploads/2021/04/Lucy-and-Panda-Pants.zip</a></p> <p>Hey Girls  <a href="#">2_My_Period_Primary_Activity_1_True_or_False.pdf</a></p>		
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<p>Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses.</p> <p>Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.</p>	<p><b>Year 3</b>  <a href="#">PANTS resources for schools and teachers   NSPCC Learning</a></p> <p><b>Year 4</b>  Spectrum  Safe adults, safe places  <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p> <p><b>Year 5</b>  Growing Up Resource  A loving relationship diamond ranking  <a href="https://resources.hwb.gov.wales/VTC/2018/TyfuiFyny/adnodd/6/index.html">https://resources.hwb.gov.wales/VTC/2018/TyfuiFyny/adnodd/6/index.html</a></p> <p>Emotional changes in puberty  <a href="https://www.twinkl.co.uk/resource/why-do-i-feel-this-way-a-social-situation-to-explain-the-emotional-changes-of-puberty-au-s-1627623127">https://www.twinkl.co.uk/resource/why-do-i-feel-this-way-a-social-situation-to-explain-the-emotional-changes-of-puberty-au-s-1627623127</a></p> <p><b>Year 6</b>  Growing Up Resource  Appropriate and inappropriate touching (Number 10)  <a href="https://resources.hwb.gov.wales/VTC/2018/TyfuiFyny/adnodd/15/index.html">https://resources.hwb.gov.wales/VTC/2018/TyfuiFyny/adnodd/15/index.html</a></p> <p>Emotional health in relation to changes <a href="https://www.always.co.uk/en-gb/about-us/campaigns-and-initiatives/puberty-education-programme/primary-schools-resources/#:~:text=Lesson%202-,Download,-All">https://www.always.co.uk/en-gb/about-us/campaigns-and-initiatives/puberty-education-programme/primary-schools-resources/#:~:text=Lesson%202-,Download,-All</a></p>	<p><b>Communication</b> – discuss trusted adults who can help and where to go for support if needed.</p>	
<p>Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being.</p>	<p><b>Preparation for the lessons</b></p> <ol style="list-style-type: none"> <li><b>TIF – Section 1</b> – KW (Know, Want) Grid part 1 – print one for each learner from <b>TIF, Section 15 part 3</b>.</li> <li>Class agreements/rules – See <b>Appendix 1</b></li> <li>Prepare a confidential question box to be used during the lessons. It is suggested to prepare for the answers.</li> <li><b>TIF – Section 2</b> - Myself as a Baby . Worksheet to be printed for each learner from <b>TIF, Section 15 part 4</b></li> </ol>	<p><b>Writing</b> - comment on the KWL (Know ac Want) Grid part 1.  <b>Communication ac Writing</b> - discuss the Class agreements/rules.  <b>Writing</b> - on the Myself as a Baby (caution, if any learners are fostered or have been adopted).  <b>Numeracy</b> – gather and analyse data from the ‘Myself as a baby’ worksheet and place in graph form</p>	<p>Before the lessons, every learner to complete the KWL Grid part 1 (Know, Want).  <b>TIF, Section 15 part 3</b></p>

	<p><b>Year 3</b>          Growing Up Resource  <a href="#">Tyfu i Fyny (gov.wales)</a>          My body, inside and out.          Labelling the body mat. Using the correct terminology for the human body.</p> <p><b>Year 4</b>          Growing Up Resource  <a href="#">Tyfu i Fyny (gov.wales)</a>          My body, inside and out.          Labelling the body mat. Using the correct terminology for the human body.          Extra activities: Venn diagram, changes for girls, changes for boys, changes for both.</p> <p><b>Year 5</b>          Growing Up Resource          Beginning to discuss birth, life cycles and caring for babies/changing responsibilities  <a href="https://resources.hwb.gov.wales/VTC/2018/TyfuiFyny/menu.html">https://resources.hwb.gov.wales/VTC/2018/TyfuiFyny/menu.html</a></p> <p>Hey Girls  <a href="#">4 My Period Primary Lesson 1 Changes.pdf</a></p> <p><b>Year 6</b>          Growing Up Resource          Reproductive organs  <a href="https://resources.hwb.gov.wales/VTC/2018/TyfuiFyny/adnodd/7/index.html">https://resources.hwb.gov.wales/VTC/2018/TyfuiFyny/adnodd/7/index.html</a></p> <p>Conception  <a href="https://resources.hwb.gov.wales/VTC/2018/TyfuiFyny/adnodd/8/index.html">https://resources.hwb.gov.wales/VTC/2018/TyfuiFyny/adnodd/8/index.html</a></p>	<p><b>Analyse and discuss</b> the information.          Discuss the importance of appreciating/ celebrating differences among learners.</p>	
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	<p>Beginning to discuss birth, life cycles and caring for babies/changing responsibilities  <a href="https://resources.hwb.gov.wales/VTC/2018/TyfuiFyny/menu.html">https://resources.hwb.gov.wales/VTC/2018/TyfuiFyny/menu.html</a></p> <p>Pregnancy <a href="#">Tyfu i Fyny (gov.wales)</a>                  Birth <a href="#">Tyfu i Fyny (gov.wales)</a></p>		
Recognising the process of pregnancy and birth.	<p><b>Loving relationship</b>  <b>1. TIF – Section 5 –</b> Loving relationship – card sort for diamond 9 activity. <b>TIF Section 15 part 17.</b></p> <p><b>Conception</b>  <b>1. TIF – Section 6 –</b> Reproductive organs.</p> <p><b>2. TIF - Section 7 –</b> Conception (see Background Information Booklet for Teachers providing an explanation about the sex of the baby i.e. chromosome XY and XX, In-Vitro Fertilization (IVF) conception and surrogate mother).</p> <p><b>Welsh language resources</b>                  Ffeil Llythrennedd a Rhifedd Iechyd, Cynllun Ysgolion Iach Gwynedd                  Pennawd 2 - Iechyd a LLes Emosiynol                  Pennawd 5 - Tyfu i Fyny</p> <p><b>3. (Discuss Welsh language poem (only available in Welsh) Cerdd ‘Mae mwy iddi’ gan Myrddin ap Dafydd. TIF, Section 15, part 18).</b></p>	<p><b>Comprehension</b> card sort diamond 9 activity.  <b>Writing</b> - create a mind map with words/terms/sentences that explains the importance of being a loving parent.  <b>Read</b> a variety of books (book list below).</p> <p><b>Cyfathrebu</b> - Trafod cynnwys ac arddull cerdd ‘Mae mwy iddi’ gan Myrddin ap Dafydd.</p>	<p>Mind map with words/terms/sentences that explains the importance of being a loving parent.</p>
	<p><b>Pregnancy</b>  <b>1. TIF – Section 8 –</b> Development of the baby. Card sort of the development of the baby. <b>TIF Section 15, part 16.</b></p> <p><b>2. TIF – Section 9 -</b> Mum keeping healthy for a healthy baby.</p>	<p><b>Comprehension</b> - place the card sort ‘Development of the baby’ in the correct sequence.  <b>Communication</b> - discuss a balance diet.                  Writing – create a mind map and note – What’s good for the baby?                  What’s not good for the baby?  <b>Read</b> a variety of books (see book list below).</p>	

	<p><b>The Birth</b>  <b>These materials can offer up to 4 lessons on the same Themes.</b>  <b>1. TIF – Section 10 – The Birth</b> (see Background Information Booklet for Teachers providing an explanation on caesarean births).</p> <p><i>Discuss Welsh language poems and monolog (only available in Welsh)</i>  <b>2. Cerdd yn trafod genedigaeth ‘Siarad drwy gicio’ gan Myrddin ap Dafydd. TIF Section 15 part 20.</b></p> <p><b>3. Trafodaeth dosbarth cyfan - Monolog ‘Y Geni’ gan Manon Steffan Ross. TIF Section 15, number 22.</b></p> <p><b>4. Cerdd yn trafod enwi’r babi ‘Be rown ni’n enw’ gan Myrddin ap Dafydd. TIF Section 15, part 21.</b></p>	<p><b>Writing a soliloquy</b> (see teachers’ information booklet)</p> <p><b>Trafod cynnwys ac arddull cerddi</b> gan Myrddin ap Dafydd - ‘Siarad drwy gicio’.</p> <p><b>Gwrandd, deall a thrafod</b> – Monolog ‘Y Geni’ gan Manon Steffan Ross.</p> <p><b>Trafod cynnwys ac arddull cerddi</b> gan Myrddin ap Dafydd - ‘Be rown ni’n enw’.</p>	
	<p><b>Caring for the baby. These materials can offer up to 3 lessons on the same Themes.</b>  <b>1. TIF – Section 11</b> Feeding the baby, print worksheet, <b>TIF, Section 15, part 17.</b></p> <p><i>Discuss the Welsh language story (only available in Welsh)</i>  <b>2. Stori ‘Lle mae Mam?’ gan Haf Llewelyn. TIF Section 15, part 24.</b></p> <p><b>3. TIF Section 15, Part 18</b> - worksheet, changing responsibilities.</p> <p><b>4. complete the KWL Grid part 2 (Learn, How a Where). TIF, Section 15, part 19.</b></p>	<p><b>Writing</b> – the advantages and disadvantages of breastfeeding and bottle feeding.  <b>Gwrandd, deall a thrafod</b> - stori fer gan Haf Llewelyn.  <b>Writing</b> on the worksheet the how responsibilities change as learners grow and mature.  <b>Writing</b> - confidential questions for the question box.  <b>Writing</b> - comment on the KWL Grid part 2 Learn, How a Where.</p>	<p>At the end of a series of lessons, every learner to complete the KWL Grid part 2 (Learn, How a Where). <b>TIF, Section 15, part 19</b></p>

**Additional notes**

SEAL [Home](#) | [The SEAL Community](#)

Self-care-kit – Mentally healthy schools [self-care-kit-covid-19.pdf \(mentallyhealthyschools.org.uk\)](#)

Mentally healthy schools resources [Resource library : Mentally Healthy Schools](#)

Twinkl [Primary Resources - KS2, KS1, Early Years \(EYFS\) KS3, KS4, Twinkl](#)

Always [Primary Schools Puberty Teaching Resources \(always.co.uk\)](#)

Hey girls [Period Education For Teachers | Learn | Hey Girls](#)

Building LGBT+ inclusion through reading <https://neu.org.uk/media/7601/view>

The Growing up resource [Tyfu i Fyny \(gov.wales\)](#)

Spectrum <https://spectrumproject.co.uk/tools-for-schools/>

NSPCC [Keeping children safe | NSPCCV](#)

## Progression step 2 / 3

### *Empowerment, safety and respect – Phase 2 mandatory content*

#### Progression step 2

**Statements of what matters - Healthy relationships are fundamental to our well-being.**

##### Descriptions of learning

- I can recognise that there are different types of relationships beyond my family and friends.
- I can communicate my needs and feelings in my relationships, and notice the needs and feelings of others.
- I can make friends and try to resolve disagreements, seeking support when needed.
- I can recognise when I feel safe in my relationships and I can communicate when I do not feel safe.
- I can understand that everyone has rights and, with support, I can respect those rights.

#### Progression step 3

**Statements of what matters - Healthy relationships are fundamental to our well-being.**

##### Descriptions of learning

- I can understand that there are differences within types of relationships and that relationships change over time.
- I can communicate my needs and feelings, and respond to those of others.
- I can make and maintain relationships that matter to me, identifying conflict and taking steps to resolve it.
- I can reflect on the characteristics of safe relationships and I can seek support when needed.
- I can respect the rights of others and I understand how these impact on myself and others.

#### AREA OF LEARNING AND EXPERIENCE – HUMANITIES

##### Progression step 2

**Statements of what matters - Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.**

##### Descriptions of learning

- I have an awareness of what is right and wrong and that my actions should reflect that.
- I can understand that not everyone is treated fairly.
- I am beginning to understand what human rights are and why they are important.
- I can understand that we need to respect the rights of others.

#### AREA OF LEARNING AND EXPERIENCE – HUMANITIES

##### Progression step 3

**Statements of what matters - Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.**

##### Descriptions of learning

- I have an understanding that injustice and inequality exist in societies. I also have an understanding of what human rights are and why they are important to me and other people.
- I can explain who is responsible for upholding rights in my locality and in Wales, as well as in the wider world. I also have an understanding that some people are denied their rights.
- I can recognise that there is a difference between wants, needs and rights.
- I can understand that there are a range of *factors* that influence people's behaviour, actions and decisions.
- I can understand the consequences of my actions and the actions of others, and how these affect local, national and global issues.

Phase 2 mandatory content	Resources	Skills	Evaluation methods
<p>Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.</p> <p>Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.</p>	<p>Year 3  <a href="https://schoolbeat.cymru/">https://schoolbeat.cymru/</a>            Friend Or Foe?</p> <p>Spectrum            Family  <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p> <p>Year 4  <a href="https://schoolbeat.cymru/">https://schoolbeat.cymru/</a>            Sticks And Stones</p> <p>Spectrum            Safe or unsafe home  <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p> <p>Year 5            Spectrum            Qualities  <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p> <p>Year 6            Spectrum            'I am me'  <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p>		
<p>Understanding of the right for everyone to be free from harm or abuse.</p>	<p>Year 3  <a href="#">PANTS resources for schools and teachers   NSPCC Learning</a></p> <p>Year 4  <a href="#">Is This A Good Relationship? Worksheet (teacher made) (twinkl.co.uk)</a></p>		

<p>An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play.</p> <p>How to seek support for oneself, and offer support to others.</p> <p>How to be a good friend and advocate for others.</p>	<p>Year 5  <a href="https://schoolbeat.cymru/">https://schoolbeat.cymru/</a>                      I Didn't Think</p> <p>Spectrum                      Relationships board game  <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p> <p>Year 6  <a href="https://schoolbeat.cymru/">https://schoolbeat.cymru/</a>                      Right To Be Safe</p> <p>Sbectrwm Hafan <a href="https://hwb.gov.wales/search?query=sbectrwm">https://hwb.gov.wales/search?query=sbectrwm</a></p> <p>School Community Police Officer  <a href="https://schoolbeat.cymru">https://schoolbeat.cymru</a></p> <p><b>Welsh language resources</b>                      Ffeil Llythrennedd a Rhifedd Iechyd, Cynllun Ysgolion Iach Gwynedd (Cam Cynnydd 2/3)                      Pennawd 2 - Iechyd a LLes Emosiynol                      Pennawd 3 - Diogelwch</p> <p>Childline  <a href="https://www.childline.org.uk/get-support/contacting-childline/contacting-childline-in-welsh/">https://www.childline.org.uk/get-support/contacting-childline/contacting-childline-in-welsh/</a>   <a href="https://www.childline.org.uk">https://www.childline.org.uk</a></p> <p><b>Online safety</b>                      Resources on Hwb  <a href="https://hwb.gov.wales/search?query=diogelwch">https://hwb.gov.wales/search?query=diogelwch</a></p> <p>Hwb resources  <a href="https://hwb.gov.wales/repository/publishers/e783b3ae-607f-">https://hwb.gov.wales/repository/publishers/e783b3ae-607f-</a></p>		
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	<p><a href="#">48a9-8aa4-ed219c857e76</a></p> <p>Hwb resources  <a href="https://hwb.gov.wales/repository/discovery?catalogs=50f72adb-cdf7-4da9-a01a-d9b5ecafd264&amp;categories1=a9501b28-7fcc-4880-8c79-ff5f934dfe7&amp;categories2=&amp;categories3=c8716fe7-e87d-4582-9c69-de845bde0dfd&amp;categories4=9618d5d0-e644-4a8c-ba0a-f77b608e3a6b&amp;sort=recent&amp;sort=recent&amp;strict=1">https://hwb.gov.wales/repository/discovery?catalogs=50f72adb-cdf7-4da9-a01a-d9b5ecafd264&amp;categories1=a9501b28-7fcc-4880-8c79-ff5f934dfe7&amp;categories2=&amp;categories3=c8716fe7-e87d-4582-9c69-de845bde0dfd&amp;categories4=9618d5d0-e644-4a8c-ba0a-f77b608e3a6b&amp;sort=recent&amp;sort=recent&amp;strict=1</a></p>		
<p>Understanding of the right to bodily privacy, personal boundaries including online.</p> <p>Understanding how behaviours may be perceived by others offline and online.</p> <p>Recognising which steps to take to keep safe from harm both in offline and online friendships.</p> <p>Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example, gender norms.</p> <p>Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual</p>	<p>Year 3 Spectrum Safe adults, safe places <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p> <p>Year 4 <a href="#">Staying safe online   Childline</a></p> <p>Year 5 <a href="https://schoolbeat.cymru/">https://schoolbeat.cymru/</a> Noughts and Crosses</p> <p>Year 6 Spectrum Being safe <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p> <p>swgfl <a href="https://swgfl.org.uk/projects/online-safety-wales/">https://swgfl.org.uk/projects/online-safety-wales/</a></p> <p>Anti bullying and online safety <a href="https://www.childcomwales.org.uk/resources/anti-bullying-and-online-safety-resources-for-educators/">https://www.childcomwales.org.uk/resources/anti-bullying-and-online-safety-resources-for-educators/</a></p> <p>Internet matters</p>		

<p>behaviours and relationships offline and online.</p>	<p><a href="https://www.internetmatters.org/cy/schools-esafety/primary/">https://www.internetmatters.org/cy/schools-esafety/primary/</a></p> <p>Think u Know <a href="https://www.thinkuknow.co.uk/8_10/">https://www.thinkuknow.co.uk/8_10/</a></p>		
<p>Know how and when digital media can be shared safely, with permission and when it can be a source of harm.</p> <p>Awareness of the benefits and dangers of the internet and social media in forming friendships online.</p> <p>Exploring the motives behind fabricated and digitally-altered media.</p>	<p>Wise Kids <a href="https://wisekids.org.uk/wk/">https://wisekids.org.uk/wk/</a></p> <p><b>Welsh language resources</b> Ffeil Llythrennedd a Rhifedd Iechyd, Cynllun Ysgolion Iach Gwynedd (Cam Cynnydd 2/3) Pennawd 2 - Iechyd a LLes Emosiynol Pennawd 3 - Diogelwch</p>		
<p>An understanding of the need to keep safe online, an ability to take steps to protect themselves and an ability to share with trusted adults where something is seen that shouldn't have been, or is upsetting or uncomfortable.</p>	<p><b>Year 3</b> <a href="https://schoolbeat.cymru/">https://schoolbeat.cymru/</a> Stay SMART</p> <p>BOOK: No means no By Jayneen Sanders</p> <p><b>Year 4</b> <a href="#">Staying safe online   Childline</a></p> <p><b>Year 5</b> <a href="https://schoolbeat.cymru/">https://schoolbeat.cymru/</a> Be Cyber Safe Griff's Story</p>		

	<p><b>Year 6</b>  <a href="https://schoolbeat.cymru/">https://schoolbeat.cymru/</a>                  Picture This!</p> <p><a href="#">Taking care of your privacy and digital footprint   Childline</a></p>		
<p>Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.</p>	<p>UNCRC – Children’s Rights  <a href="https://www.childcomwales.org.uk">https://www.childcomwales.org.uk</a></p> <p><a href="https://gov.wales/childrens-rights-information-children">https://gov.wales/childrens-rights-information-children</a></p> <p><b>Year 3</b>                  BOOK: My body: what I say goes:                  By Jayneen Sanders</p> <p><a href="#">Repository - Hwb (gov.wales)</a>                  Rights of the child</p> <p><b>Year 4</b>  <a href="#">Repository - Hwb (gov.wales)</a>                  Respecting rights at school</p> <p><a href="#">Children's Rights Diamond Ranking Activity (teacher made) (twinkl.co.uk)</a></p> <p>Year 5                  Spectrum                  UNCRC  <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p> <p><a href="#">User-and-support-guide.pdf (unicef.org.uk)</a>  <a href="#">Are you an expert on child rights? - Details - Kahoot!</a>                  UNCRC Kahoot</p> <p>Year 6                  Spectrum</p>		

	<p>Mindful decisions  <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p> <p>Spectrum  Safe adults and safe places  <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p>		
<p><b>Additional notes</b></p> <p>NSPCC Pants Topic Link:  <a href="https://learning.nspcc.org.uk/research-resources/schools/pants-teaching">https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</a> (Lesson Plan, Teaching Guidance, Communication with parents, PANTS Presentation, Guidance for Early Years and Childcare Settings, PANTS poster, PANTS)</p> <p>Children’s Rights Poster:  <a href="https://www.childcomwales.org.uk/wp-content/uploads/2016/04/ccfw_rights_poster_eng.pdf">https://www.childcomwales.org.uk/wp-content/uploads/2016/04/ccfw_rights_poster_eng.pdf</a></p> <p>All fun and games?  <a href="https://hwb.gov.wales/repository/resource/08b68db6-6f5a-4957-88ff-d7188a1da29e">https://hwb.gov.wales/repository/resource/08b68db6-6f5a-4957-88ff-d7188a1da29e</a> (3 – 7 year olds)</p> <p>NSPCC ‘Speak Out, Stay Safe’ Programme:  <a href="https://learning.nspcc.org.uk/services/speak-out-stay-safe#what-we-cover-key-stage-1">https://learning.nspcc.org.uk/services/speak-out-stay-safe#what-we-cover-key-stage-1</a></p> <p>Symbols game: UNCRC:  <a href="https://hwb.gov.wales/repository/resource/c8cbe8af-a6a1-4226-9b9d-777eadcd9791">https://hwb.gov.wales/repository/resource/c8cbe8af-a6a1-4226-9b9d-777eadcd9791</a></p> <p>Children’s Rights Resources:  <a href="https://hwb.gov.wales/repository/resource/32028444-889c-4c88-92fd-f4f926bb5656">https://hwb.gov.wales/repository/resource/32028444-889c-4c88-92fd-f4f926bb5656</a></p> <p>Mentally Healthy Schools Resources:  <a href="https://www.mentallyhealthyschools.org.uk/resources/?EducationPhase=Primary">https://www.mentallyhealthyschools.org.uk/resources/?EducationPhase=Primary</a></p> <p>SEAL <a href="#">Home</a>   <a href="#">The SEAL Community</a></p> <p>Schoolbeat.cymru <a href="#">SchoolBeat: Home</a></p> <p>Spectrum <a href="https://spectrumproject.co.uk/tools-for-schools/">https://spectrumproject.co.uk/tools-for-schools/</a></p> <p>HWB <a href="#">Login - Hwb (gov.wales)</a></p>			

Twinkl [www.twinkl.co.uk](http://www.twinkl.co.uk)

NSPCC [Keeping children safe | NSPCC](#)

Childline [Childline | Childline](#)

### Resources / Organisations to Support Relationships and Sexuality Education

The resources and the web links included within this document have been checked and verified for their appropriateness at the time of publication. The purpose of the resources and web links is to assist teachers in providing comprehensive RSE and to provide further information if needed.

It is the responsibility of the school to agree as a whole school how they use the information within the mapping document. Staff need to read and familiarize themselves with the content of the resources contained in the document and plan carefully how they deliver appropriate information / in context within their lessons.

<b>NSPCC</b>	<b>NSPCC</b> Talk Pants <a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</a> Pantaurus song- <a href="https://www.youtube.com/watch?v=-lL07JOGU5o">https://www.youtube.com/watch?v=-lL07JOGU5o</a>
<b>AGENDA Primary</b>	Online resources – Supporting Children in Making Positive Relationships Matter. <a href="http://agenda.wales">http://agenda.wales</a>
<b>Bullying</b>	<b>MEIC</b> 24-hour online support for children and young people: <a href="http://www.meiccymru.org/cym/">www.meiccymru.org/cym/</a>  Kidscape - <a href="http://www.kidscape.org.uk/resources-and-campaigns/">http://www.kidscape.org.uk/resources-and-campaigns/</a>
<b>Children’s Rights</b>	<b>Children's Commissioner Cymru</b> provide supporting children and young people about their rights: <a href="https://www.complantcymru.org.uk/">https://www.complantcymru.org.uk/</a>
<b>Equality and LGBTQ+ matters</b>	<b>Stonewall Cymru</b> information and support on LGBTQ+ matters: <a href="https://www.stonewallcymru.org.uk/cy/cymorth-chyngor">https://www.stonewallcymru.org.uk/cy/cymorth-chyngor</a>
<b>On-line safety</b>	<b>Hwb</b> , teaching resources to support teachers, learners, parents and carers: <a href="https://hwb.gov.wales/onlinesafety">https://hwb.gov.wales/onlinesafety</a> <a href="https://hwb.gov.wales/zones/keeping-safe-online/repository/discovery/resource/1dc7d9ee-0b54-4526-af1e-9d506daa07c9/cy?catalogs=50f72adb-cdf7-4da9-a01a-d9b5ecafd264&amp;kiosk=1&amp;sort=recent&amp;strict=1">https://hwb.gov.wales/zones/keeping-safe-online/repository/discovery/resource/1dc7d9ee-0b54-4526-af1e-9d506daa07c9/cy?catalogs=50f72adb-cdf7-4da9-a01a-d9b5ecafd264&amp;kiosk=1&amp;sort=recent&amp;strict=1</a>  <b>Hwb</b> - <a href="https://hwb.gov.wales/zones/keeping-safe-online/repository/discovery/resource/1dc7d9ee-0b54-4526-af1e-9d506daa07c9/en?catalogs=50f72adb-cdf7-4da9-a01a-d9b5ecafd264&amp;kiosk=1&amp;sort=recent&amp;strict=1">https://hwb.gov.wales/zones/keeping-safe-online/repository/discovery/resource/1dc7d9ee-0b54-4526-af1e-9d506daa07c9/en?catalogs=50f72adb-cdf7-4da9-a01a-d9b5ecafd264&amp;kiosk=1&amp;sort=recent&amp;strict=1</a>  <b>NSPCC</b> Share aware: <a href="https://www.nspcc.org.uk/keeping-children-safe/online-safety/">https://www.nspcc.org.uk/keeping-children-safe/online-safety/</a>  <b>Kidscape</b> - <a href="https://parentzone.org.uk/home">https://parentzone.org.uk/home</a>

	<b>Wise Kids</b> - <a href="https://wisekids.org.uk/wk/">https://wisekids.org.uk/wk/</a>
<b>Relationships and sex</b>	<b>Childline</b> provide supporting children and young people about their rights: <a href="https://www.childline.org.uk/info-advice/friends-relationships-sex/sex-relationships/sex/">https://www.childline.org.uk/info-advice/friends-relationships-sex/sex-relationships/sex/</a>
<b>Spectrum Project – Violence against women, domestic abuse and sexual abuse</b>	All Wales <b>Project Spectrum</b> funded by Welsh Government teaching about healthy relationships: Resources available on Hwb – Spectrum <b>website:</b> <a href="http://spectrumproject.co.uk/prosiect-sbectrwm/?lang=cy">http://spectrumproject.co.uk/prosiect-sbectrwm/?lang=cy</a> <b>Phone:</b> 01267 266924 <b>e-mail:</b> <a href="mailto:spectrum@hafancymru.co.uk">spectrum@hafancymru.co.uk</a>
<b>Parents/carers information sharing sessions</b>	Stop It Now! Wales - <a href="https://www.stopitnow.org.uk/wales/">https://www.stopitnow.org.uk/wales/</a>

### List of various books to support RSE

#### Personal Hygiene

- A Dose of Doctor Dog – Babette Cole
- Doctor Dan – Babette Cole
- Golcha Dy Ddwylo – Tony Ross (Tywysoges Fach)
- Scritch Scratch – Miriam Moss, A very itchy story about nits.
- Whiffy Wilson: the wolf who wouldn't wash, Caryl Hart - Will anyone be able to persuade Whiffy Wilson to change his grubby ways?

#### Families

- Aren't They Wonderful! - Evelilne deJong, A celebration of the many roles of fathers as breadwinners and carers.
- Do I Have a Daddy?, Jeanne Warren - A Story About a Single-Parent Child
- Mother Knows Best – Jill Murphy, Bradley wants to do all sorts of things but how can Mum convince him that mother knows best?!
- My Dad Takes Care of Me - Patricia Quinlan, A child no longer feels odd saying that his dad takes care of him. Shows mother as main breadwinner.
- My Daddy and Me, The crucial role fathers play in their children's lives
- My Dad – Anthony Browne, A celebration of dads.
- My Mum – Anthony Browne, A celebration of mums.
- My Dad Is... – Ali Ives, A book for children ready to read by themselves.
- My Little Brother – Debi Gliori, Is little brother a little bother to his big sister?
- My Mum Goes to Work, Kes Gray - Reassuring parent and child alike that all is well when a parent goes to work, this book deals with an issue that faces many working parents
- My Sister, My Brother, My Mum, My Dad – Mary Auld, Watts, A celebration of families in all their variety.
- Wilfrid Gordon McDonald Partridge – Mem Fox - There was once a small boy with a big name who lived next door to an old people's home. A look at different generations and a glimpse of what's it like to be old.

#### Growing up-Relationships and Sexuality Education

- Ramboy – Bethan Gwanas llyfr Cymrag a Saesneg
- What's happening to me? Boys – Alex Frith
- What's happening to me? Girls – Alex Frith

- The Boys' Body Book, Kelli Dunham - Growing up isn't as easy as it looks. This book is here to help with topics such as body changes, changing emotions, friends and family.
- The Bump – Mij Kelly & Nicholas Allan, A story in rhyme about mum when she found out that she was expecting a baby and what happened next. An introduction to the 9 months before birth for young children.
- Everything you ever wanted to ask about Willies and other boys' bits – Tricia Kreitman, A clear and approachable guide for boys.
- The Girls' Body Book, Kelli Dunham - Growing up can be exciting and scary but this book is here to help. All about body changes, school, friends and mean girls!
- Girls Only!, Vic Parker - Everything you need to know about periods and other growing-up stuff.
- Going Up! – the no-worries guide to secondary school – Jenny Alexander, Covers making new friends, getting on with the older kids and staying on top of homework.
- Hair in Funny Places, Babette Cole - A picture book format for older children about Mr and Mrs Hormone and what growing up means in body changes for girls and boys.
- Hair, There and Everywhere, Jacqui Bailey - Answers all those awkward questions about the changes that happen to you and your body during puberty.
- Let's Talk about Sex – Robie H. Harris, A book that tells pre-teens and teenagers what they need to know about sex and growing up. Contains informative, responsible and accessible text.
- Let's Talk about Where Babies Come From – Robie H. Harris, Comprehensive text that answers the many questions most children have about babies, bodies, love, sex, reproduction and families.
- Sex – Anita Naik -Periods and puberty, crushes and contraception, health and harassment. A straightforward and direct information book for both girls and boys.

### Sexuality/ Diversity

- This Book is Gay – James Dawson
- This Is a Book For Parents of Gay Kids – Dannielle Owens
- Hero – Perry Moore. A novel for teenagers about struggling to belong.
- The Art of Being Normal – Lisa Williamson. David wants to be a girl. And Leo wants to be invisible. A novel about two boys and two secrets.
- Dogs Don't Do Ballet – Anna Kemp.
- My Princess Boy - Suzanne DeSimone Cheryl Kildavos.
- King and King - Linda De Haan and Stern Nijland.
- And Tango Makes Three Justin Richardson - video <https://www.youtube.com/watch?v=4uOXUCiDE-s>

## New Baby

- Babi Mei – Michael Foreman
- The Boss Baby – Marla Frazee, A fantastically funny story about the demands made by a new baby, liking the new baby to a company boss setting up his new office right in the middle of the house!
- Stori am sut mae Mei sy'n bedair oed, yn cael brawd bach newydd.
- Chwaer Rydwi i Eisiau – Tony Ross, Mae'r Dysysoges Fach yn clywed fod babi newydd ar ei ffordd i'r palas. Ond y drwg ydi...dydi hi ddim yn hoff iawn o'r syniad o gael brawd bach.
- Hi New Baby! – Robbie H. Harris - When you're the one used to being the baby in the family, it's not so simple...
- I'm Still Important – Jen Green
- I Want a Sister! – Tony Ross, In the Little Princess series, the little princess discovers she can't always get what she wants!
- Max and Millie and the new Baby – Felicity Brooks - Everyone loves the new baby, but Millie's feeling a little left out.
- My New Sister – Rebecca Hunter, Bethan tells all about her new baby sister, Megan.
- Silly Baby - Marie-Louise Fitzpatrick, Beth has a new baby brother. He cries, he sleeps, he gets all the attention. Silly, silly baby! But grandma shows Beth that he is small and soft and can smile at his big sister - and Beth thinks that maybe he isn't so silly after all.
- Will There Be a Lap for Me? - Dorothy Corey - Kyle's special place is on Mother's lap, but Mother's lap is getting smaller as she is expecting a new baby. A reassuring story about the arrival of a new sibling that features black people as the main characters.
- There's Going to be a Baby – John Burningham & Helen Oxenbury, Day by day, question by question, the baby's arrival comes closer and closer. A lovely story about a big brother waiting and wondering about the new arrival.
- Y Babi Newydd /The New Baby – Anne Civardi, Cyflwyniad i'r profiad o aros am fabi newydd. An introduction to the experience of awaiting a new baby.
- Hello Baby – Jenni Overend, A picture book about a family that awaits the home birth of their new baby brother.
- Made with Love; how babies are made – Kate Petty, A straightforward explanation for young children about how babies are made, based on questions and answers.
- Mae Gen i Gyfrinach – Annie Kubler -Llyfr i blant ar ble y daw babis.
- My Mum's Having a Baby – Dori Hillestad Butler, Periods – Charlotte Owen -What everyone needs to know about this important stage in a girl's life. Recommended by Brook Advisory Centres, and contains a short chapter on adolescence and sex.
- The Human Cycle – Nina Morgan
- Where do babies come from – Susan Meredith
- My New Dad – Rebecca Hunter (perthynas-ymateb)
- How are babies made – Alistair Smith
- Birth and Growth – Anita Ganeri

- What happens when you GROW? – Joy Richardson
- The Human Cycle – Nina Morgan
- There’s a House Inside My Mummy – Giles Andreae, We’re Going To Have a Baby - Dominique De Saint Mars & Serge Block
- Instructive book which tells in comic strip form, the story of a family which is expecting a baby.
- Where Willy Went – Nicholas Allan, Willy was a little sperm. Find out what happens in the Great Swimming Race! A funny story about the facts of life.
- Who has What? – Robie H. Harris, All about girls’ bodies and boys’ bodies for younger children.
- Wŷ Mam – Babette Cole, Llyfr doniol gyda chartwns yn dangos sut mae babis yn cael eu cenhedlu a’u geni.

### **Books on breastfeeding**

- Aren't You Lucky! - Catherine Anholt, a picture book which tells of an only child's reaction to the arrival of a baby brother. The story has jealousy, moodiness, tiredness - and a happy ending.
- When I Was a Baby – Catherine Anholt, a 3 year-old, watching her mother prepare for a new baby, wants to know about the time when she was a baby.
- Sophie and the New Baby - Laurence Anholt, A story which acknowledges the emotional ups and downs experienced by a small girl whose existence is about to be turned upside down by the arrival of a new baby.
- The Biggest Bed in the World - Lindsey Camp, Ben's dad wasn't getting much sleep. There were too many children in his bed. Not just Ben, but also his baby brother Billy. And then the twins, Beth and Bart, arrived. There was only one thing for it! Ben's dad fetched his tools, and set to work building the biggest bed in the world. Then the triplets, Briony, Bella and Boris were born.
- Babi Newydd - Anne Civardi, rhan o’r gyfres Profiadau Cyntaf.
- Will There Be a Lap for Me? – Dorothy Corey, Kyle’s special place is on Mother’s lap, but Mother’s lap is getting smaller.
- We Have a Baby – Cathryn Falwell, simple text of few words and cut-paper artwork. American publication.
- Brand New Baby - Bob Graham, the story chronicles the arrival of baby Walter – as seen through the eyes of his older brother and sister.
- Hi New Baby! - Robie H. Harris, talks to children about what happens when a new sibling arrives on the scene and explores the thoughts and feelings of an older child as she gets to grips with this latest intrusion on her life.
- Mama’s Milk – Mamá me Alimenta - Michael Elsohn Ross, a simple introduction to nursing, showing babies and baby animals being fed. This edition is English/Spanish.
- Rosie's Babies - Martin Waddell, while mum is putting the baby to bed, 4 year-old Rosie never stops talking. She wants Mum to know all about her babies, and she wants Mum’s attention.

## Class Agreements

- We will respect other children’s comments and questions
- We will not make personal comments
- No one will be made to answer personal questions
- Confidential – we will not name any child or other persons
- We will use the agreed terms to name parts of the body
- We will not discuss content of the lessons with younger children in the school
- We will give everyone an opportunity to contribute if they wish
- We will not make fun of our friends

**Confidentiality will not be kept if the teacher thinks someone needs help**

## Appendix 4

## No Outsider books and themes

BOOK TITLE	AUTHOR	THEME
<b>RECEPTION</b>		
YOU CHOOSE	NICK SHARRAT	I CAN CHOOSE WHAT I LIKE
RED ROCKETS AND RAINBOW JELLY	SUE HEAP	IT IS OK TO LIKE DIFFERENT THINGS
BLUE CHAMELEON	EMILY GRAVETT	TO MAKE A NEW FRIEND
THE FAMILY BOOK	TODD PARR	ALL FAMILIES ARE DIFFERENT
MOMMY, MAMMA AND ME	LESLEA NEWMAN	TO CELEBRATE MY FAMILY
HELLO HELLO	BRENDAN WENZEL	TO SAY HELLO
A BUSY DAY FOR BIRDS	LUCY COUSINS	CELEBRATE DIFFERENCE
<b>YEAR 1</b>		
ELMER	DAVID MCKEE	I LIKE THE WAY I AM
TEN LITTLE PIRATES	MIKE BROWNLOW	TO PLAY WITH BOYS AND GIRLS
MY GRANDPA IS AMAZING	NICK BUTTERWORTH	TO RECOGNISE THAT PEOPLE ARE DIFFERENT AGES
MAX THE CHAMPION	SEAN STOCKDALE	RECOGNISE OUR BODIES WORK IN DIFFERENT WAYS
MY WORLD, YOUR WORLD	MELANIE WALSH	I SHARE THE WORLD WITH LOTS OF DIFFERENT PEOPLE
UNDER THE SAME SKY	BRITTA TECKENTRUP	TO APPRECIATE AND WELCOME DIFFERENCE
SPACEGIRL PUKES	KATY WATSON	TO CHALLENGE GENDER STEREOTYPES
GOING TO THE VOLCANO	ANDY STANTON	TO JOIN IN
WANT TO PLAY TRUCKS?	ANN STOTT	TO FIND WAYS TO PLAY TOGETHER
HAIR, IT'S A FAMILY AFFAIR	MYLO FREEMAN	PROUD TO BE ME

ERROL'S GARDEN	GILLIAN HIBBS	TO WORK TOGETHER
<b>YEAR 2</b>		
THE GREAT BIG BOOK OF FAMILIES	MARY HOFFMAN	TO UNDERSTAND WHAT DIVERSITY IS
THE FIRST SLODGE	JEANNIE WILLIS	TO UNDERSTAND HOW WE SHARE THE WORLD
THE ODD EGG	EMILY GRAVETT	TO UNDERSTAND WHAT MAKES US FEEL PROUD
JUST BECAUSE	REBECCA ELLIOT	TO FEEL PROUD OF BEING DIFFERENT
BLOWN AWAY	ROB BIDDULPH	TO BE ABLE TO WORK WITH OTHER PEOPLE
MY FIREND JAMAL	ANNA QUINN	DIFFERENT LIVES/CULTURES
THE BEAR WHO STARED	DUNCAN BEEDIE	TO ACCEPT/CELEBRATE DIFFERENCE
CAN I JOIN YOUR CLUB	JOHN KELLY	TO WELCOME DIFFERENT PEOPLE
HOW TO BE A LION	ED VARE	TO HAVE SELF CONFIDENCE
AMAZING	STEVE ANTONY	TO THINK ABOUT WHAT MAKES A GOOD FRIEND
WHAT THE JACKDAW SAW	JULIA DONALDSON	TO COMMUNICATE IN DIFFERENT WAYS
ALL ARE WELCOME	ALEXANDRA PENFOLD	TO KNOW I BELONG
<b>YEAR 3</b>		
OLIVER	BIRGITTA SIF	TO UNDERSTAND HOW DIFFERENCE CAN AFFECT SOMEONE
THIS IS OUR HOUSE	MICHAEL ROSEN	TO UNDERSTAND WHAT DISCRIMINATION MEANS
TWO MONSTERS	DAVID MCKEE	TO FIND A SOLUTION TO A PROBLEM
THE HUEYS NEW JUMPER	OLIVER JEFFERS	TO RECOGNISE AND HELP AN OUTSIDER
BEEGU	ALEXIS DEACON	TO BE WELCOMING
ICE IN THE JUNGLE	ARIANNE HOFMAN	TO ADAPT TO CHANGE
MY NAME IS NOT REFUGEE	KATE MILNER	TO CONSIDER ATTITUDES TOWARDS REFUGEES
WE'RE ALL WONDERS	R J PALACIO	TO UNDERSTAND WHAT A BYSTANDER IS
THE TRUTH ABOUT OLD PEOPLE	ELINA ELLIS	TO RECOGNISE STEREOTYPE
PLANET OMAR	ZANIB MIAN	WHAT IS LIFE IN BRITAIN LIKE TODAY
<b>YEAR 4</b>		
DOGS DON'T DO BALLET	ANNA KEMP	TO CHOOSE WHEN TO BE ASSERTIVE

KING AND KING	LINDA DE HANN	TO UNDERSTAND WHY PEOPLE CHOOSE TO GET MARRIED
THE WAY BACK HOME	OLVER JEFFERS	TO OVERCOME LANGUAGE AS A BARRIER
THE FLOWER	JOHN LIGHT	TO ASK QUESTIONS ABOUT NEW THINGS
RED: A CRAYONS STORY	MICHAEL HALL	TO BE WHO YOU WANT TO BE
LAST STOP ON MARKET STRET	MATT DE LA PENA	TO RECOGNISE AND CELEBRATE DIVERSITY
ODD DOG OUT	ROB BIDDULPH	TO ENCOURAGE INDIVIDUALITY
ALONG CAME A DIFFERENT	TOM MCLAUGHLIN	TO HELP SOMEONE ACCEPT DIFFERENCE
AALFRED AND AALBERT	MORAG HOOD	TO FIND COMMON GROUND
WHEN SADNESS COMES TO CALL	EVA ELAND	TO LOOK AFTER MY MENTAL HEALTH
JULIEN IS A MERMAID	JESSICA LOVE	TO SHOW ACCEPTANCE
<b>YEAR 5</b>		
WHERE THE POPPIES GROW	HILARY ROBINSON	TO LEARN FROM OUR PAST
ROSE BLANCHE	IAN MCEWAN	TO JUSTIFY MY ACTIONS
HOW TO HEAL A BROKEN WING	BOB GRAHAM	TO RECOGNISE WHEN SOMEONE NEEDS HELP
THE ARTIST WHO PAINTED A BLUE HORSE	ERIC CARLE	TO APPRECIATE FREEDOM OF CHOICE
AND TANGO MAKES THREE	JUSTIN RICHARDSON	TO ACCEPT PEOPLE WHO ARE DIFFERENT FROM ME – EQUALITY
WELCOME	BARROUX	REFUGEES
STELLA BRINGS THE FAMILY	MIRIAM SCHIFFER	TO ENSURE ALL FAMILIES ARE WELCOMED
KENNY LIVES WITH ERICA AND MARTINA	OLLY PIKE	TO CONSIDER CONSEQUENCES
MIXED	ARREE CHUNG	TO CONSIDER RESPONSES TO RACIST BEHAVIOUR
THE GIRLS	LAUREN LEE	TO EXPLORE FRIENDSHIP
<b>YEAR 6</b>		
MY PRINCESS BOY	CHERYL KILODAVIS	TO PROMOTE DIVERSITY
THE WHISPERER	NIC BUTTERWORTH	TO STAND UP TO DISCRIMINATION
THE ISLAND	ARMIN GREDER	TO CHALLENGE THE CAUSES OF RACISM
LOVE YOU FOREVER	ROBERT MUNSCH	TO UNDERSTAND HOW MY LIFE CHANGES AS I GROW UP
DREAMS OF FREEDOM	AMNESTY	TO RECOGNISE MY FREEDOM

THE JOURNEY	FRANCESCA SANNA	TO CONSIDER THE EXPERIENCE OF MIGRANTS AND REFUGEES
DU LZ TAK	CARSON ELLIS	TO EXPLORE AND EMBRACE LANGUAGE
KING OF THE SKY	NICOLA DAVIES	IMMIGRATION-EMPATHY
THE ONLY WAY IS BADGER	STELLA JONES	LANGUAGE AND FREEDOM OF SPEECH
LEAF	SANDRA DIECKMANN	TO OVERCOME FEARS ABOUT DIFFERENCE
INTRODUCING TEDDY	JESSICA WALTON	TO SHOW ACCEPTANCE
A DAY IN THE LIFE OF MARLON BUNDO	MARLON BUNDO	TO CONSIDER DEMOCRACY