

Easebourne CE Primary School

# Education for Safeguarding (E4S) Policy

including the four Cornerstones:

- Relationships and Sex Education
- Digital & Media Literacy
- Physical Health & Wellbeing
- Emotional Health & Wellbeing

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Lead member of staff	Caroline Hulbert
Governor Committee	FGB
Signature of Chair of Governors	
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**“And now these three remain: faith, hope and love. But the greatest of these is love.”**

**[Corinthians 13:13]**

In a safe, loving environment built on the strong Christian values of **faith**, **hope** and **love**, we want our children to **ACHIEVE** excellence and a love of learning, fulfilling their potential, and to **BUILD** their life skills, experiences and dreams. We also seek to **CONNECT** our children with their learning, their wider community and the environment.

## Overview

The West Sussex Education for Safeguarding (E4S) curriculum is based on the national Department for Education Relationships, Sex and Health Education (RSHE) guidance and numerous national frameworks, including the PSHE Association, but adapted and enriched for schools in West Sussex. This has been developed via a multi-agency approach combining teams from Safeguarding in Education, Contextual Safeguarding, Health and Education in West Sussex.

In addition, as a school working with the Rights Respecting Schools initiative, we are explicitly embedding the UN Convention on the Rights of the Child into our policy, practice and culture. We aim to develop both children’s understanding of their rights and their respect for others.

Particularly relevant commitments from the school vision include:

- ✓ ensuring your needs are met and your voice is heard
- ✓ encouraging parent partnership in your learning
- ✓ giving you the skills to develop and maintain positive relationships
- ✓ providing a caring, nurturing, inclusive and safe environment
- ✓ working in partnership with parents so that they engage with your learning
- ✓ demonstrating and developing an awareness both of others and of the environment

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/carer consultation on curricular content – parents and any interested parties were invited to complete a survey indicating their child's relative security with aspects of the four Cornerstones
- Parent/carer consultation on policy – draft policy circulated to parents/carers to inform final policy
- Parent/carer invitation to join working party to monitor implementation and development of Education 4 Safeguarding curriculum
- Ratification – once amendments were made, the policy was shared with governors and ratified

This policy will be reviewed on an annual basis. ~~Feedback from parents, carers, pupils and governors will inform each review.~~

### Overview

Having worked with the E4S Pathway Profiler tool and consulted with staff and parents, we have developed a curriculum that is fit for the whole school community. It is developmental and will build on learning, incrementally, year by year. E4S will be structured and delivered to ensure it is appropriate to the age and maturity of pupils.

We will make a clear distinction between factual information and views and beliefs and support pupils in the development of their own informed set of beliefs.

### Delivery

E4S sessions will be taught weekly in each class, progressively covering all elements of the curriculum. A library of rich texts and additional resources is being developed to facilitate the teaching of E4S, alongside the use of recognised websites such as NSPCC, Childnet, Thinkuknow and Saferinternet.

The Education for Safeguarding materials chosen will be factually accurate, evidence-based and age-appropriate. They will show sensitivity to faith and cultural perspectives, model equality, inclusion and acceptance of diversity and promote strong and stable relationships.

Class teachers, supported by teaching assistants, will deliver the E4S sessions in collaboration with any other external providers who may be needed, e.g. NSPCC, school nurses, police, first aid providers. It will also be modelled by all those involved in school life through their example and attitude.

Aspects of E4S will be taught through:

- ✓ Discrete curriculum time
- ✓ Other curricular areas, e.g. RE, PE, science and collective worship
- ✓ Individual awareness activities and events, e.g. Fairtrade Fortnight
- ✓ School routines
- ✓ The work of school groups, e.g. School Council, Rights Respecting Schools Ambassadors, Eco-Council
- ✓ Visits and visitors

### **Assessment**

E4S will be assessed informally through checking work, discussions with children and through regular retrieval practice. E4S will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback to pupils on their progress. Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Learning should be assessed to identify where pupils need extra support or intervention.

### **Evaluation**

The E4S Lead will evaluate the delivery of Education for Safeguarding, reporting to the subject's link governor at termly meetings, and this will inform annual policy and curriculum reviews.

### **External Advice**

External advice from a multiagency group of physical and mental health professionals, children's services, educators and digital safety advisors has been involved in writing and planning the E4S resources and planning tools.

### **SEND**

Our E4S will be accessible for all pupils through high quality teaching that is differentiated and personalised as appropriate. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. E4S and its Cornerstones can also be particularly important subjects for some pupils with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in the design and teaching of E4S.

### **Support for Children**

Children will be made aware that they can ask any adult in school for help and will be taught about the range of adults outside school who could help. The Childline contact details will also be highlighted with children and they will be shown where to find this information around school on posters.

### **Parental Right to Withdraw Pupils from Aspects of RSE**

Whilst parents/carers have the right to withdraw their child from some aspects of sex education, this does not include what is taught as part of the science curriculum - see our separate RSE Policy

for more information. In addition, parents/carers do not have the right to withdraw pupils from Relationships and Health Education.

We are aware of, and responsive to, the diverse faith, cultural and family backgrounds of children and young people and also their abilities, gender and sexual orientation. E4S promotes awareness, respect and understanding for the wide range of practices and beliefs relating to relationships within our society. Many people still face unacceptable prejudice and discrimination on the basis of their sexuality or what they look like, and intolerance towards difference needs to be challenged. Children will have the opportunity to explore the different views that children and young people hold in a safe and supportive learning environment, guided by a trained teacher.

## **Safeguarding 4 Education Curriculum**

### **The 4 Cornerstones**

#### **Relationship & Sex Education**

Relationship and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, a range of different relationships, sex, human sexuality and sexual health. The fundamental building blocks at primary school will be the characteristics of positive relationships, friendships, family relationships, relationships with other children and with adults, identity, diversity and feeling safe. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

#### **Digital & Media Literacy**

It is important that in modern Britain young people have the skills and knowledge to be able to navigate the ever changing digital world and explore the positive contributions the internet creates, whilst also ensuring that they are critical thinkers, can recognise risk and develop effective strategies for staying safe online. This digital and media literacy cornerstone will enable this by providing your students with crucial insight into five key concepts: online content and critical thinking; self-image, mental health and wellbeing; staying safe online; online reputation and online relationships and cyberbullying.

#### **Physical Health & Wellbeing**

Physical Health and Wellbeing Education is learning about the characteristics of good physical health, wellbeing and the connections between our bodies, minds, behaviours and wellbeing. The fundamental building blocks include the benefits and importance of exercise, nutrition, sleep, hygiene, healthier lifestyles, substances, health prevention, emergencies and keeping safe and taking risks. It also focuses on the steps pupils can take to protect and support their own and others' health and wellbeing. In addition pupils will also be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. Later, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online. This should enable pupils to develop the knowledge, skills and understanding needed to develop the language to talk about their bodies, health and lifestyles and express whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

#### **Emotional Health & Wellbeing**

Emotional Health and Wellbeing is about learning the characteristics of positive mental health and wellness, and exploring how pupils can best maintain these. Teaching ways to recognise challenges to emotional health and helping students develop strategies to cope is of paramount importance. Universal emotional health and wellbeing curriculum within an effective whole school approach is a truly proactive way in which schools can make a real difference to the lives of their pupils. There is clear evidence of positive impacts on: academic learning; staff and pupil wellbeing; the development of social and emotional skills and attitudes that promote learning in school and throughout life. The prevention of mental health problems such as depression, anxiety and stress; improving school behaviours and reductions in risky behaviour is also a key element of this cornerstone. There is significant evidence that good emotional health and wellbeing also contributes to good physical health.

## The 4 Cornerstones

To help with the organisation of the curriculum, the four Cornerstones are themselves subdivided into key areas:

KS1	KS2
<b>RSE: Relationships &amp; Sex Education</b>	
<p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>○ Worries &amp; Asking for Help</li> <li>○ Body Privacy &amp; Saying Yes or No (PANTS Rule)</li> </ul> <p><b>Online Relationships &amp; Media</b></p> <ul style="list-style-type: none"> <li>○ Private &amp; Privacy</li> <li>○ Being Safe in Unfamiliar Situations</li> </ul> <p><b>Feelings &amp; Attitudes</b></p> <ul style="list-style-type: none"> <li>○ Feeling Happy &amp; Sad</li> <li>○ Feelings &amp; Impact on Self &amp; Others</li> <li>○ Coping with Feelings &amp; Change</li> </ul> <p><b>Identity</b></p> <ul style="list-style-type: none"> <li>○ Changes in Growth</li> <li>○ Boys, Girls &amp; Stereotypes</li> <li>○ Similarities &amp; Differences</li> </ul> <p><b>Family &amp; Friendship, Relationships</b></p> <ul style="list-style-type: none"> <li>○ Special People</li> <li>○ Friends &amp; Friendship</li> <li>○ Family: Kindness &amp; Relationships, Love</li> </ul>	<p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>○ Early Warning Signs, Saying Yes or No, Secrets</li> <li>○ Body Privacy</li> <li>○ Body Safety <del>&amp; FGM</del></li> <li>○ Physical Contact &amp; appropriate Touch</li> </ul> <p><b>Online Relationships &amp; Media</b></p> <ul style="list-style-type: none"> <li>○ Personal Boundaries &amp; the Right to Privacy</li> <li>○ Pressure to Share &amp; Dares</li> </ul> <p><b>Feelings &amp; Attitudes</b></p> <ul style="list-style-type: none"> <li>○ Changing Feelings</li> <li>○ Challenging the Impact of Feelings on Self</li> <li>○ Dealing with Strong Feelings</li> </ul> <p><b>Identity</b></p> <ul style="list-style-type: none"> <li>○ Gender Expectations</li> <li>○ Body Changes &amp; Puberty</li> <li>○ Media Influences: Masculinity &amp; Femininity</li> </ul> <p><b>Family &amp; Friendship, Relationships</b></p> <ul style="list-style-type: none"> <li>○ Relationships &amp; Conception</li> <li>○ Changes in Relationships (when Relationships Go Wrong)</li> <li>○ Types of Relationship (Love &amp; Commitment)</li> </ul>
<b>DML: Digital &amp; Media Literacy</b>	
<p><b>Online Content and Critical Thinking</b></p> <ul style="list-style-type: none"> <li>○ Sources of Internet Information</li> </ul> <p><b>Self-image, Mental Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>○ Online Activities</li> <li>○ Identities Online and Offline</li> </ul> <p><b>Online Relationships &amp; Cyberbullying</b></p> <ul style="list-style-type: none"> <li>○ Communicating with Others Online</li> </ul> <p><b>Online Reputation</b></p> <ul style="list-style-type: none"> <li>○ Digital footprints</li> <li>○ Risks of Sharing Online</li> </ul> <p><b>Staying Safe Online</b></p> <ul style="list-style-type: none"> <li>○ Privacy &amp; Information</li> </ul>	<p><b>Online Content and Critical Thinking</b></p> <ul style="list-style-type: none"> <li>○ Validity of Information</li> <li>○ Online Vs Real World</li> </ul> <p><b>Self-image, Mental Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>○ Managing Time Online</li> <li>○ Identities Online &amp; Influence</li> </ul> <p><b>Online Relationships &amp; Cyberbullying</b></p> <ul style="list-style-type: none"> <li>○ Knowing People Online</li> <li>○ Cyberbullying &amp; Negative Behaviours</li> </ul> <p><b>Online Reputation</b></p> <ul style="list-style-type: none"> <li>○ Online Profiles &amp; Age Appropriateness</li> </ul> <p><b>Staying Safe Online</b></p> <ul style="list-style-type: none"> <li>○ Online Security/Sharing Information</li> <li>○ Legal Use of Information</li> </ul>

KS1	KS2
<b>PHWB: Physical Health &amp; Wellbeing</b>	
<p><b>Drugs, Alcohol &amp; Tobacco</b></p> <ul style="list-style-type: none"> <li>○ Looking after Our Bodies Safely</li> <li>○ Medicines &amp; Safety</li> </ul> <p><b>Keeping Safe &amp; Risks</b></p> <ul style="list-style-type: none"> <li>○ Feeling Safe</li> <li>○ Fair &amp; Unfair/Right &amp; Wrong/Rules</li> </ul> <p><b>Keeping Safe &amp; Emergencies</b></p> <ul style="list-style-type: none"> <li>○ Helping Us Stay Safe</li> <li>○ Staying Safe in Emergencies</li> </ul> <p><b>Hygiene &amp; Protecting Your Health</b></p> <ul style="list-style-type: none"> <li>○ Well, Unwell &amp; Spread of Germs</li> <li>○ Keeping Clean</li> </ul> <p><b>Eating Well &amp; Being Active</b></p> <ul style="list-style-type: none"> <li>○ Being Healthy &amp; Activity</li> <li>○ Food Practice &amp; Choice</li> </ul>	<p><b>Drugs, Alcohol &amp; Tobacco</b></p> <ul style="list-style-type: none"> <li>○ Drugs &amp; Usage</li> <li>○ Everyday Substances, incl. Caffeine</li> <li>○ Tobacco &amp; Smoking</li> <li>○ Pressure Influence</li> </ul> <p><b>Keeping Safe &amp; Risks</b></p> <ul style="list-style-type: none"> <li>○ Safety Rules &amp; Laws</li> <li>○ Making Decisions, Taking Risks &amp; Influences</li> </ul> <p><b>Keeping Safe &amp; Emergencies</b></p> <ul style="list-style-type: none"> <li>○ Responsibility to Be Safe</li> <li>○ Risk, Hazard &amp; Emergency</li> </ul> <p><b>Hygiene &amp; Protecting Your Health</b></p> <ul style="list-style-type: none"> <li>○ Cleanliness, Germs &amp; Immunisation</li> <li>○ Sleep &amp; Health</li> </ul> <p><b>Eating Well &amp; Being Active</b></p> <ul style="list-style-type: none"> <li>○ Healthier Lifestyle Choices</li> <li>○ Habits &amp; Choices</li> <li>○ Influence on Exercise &amp; Consequences of Choice</li> </ul>

<b>Emotional Health &amp; Wellbeing</b>	
<p><b>Emotional Resilience</b></p> <ul style="list-style-type: none"> <li>○ Recognising Feelings</li> <li>○ Managing Feelings</li> <li>○ Secrets &amp; Privacy</li> </ul> <p><b>Sense of Self</b></p> <ul style="list-style-type: none"> <li>○ Uniqueness, Similarities, Difference</li> <li>○ Stereotypes – Boys &amp; Girls</li> <li>○ Being Good at Things and Achievement</li> </ul> <p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>○ Well &amp; Unwell</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>○ Belonging &amp; Responsibilities</li> <li>○ Right/Wrong Friends/Bullying</li> </ul> <p><b>Transition</b></p> <ul style="list-style-type: none"> <li>○ Changing Behaviours</li> <li>○ Coping with Loss &amp; Changing Situations</li> </ul>	<p><b>Emotional Resilience</b></p> <ul style="list-style-type: none"> <li>○ Feelings &amp; Emotions</li> <li>○ Changes, incl. Puberty</li> </ul> <p><b>Sense of Self</b></p> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Image &amp; Representation</li> <li>○ Achievements &amp; Goals</li> </ul> <p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>○ Health &amp; Wellbeing</li> <li>○ Sleep &amp; Our Emotional Health</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>○ Friendships &amp; Bullying</li> <li>○ Pressure &amp; Uncertain Feelings</li> <li>○ Community &amp; Belonging</li> </ul> <p><b>Transition</b></p> <ul style="list-style-type: none"> <li>○ Understanding Change</li> <li>○ Learning &amp; Achievement</li> <li>○ Saying Goodbye &amp; Moving on</li> </ul>

It should be noted that there are inevitably many points at which these areas overlap with each other. To find out exactly what is being covered in each area, parents and carers should contact

their child's class teacher. The content will change a little over time as coverage is adjusted to meet the needs of the class, gaps are filled and work is adjusted as a result of teachers' experience with the curriculum and resources.

**E4S in YR** - We have also mapped the learning outcomes and activities across that E4S areas which our Reception children encounter, prior to entering KS1.

<b>RSE: Relationships &amp; Sex Education</b>
<b>Being Safe</b>
<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Recognise and name feelings</li> <li>• Know the people who can help them</li> <li>• Know who they can ask for help</li> <li>• Explain why it is important to tell someone if they are worried about something</li> <li>• Begin to think about ways in which to manage worries</li> </ul>
<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Through circle times, talk about how we are feeling, what to do when we are feeling sad, lonely, angry, etc. <ul style="list-style-type: none"> <li>✓ Through role-play, e.g. saying stop when we don't like a game</li> <li>✓ By using emotions puppets to help identify feelings</li> <li>✓ Through songs, e.g. <i>If you're happy/sad/angry and you know it...</i></li> <li>✓ By getting to know the adults in the setting and beginning to feel comfortable around them</li> </ul> </li> </ul>
<b>Body Privacy</b>
<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Know that what's in your pants is private</li> <li>• Begin to understand the private parts of your body</li> <li>• Begin to understand that they have rights over their body</li> <li>• Begin to understand the difference between appropriate and inappropriate touches</li> <li>• Begin to identify some different types of touch</li> <li>• Understand that they have the right to say no to unwanted touch</li> </ul>
<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Use the NSPCC PANTS resource, including the video, to learn the song and the pants template to decorate and display</li> <li>• Read <i>Pants</i> or <i>Dinosaurs/Aliens/Pirates love Underpants</i></li> </ul>
<b>Feelings and Attitudes</b>
<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Begin to name a range of feelings</li> <li>• Begin to explain what makes them feel happy, sad, good and not good</li> <li>• Begin to recognise the facial expressions that demonstrate feelings</li> <li>• Begin to identify ways to feel better</li> </ul>
<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Circle times to talk about how we are feeling, what to do when we are feeling sad, lonely, angry, etc.</li> <li>• Role-play, e.g. saying stop when we don't like a game</li> <li>• Using emotions puppets to help identify feelings</li> <li>• Espresso activity on facial expressions</li> <li>• Songs, e.g. <i>If you're happy/sad/angry and you know it...</i></li> </ul>



<b>Identity</b>
<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Begin to know the stages of the human life cycle</li> <li>• Identify what they do and don't like doing</li> <li>• Begin to know that there are similarities and differences between people in appearance, families, cultural background</li> </ul>
<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Look at photos of ourselves when we were babies and talk about how we have changed</li> <li>• Invite a parent with a baby into class to talk to children</li> <li>• Read <i>Titch</i> and <i>You'll Soon Grow into Them, Titch</i> by Shirley Hughes</li> <li>• Circle time discussions about... hobbies, likes, dislikes and so on</li> <li>• Self-portraits</li> <li>• Looking at photos of different people/families</li> <li>• Discussing differences when introducing festivals such as Chinese New Year, Holi and Diwali</li> <li>• Family tree</li> <li>• Look at the book <i>All Kinds Of People</i> and use as a starter for discussion</li> </ul>
<b>Family and Friendship, Relationships</b>
<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Know the people who are important to them</li> <li>• Identify special people in their lives</li> <li>• Begin to feel part of a class</li> <li>• Begin to understand how to be a friend</li> <li>• Respect the needs and feelings of others</li> <li>• Think about why bullying is unacceptable</li> <li>• Understand why families are special for caring and sharing</li> <li>• Consider that all families are different</li> <li>• Consider how to tell when they love or care for someone</li> <li>• Consider why some people are special to them</li> </ul>
<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Read <i>Guess How Much I Love You</i></li> <li>• Talk about our mothers near Mothering Sunday and all that they do for us/how they help us</li> <li>• Paint a bunch of flowers to give to our mothers; link to Mary, mother of Jesus</li> <li>• Read <i>Tyrone the Horrible</i> and use it as a starter to discuss bullying</li> <li>• Wear odd socks on Anti-bullying Day and colour the socks on a picture template differently</li> <li>• Get to know our class mates by taking part in small group activities and whole class circle times and games, e.g. <i>The Farmer's in His Den</i>, etc.</li> </ul>

<b>DML: Digital &amp; Media Literacy</b>
<b>Online Content &amp; Critical Thinking</b>
<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Know that you can get information online</li> <li>• Begin to understand that not all information online is true</li> <li>• Use class IWB and i-pads with adult support to retrieve information and image</li> </ul>
<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Take part in Safer Internet Day</li> <li>• Use Safer Internet Day resources for use as discussion materials in class</li> </ul>

- Discuss true/false, real/make-believe and what they mean
- Explore facts found online and those found within books
- Find images/information online to support their own individual interests and learning
- Select and use technology for particular purposes e.g. recording something they do during the holidays to share in class
- Discuss passwords, e.g. where we can find our Espresso password and why we have one
- Discuss that we need to ask an adult when we want to use a device in order to access Tapestry or Espresso

## PHWB: Physical Health & Wellbeing

### Keeping Safe & Risks

#### Learning Outcomes

- Begin to understand some of the ways in which we can stay safe

#### Activities

- Awareness of Ask-Tell-Act in the classroom
- Discuss how our classroom rules promote safety - No throwing, running, etc.
- Discuss our thinking time spot and how it works
- Reinforce safe general classroom practices e.g. carrying scissors correctly
- Adults asking children to consider whether what they are doing is safe, e.g. climbing on crates
- Discuss who and what helps keep us safe in school, e.g. adults with lanyards, coded doors, gates with padlocks
- Discuss how we can be safe at home
- Identify sources of electricity and how we use it safely
- Discuss sources of heat (WSFS visit) and how we can keep safe
- Discuss Bonfire Night safety
- Discuss crossing the road safely

## Emotional Health & Wellbeing

### Emotional Resilience

#### Learning Outcomes

- Notice and identify feelings in themselves and others
- Know that all feelings are okay
- Talk about what makes them feel happy/sad
- Understand the feelings of others
- Begin to explain their own feelings
- Demonstrate how faces/bodies demonstrate feelings
- Begin to identify strategies for managing different feelings
- Know that both bodies and feelings can be hurt
- Know what acts of kindness are
- Begin to understand what bullying is

#### Activities

- Use emotions puppets to help communicate how they are feeling
- Circle times, e.g. *I'm feeling....*, being kind and helpful
- Sing *If you're happy/sad/angry and you know it...*
- Use the *Everybody feels...* series of books to use as starters for discussions

- Write a leaf for someone in class who has been kind or helpful and display
- Read *Tyrone the Horrible* and discuss bullying
- Take part in Anti-bullying Day and wear odd socks
- Talk about who can they talk to if they are worried about teasing/bullying

### Sense of Self

#### Learning Outcomes

- Know what I am good at
- Understand that making mistakes is the way we learn
- Know the importance of resilience

#### Activities

- Circle time about abilities and celebrating them, highlighting that everyone is good at different things
- Reviewing our learning Journals, writing and maths portfolios - *What have we got better at?*
- Growth mindset strategies/mantras, e.g. *We need to practise to get better*
- Use process praise phrases, e.g. *I like the way you...*
- Explore Characteristics of Effective Learning and how we are as learners e.g. *Are we resilient?*

### Relationships

#### Learning Outcomes

- Identify groups they belong to

#### Activities

- Circle times, e.g. about our hobbies, groups we attend out of school

### Transition

#### Learning Outcomes

- Be able to name some of the emotions that may be felt in losing possessions
- Know how it feels to start something new and have some ways to cope with the feelings associated with this
- Name some emotions they may feel at times of change
- Know that change can be positive and something to look forward to

#### Activities

- Read *Dogger* by Shirley Hughes and use as a starter to discuss losing a toy
- As part of Transition to Y1, read *Laura's Star and the New Teacher*, discussing our feelings about changing class during circle times
- Write letters to our new Y1 teacher