

OUR AIMS

Relationship Sex Education (RSE) is now compulsory in Primary and Secondary schools since the Government announced it in 2019. At the Gillford Centre our aim is to teach RSE to equip our pupils with the skills for making reciprocal and meaningful long-lasting friendships and to broaden their understanding of the world around them. We aim to provide an RSE programme to increase informed choice by providing opportunities for pupils to examine their own values and beliefs in light of those held by others. RSE will be taught in a sensitive manner considering the individual needs of each of our pupils. In KS1 and KS2 we follow the JIGSAW programme in RSE as this gives the pupils opportunities to learn in a safe and fun way, as well as building the skills of turn taking and listening to one another. In KS3 and KS4 we use the NCFE CACHE programme as it builds on the pupils knowledge each year and at the end of KS4 it can provide the pupil with a credited award.

Year 1

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Autumn Term	Being me in my world Celebrating Difference	<ul style="list-style-type: none"> - Who am I and how do I fit in? <i>I feel special and safe in my class. I know that I belong to my class. I know how to make my class a safe place for everybody to learn. I recognise how it feels to be proud of an achievement I recognise the range of feelings when I face certain consequences. I understand my choices in following the Learning Charter</i> - Respect for similarity and difference. Anti-bullying and being unique <i>I can tell you some ways in which I am the same as my friends. I can tell you some ways I am different from my friends. I understand how being bullied might feel. I can be kind to children who are bullied. I know how it feels to make a new friend. I understand these differences make us all special and unique</i>
Spring Term	Dreams and Goals Healthy me	<ul style="list-style-type: none"> - Aspirations, how to achieve goals and understanding the emotions that go with this <i>I can tell you about a thing I do well. I can tell you how I learn best. I can set a goal and work out how to achieve it, I can celebrate achievement with my partner. I can identify how I feel when I am faced with a new challenge, I know how I feel when I see obstacles and how I feel when I overcome them, I know how to store the feelings of success in my internal treasure chest.</i> - Being and keeping safe and healthy

		<p><i>someone who is bullied feels I can be kind to children who are bullied. I know how to get help if I am being bullied. I understand we shouldn't judge people if they are different. I know how it feels to be a friend and have a friend. I understand these differences make us all special and unique.</i></p>
Spring Term	<p>Dreams and Goals</p> <p>Healthy me</p>	<ul style="list-style-type: none"> - Aspirations, how to achieve goals and understanding the emotions that go with this I can tell you things I have achieved and say how that makes me feel. I can tell you some of my strengths as a learner. I can tell you how working with other people helps me learn. I can work with others in a group to solve problems. I can tell you how I felt about working in my group. I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest - Aspirations, how to achieve goals and understanding the emotions that go with this I am motivated to make healthy lifestyle choices. I can tell you when a feeling is weak and when a feeling is strong. I feel positive about caring for my body and keeping it healthy. I have a healthy relationship with food and know which foods I enjoy the most. I can express how it feels to share healthy food with my friends. I have a healthy relationship with food and I know which foods are most nutritious for my body.
Summer Term	<p>Relationships</p> <p>Changing Me</p>	<ul style="list-style-type: none"> - Aspirations, how to achieve goals and understanding the emotions that go with this I accept that everyone's family is different and understand that most people value their family. I know which types of physical contact I like and don't like and can talk about this. I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends. I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this. I understand how it feels to trust someone. I am comfortable accepting appreciation from others. - Aspirations, how to achieve goals and understanding the emotions that go with this

		<p>I understand there are some changes that are outside my control and can recognise how I feel about this. I can identify people I respect who are older than me. I feel proud about becoming more independent. I can tell you what I like/don't like about being a boy/girl. I am confident to say what I like and don't like and can ask for help. I can start to think about changes I will make when I am in Year 3 and know how to go about this.</p>
--	--	---

Year 3

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Autumn Term	<p>Being in my world</p> <p>Celebrating Difference</p>	<ul style="list-style-type: none"> - How do I fit in? I value myself and know how to make someone else feel welcome and valued. I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions. I know how to make others feel valued. I understand that my behaviour brings rewards/consequences. I can work cooperatively in a group. I am choosing to follow the Learning Charter. - Respect for similarity and difference. Ant bullying and being unique. I appreciate my family/the people who care for me. I know how to calm myself down and can use the 'Solve it together' technique. I know some ways of helping to make someone who is bullied feel better. I can problem-solve a bullying situation with others. I try hard not to use hurtful words (e.g. gay, fat). I can give and receive compliments and know how this feels.
Spring Term	Dreams and Goals	<ul style="list-style-type: none"> - Aspirations, how to achieve goals and understanding the emotions that go with this I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability). I can imagine how I will feel when I achieve my dream/ambition. I can break down a goal into a number of steps and know how others could help me to achieve it. I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge. I can manage the feelings of

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Autumn Term	Being me in my world Celebrating Difference	<ul style="list-style-type: none"> - 'Who.. am I and how do I fit?' I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued. I can take on a role in a group and contribute to the overall outcome. I can recognise my contribution to making a Learning Charter for the whole school. I understand how rewards and consequences motivate people's behaviour. I can take on a role in a group and contribute to the overall outcome. I understand why our school community benefits from a Learning Charter and can help others to follow it. - Respect for similarity and difference. Anti-bullying and being unique I try to accept people for who they are. I can question why I think what I do about other people. I know how it might feel to be a witness to and a target of bullying. I can problem-solve a bullying situation with others. I like and respect the unique features of my physical appearance. I can explain why it is good to accept people for who they are.
Spring Term	Dreams and Goals Healthy me	<ul style="list-style-type: none"> - Aspirations, how to achieve goals and understanding the emotions that go with this I know how it feels to have hopes and dreams. I know how disappointment feels and can identify when I have felt that way. I know how to cope with disappointment and how to help others cope with theirs. I know what it means to be resilient and to have a positive attitude. I can enjoy being part of a group challenge. I know how to share in the success of a group and how to store this success experience in my internal treasure chest. - Being and keeping safe and healthy I can identify the feelings I have about my friends and my different friendship groups. I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with. I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others. I can identify feelings of anxiety and fear associated with peer pressure. I can tap into my inner strength and know how to be assertive.
Summer Term	Relationships	<ul style="list-style-type: none"> - Building positive, healthy relationships

	<p>Changing Me</p>	<p>I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens. I know how most people feel when they lose someone or something they love. understand that we can remember people even if we no longer see them. I know how to stand up for myself and how to negotiate and compromise. I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend. I can love and be loved.</p> <p>- Coping positively with change I appreciate that I am a truly unique human being. I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult. I have strategies to help me cope with the physical and emotional changes I will experience during puberty. I am confident enough to try to make changes when I think they will benefit me. I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively. I can reflect on the changes I would like to make next year and can describe how to go about this.</p>
--	--------------------	--

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Autumn Term	Being me in my world Celebrating Difference	<ul style="list-style-type: none"> - 'Who.. am I and how do I fit?' I know what I value most about my school and can identify my hopes for this school year. I can empathise with people in this country whose lives are different to my own. I can empathise with people in this country whose lives are different to my own. I understand that my actions affect me and others. I can contribute to the group and understand how we can function best as a whole. I understand why our school community benefits from a Learning Charter and can help others to follow it. - Respect for similarity and difference. Anti-bullying and being unique I am aware of my own culture. I am aware of my attitude towards people from different races. I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one. I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied. I can appreciate the value of happiness regardless of material wealth. I respect my own and other people's cultures.
Spring Term	Dreams and Goals Healthy me	<ul style="list-style-type: none"> - Aspirations, how to achieve goals and understanding the emotions that go with this I can identify what I would like my life to be like when I am grown up. I appreciate the contributions made by people in different jobs. I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future. I can reflect on how these relate to my own. I appreciate the similarities and differences in aspirations between myself and young people in a different culture. I understand why I am motivated to make a positive contribution to supporting others. - Being and keeping safe and healthy I can make an informed decision about whether or not I choose to smoke and know how to resist pressure. I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure. I know how to keep myself calm in emergencies. I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am. I respect and value my body. I am motivated to keep myself healthy and happy.
Summer Term	Relationships	<ul style="list-style-type: none"> - Building positive, healthy relationships

	<p>Changing Me</p>	<p>I know how to keep building my own self- esteem. I can recognise when an online community feels unsafe or uncomfortable. I can recognise when an online community is helpful or unhelpful to me. I can recognise when an online game is becoming unhelpful or unsafe. I can identify things I can do to reduce screen time, so my health isn't affected. I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.</p> <ul style="list-style-type: none"> - Coping positively with change I know how to develop my own self esteem. I understand that puberty is a natural process that happens to everybody and that it will be ok for me. I can express how I feel about the changes that will happen to me during puberty. I appreciate how amazing it is that human bodies can reproduce in these ways. I am confident that I can cope with the changes that growing up will bring. I can start to think about changes I will make next year and know how to go about this..
--	--------------------	---

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
.	Being me in my world Celebrating Difference	<ul style="list-style-type: none"> - 'Who.. am I and how do I fit?' I feel welcome and valued and know how to make others feel the same. I understand my own wants and needs and can compare these with children in different communities. I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. I can contribute to the group and understand how we can function best as a whole. I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself. - Respect for similarity and difference. Anti-bullying and being unique. I can empathise with people who are different. I am aware of my attitude towards people who are different. I know how it can feel to be excluded or treated badly by being different in some way. I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one. I appreciate people for who they are. I can show empathy with people in either situation.
Spring Term	Dreams and Goals Healthy me	<ul style="list-style-type: none"> - Aspirations, how to achieve goals and understanding the emotions that go with this I understand why it is important to stretch the boundaries of my current learning, I can set success criteria so that I will know whether I have reached my goal. I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations. I can empathise with people who are suffering or who are living in difficult situations. I can identify why I am motivated to do this. I can give praise and compliments to other people when I recognise their contributions and achievements. - Being and keeping safe and healthy I am motivated to care for my physical and emotional health. I am motivated to find ways to be happy and cope with life's situations without using drugs. I can suggest ways that someone who is being exploited can help themselves. I can suggest strategies someone could use to avoid being pressurised. I know how to help myself feel emotionally healthy and can recognise when I need help with this. I can use different strategies to manage stress and pressure.
Summer Term	Relationships	<ul style="list-style-type: none"> - Building positive, healthy relationships

	<p>Changing Me</p>	<p>I understand that people can get problems with their mental health and that it is nothing to be ashamed of. I can help myself and others when worried about a mental health problem. I can recognise when I am feeling those emotions and have strategies to manage them. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. I can resist pressure to do something online that might hurt myself or others. I can take responsibility for my own safety and well-being.</p> <p>- Coping positively with change I know how to develop my own self esteem. I can express how I feel about the changes that will happen to me during puberty. I can recognise how I feel when I reflect on the development and birth of a baby. I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to. I can express how I feel about my self-image and know how to challenge negative 'body-talk'. I know how to prepare myself emotionally for the changes next year.</p>
--	--------------------	--

	<p>Understand how to be healthy.</p>	<ul style="list-style-type: none"> - Describe techniques I use to manage my emotions. (4.2) - State some of the changes that happen in the body when it experiences stress. (4.3) - Explain ways to help myself when I feel stressed. (4.4) - Give examples of healthy and less healthy lifestyle choices. (4.5) - Describe the approach to parenting I would use if I chose to have my own family. (6.4)
<p>Summer Term</p>	<p>Understand what can make a relationship healthy or unhealthy.</p> <p>Understand the range of changes which are preparing me for adulthood.</p>	<ul style="list-style-type: none"> - Describe behaviours that help make relationships healthy (5.1) - Describe attitudes that help make relationships healthy (5.2) - Describe behaviours that could make relationships unhealthy. (5.3) - Describe attitudes that could make relationships unhealthy. (5.4) - Explain why being discerning is important to people's wellbeing. (5.5) - Give examples of skills people can use to stay happy and healthy in their relationships. (5.6) - Describe the range of changes people may experience during puberty (6.1) - Explain why developing a positive body-image is important. (6.2) - Describe how a baby can be conceived and born. (6.3)

Year 8

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Whole Year	By the end of this unit, the learner will understand the relationship they have with their self, their sense of identity, influences affecting them (including media and social media) and how these can impact on the decisions they make relating to their health, relationships and future.	
Autumn Term	<p>Understand how to identify influences and differences and use these positively in my relationships.</p> <p>Understand how respect and equality, or the lack of these, affects relationships.</p>	<ul style="list-style-type: none"> - Explain how personal beliefs can influence someone's self-identity. (1.1) - Give examples of some of the influences on people's self-identity. (1.2) - Give examples of different people's beliefs about the importance of marriage. (1.3) - Give an example of how respecting someone's right to hold opinions different from mine could benefit a relationship. (1.4) - Give examples of social injustice. (2.1) - Describe how prejudice and discrimination can be challenged. (2.2) - Explain how making a positive contribution to a community can support someone's mental wellbeing. (2.3)
Spring Term	<p>Understand that choices I make now can affect my future.</p> <p>Understand how to manage risks to my health and wellbeing.</p>	<ul style="list-style-type: none"> - Give examples of when money can be a positive or a negative factor in a person's life (3.1) - Identify some employability skills I am developing. (3.2) - Explain how my online activity could both positively and negatively affect my future. (3.3) - Identify some of the influences that could impact negatively on a person's mental and physical health. (4.1) - Describe how different substances can affect health. (4.2) - Describe how to resist peer pressure. (4.3) - State ways to help me stay healthy. (4.4)

Summer Term	<p>Understand how to recognise and manage the internal and external influences on my relationships.</p> <p>Understand factors that can make an intimate relationship happy and healthy.</p>	<ul style="list-style-type: none"> - Show how the media (including social media) could influence my relationship with myself. (5.1) - Show how the media (including social media) could influence my relationships with others, positively or negatively. (5.2) - Identify relationship skills that are helpful for me to know and practice. (5.3) - Recognise signs of coercive control in a relationship. (5.4) - Describe how people can get support if they are in controlling relationships. (5.5) - Describe how people can get support if they are in controlling relationships (5.6) - Describe the human sexual response which leads to sexual attraction. (6.1) - List the things people can do help an intimate relationship with another person be positive. (6.2) - Identify the features that can make an intimate relationship unhealthy or damaging. (6.3) - Identify where people can access support and help if they are concerned about a relationship issue. (6.4)

Year 9

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Whole Year	By the end of this unit, the will understand their own sense of identity and know how to build resilience, and physical and mental health in order to be safe, develop healthy relationships, cope positively with change, assess and manage risk, and plan for a successful future.	
Autumn Term	Understand how the choices I make and the risks I take impact on my health and relationships.	<ul style="list-style-type: none"> - Differentiate between the influences that could impact positively and negatively on self-identity (1.1) - Discuss the links between a person's self-esteem and risky behaviour choices. (1.2) - Apply my knowledge about risk to suggest ways to keep myself safe (1.3)

	<p>Understand how prejudice, discrimination and bullying can arise and how these can affect mental health.</p>	<ul style="list-style-type: none"> - Discuss how prejudice or discrimination may lead to bullying or violence. (2.1) - Differentiate between behaviours that are bullying and those that are not. (2.2) - Explain how someone could get help if they were being bullied through the internet or social media. (2.3) - Describe the links between either discrimination or bullying and mental ill-health. (2.4)
Spring Term	<p>Understand my own mental health and how to recognise signs of mental ill-health in myself and others.</p> <p>Understand how substances can affect wellbeing.</p>	<ul style="list-style-type: none"> - Explain how body-image and mental health are linked (3.1) - Explain why it is important to be discerning as a media-consumer. (3.2) - Describe examples of mental ill-health potentially caused by the importance given to image in the media. (3.3) - Give an example of how people can plan for their healthy future. (3.4) - Discuss the health choices that are beneficial for me. (4.1) - Assess the various risks in situations involving different substances. (4.2) - Explain some of the laws relating to substance use and misuse. (4.3) - Explain how mental health problems and substance misuse are linked. (4.4) - Demonstrate how to respond in an emergency situation requiring first aid. (4.5)
Summer Term	<p>Understand that respect and choice underpin healthy intimate relationships.</p> <p>Understand how change can affect mental health.</p>	<ul style="list-style-type: none"> - Discuss the choices people have when considering starting a sexual relationship. (5.1) - Describe ways of reducing risks in a sexual relationship. (5.2) - Explain how people can keep themselves safe within an intimate/sexual relationship. (5.3) - Describe scenarios in which people develop resilience to cope with emotionally challenging situations. (6.1) - Identify skills that help me manage change positively. (6.2) - Explain ways people can get help with mental health problems. (6.3)

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Over View of Year.	By the end of this unit, the learner will understand how change (e.g. in society and families) and health and equality issues can affect people and relationships. They will understand what contributes to a healthy relationship, about sexual health and social influences (including pornography and social media), and will have considered family and parenting relationships and goals for the future.	
Autumn Term	<p>Understand how to be safe in my online and offline relationships.</p> <p>Understand how equality and inequality can affect relationships.</p>	<ul style="list-style-type: none"> - Describe scenarios in which online activity could lead to risk and harm. (1.1) - Assess factors that make behaviour safer or less safe on and off line. (1.2) - Assess information to help me make decisions in relation to safety. (1.3) - Define what equality means in the UK. (2.1) - Explain how being treated unequally can affect a person's physical and mental well-being. (2.2) - Describe ways some people campaign for equality. (2.3)
Spring Term	<p>Understand how relationships and being part of a community can support people.</p> <p>Understand how to take responsibility for my health and for preventing future health problems.</p>	<ul style="list-style-type: none"> - Describe how relationships can support people in achieving their goals. (3.1) - Describe a scenario in which blood, organ or stem cell donation may bring benefit to the donor and recipient. (3.2) - Demonstrate how my understanding of physical health can help me plan my future. (3.3) - Explain a range of health threats and how these can be prevented. (4.1) - Explain how I could enhance my own physical health. (4.2) - Explain how people can maintain good sexual health once they become sexually active. (4.3)
Summer Term	Understand the importance of love, trust and respect in intimate relationships and what can happen when these are missing.	<ul style="list-style-type: none"> - Compare the benefits and challenges of different types of long-term relationships, including marriage. (5.1) - Assess whether all healthy relationships need some kind of love involved in them. (5.2) - Explain how the media portrayal of relationships can affect people's expectations of their own relationships. (5.3) - Identify changes in society that could affect people's perceptions of relationships. (6.1)

	Understand that change can feel positive and negative.	<ul style="list-style-type: none"> - Reflect on when I have coped positively with change. (6.2) - Explain how changes in families can affect people's relationships in the present and the future. (6.3)
--	--	--

Year 11

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Whole Year	By the end of this unit, the learner will be able to think maturely about the nature of intimate relationships and how personal identity is a key factor in shaping the relationships people choose. They will understand sexual and reproductive health, rights and responsibilities and will have considered their future goals.	
Autumn Term	<p>Understand some of the rights and responsibilities that affect me, including preserving life and helping others.</p> <p>Understand what I need to do to achieve successful health, relationships and life goals.</p>	<ul style="list-style-type: none"> - Provide information on key legislation affecting relationships. (1.1) - Explain the law relating to online activity and young people, including law relating to sexually explicit content. (1.2) - Describe how someone could take responsibility in an emergency situation requiring first aid. (1.3) - Plan the steps I need to take to help me achieve my goals. (2.1) - Discuss the skills needed to help maintain healthy, happy relationships. (2.2) - Assess skills which can be developed to make achieving goals more likely. (2.3)
Spring Term	Understand the importance of sexual and reproductive health.	<ul style="list-style-type: none"> - Outline the range of ways people can maintain their sexual and reproductive health. (3.1) - Explain facts relating to pregnancy (including miscarriage) and choices people have in relation to pregnancy. (3.2) - Describe where to go for confidential advice and help concerning sexual and reproductive health. (3.3)

	<p>Understand that relationships are influenced by personal identity.</p>	<ul style="list-style-type: none"> - Discuss some ways a school community could support inclusion and equalities so that everyone's personal identity is respected, including their gender identity and sexual orientation. (4.1) - Discuss a range of relationship scenarios where there is a power imbalance and how this affects those involved. (4.2) - Discuss how different people consider their readiness for sexual intimacy. (4.3)
<p>Summer Term</p>	<p>Exams and finished school.</p>	<p>Exams and finished school.</p>

ENRICHMENT OPPORTUNITIES

8th November - Kind Cumbria Week - [Kind Cumbria - Action with Communities in Cumbria, Penrith, Cumbria \(cumbriaaction.org.uk\)](http://cumbriaaction.org.uk)

15th - 19th November - Anti Bullying Week - [Anti-Bullying Week \(anti-bullyingalliance.org.uk\)](http://anti-bullyingalliance.org.uk)

February - LGBT History month

February 1st - Childrens Mental Health Week

February 14th - Random Acts of Kindness Week

March 21st - International Day for the Elimination of Racial Discrimination

April - World Autism Month

May 10th - Mental Health Awareness Week

June 1st - Pride Month

June - Gypsy, Roma and Traveller Month

June 24th - RSE day

Visits through other subjects to places of worship, natural beauty, landmarks and museums will broaden the pupils awareness of the world we live in. Speakers in school from a range of communities, cultures, sexual orientation and organisations will give pupils an opportunity to meet with people from different backgrounds to their own.

HOW TO SUPPORT YOUR CHILD'S LEARNING

Talk to your child daily, modal positive conversations, relationships and listening skills. Ask your child: have you had a nice day? Has anything interesting happened today? What have you learnt today? What were your achievements from today? Have we got any homework to do today? Has anything about today worried you? Who did you play with today? What games did you play? Were they fun?

Immerse your children with a variety of books, which include non-gender specific themes, such as boys just play football or girls just like princesses. Include a variety of books which include people from a variety of cultural or religious backgrounds, as well as different family dynamics.

Children can struggle to open up and talk. If you feel like your child has something on their mind but won't talk, there are some strategies that can be used to support them in opening up. Remember to give your child space and time. Children may feel more comfortable drawing their worry; they may feel more comfortable opening up to a puppet or teddy; they may feel more comfortable using a social story approach; they may feel more comfortable using different feeling / expression stones to express how they feel; they may feel more comfortable opening up when they are concentrating on something else for example they are drawing, playing on their games console or eating.

WHERE TO GO:

Local community centres are a great place to go as they are full of support for families, different groups and people with a range of needs.

Talk to your child's school if you have any worries.

Carlisle Youth Zone

Local Groups so that your child/ren can build on their relationship skills and confidence. Here are an example of local groups within Carlisle. The age ranges from 5 years old to 18 years old. : Rainbows, Brownies, Guides, Rangers, Squirrels, Beavers, Cubs, Scouts, Explorers, Network, Sea Cadets, Army Cadets, Air Cadets, Sporting Groups such as football, rugby, tennis, hockey, athletics.

WHAT TO WATCH:

[PSHE KS2: L8R Youngers 2 - BBC Teach](#)

[Mimi on a Mission: Sex Ed - BBC Teach](#)

[PSHE KS4: Is this sexual harassment? - BBC Teach](#)

[Is this coercive control? - BBC Teach](#)

[PSHE KS3 / KS4: L8R Youngers 3 - BBC Teach](#)

WHAT TO READ:

KS1 - The EMOTIONS Book: A book about feelings for young children Author: Laura Humphrey

Calm-down Time - Author: Elizabeth Verdick

Feelings Ninja: A Social, Emotional Children's Book About Emotions and Feelings (The Series) - Author: Mary Nhin

Amazing You!: Getting Smart About Your Private Parts - Author: Gail Saltz

My Underpants Rule - Author: Rod Power

And Tango Makes Three - Author: Justin Richardson

Mommy, Mamma and Me - Author: Leslea Newman

Daddy, Papa and Me - Author: Leslea Newman

Pink is for Boys - Author: Robb Pearlman

Two Dads: A book about adoption - Author: Carolyn Roberston

Willy the Wimp - Author: Anthony B

Troll Stinks - Author: Jeanne Willis

Tyrannosaurus Drip - Author: Julia Donaldson

How the be a lion - Author: Ed Vere

- KS2** - Let's Talk About Body Boundaries, Consent and Respect: Teach children about body ownership, respect, feelings, choices and recognizing bullying behaviors - Author: Jayneen Saunders
- My Body! What I Say Goes!: Teach children body safety, safe/unsafe touch, private parts, secrets/surprises, consent, respect - Author: Jayneen Saunders
- No Means No!: Teaching personal boundaries, consent; empowering children by respecting their choices and right to say 'no!' - Author: Jayneen Saunders
- Mr Stink - Author: David Walliams
- Whats happening to me? - Author: Usbourne
- Lets Talk About Where Babies Come From? - Author: Rosie Harris
- Healthy for Life, Sex and Relationships
- Dr Christian's Guide to Growing Up - Author: Dr Christian
- Free to Be...You and Me - Author: Marlo Thomas
- Kenny Lives with Erica and Martina - Author: Olly Pike
- Perfectly Norman - Author: Tom Percival
- All The Things That Could Go Wrong - Author: Stewart Foster
- The Song From Somewhere Else - Author: A.F. Harold
- Cloud Busting - Author: Malorie Blackman
- Max and the Millions - Author: Ross Montgomery
- The Boy in the Dress - Author: David Walliams
- Wonder - Author: R.J. Palacio
- The War Next Door - Author: Phil Earle
- Dealing With Bullying - Author: Jane Lacey
- Staying Safe Online - Author: Louie Stowell
- 70 Ways to Bully Proof Yourself - Jenny Alexander
- We All Belong: A Children's Book About Diversity, Race and Empathy - Author: Nathalie Goss

KS3 & 4 -

Sex Ed: An Inclusive Teenage Guide to Sex and Relationships - The School of Sexuality Education - Author: Walker Books
Sex, Teens, and Everything in Between: The New and Necessary Conversations Today's Teenagers Need to Have about Consent, Sexual Harassment, Healthy Relationships, Love, and More - Author: Shafia Zaloom
Consent: The New Rules of Sex Education: Every Teen's Guide to Healthy Sexual Relationships - Author: Jennifer Lang
The Boys' Guide to Growing Up - Author: Phil Wilkinson
The Girls' Guide to Growing Up Paperback - Author: Anita Naik
Speechless - Author: Kate Darbishire
Free to Be Me: An LGBTQ+ Journal of Love, Pride & Finding Your Inner Rainbow - Author: Dom & Ink
This Book Is Gay - Author: Juno Dawson
Proud - A poetry book by a variety of poets
The Girls - Author: Emma Cline
My Brilliant Friend - Author: Elena Ferrante
Little Fires Everywhere - Author: Celeste Ng
Afterlove - Author: Tanya Byrne
Felix Ever After - Author: Kacen Callender

ONLINE:

[Making sense of relationships teaching resources | NSPCC Learning](#)

[LGBT Foundation - Home](#)

[LGBTQ Youth Resources | Lesbian, Gay, Bisexual, and Transgender Health | CDC](#)

[LGBTQ young people | Barnardo's \(barnardos.org.uk\)](#)

[Advice and Support for LGBT people - GOV.UK \(www.gov.uk\)](#)

[Home - CBBC Newsround](#)

[Relationships and sex education \(RSE\) resources for schools | NSPCC Learning](#)

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)

[Home | sexeducationforum.org.uk](#)

[Free RSE resources - Brook](#)

[How can I help my child if they are being bullied? \(anti-bullyingalliance.org.uk\)](#)

[Bullying | Parents Guide to Support | YoungMinds](#)

[Helping your child with bullying \(kidscape.org.uk\)](#)

[Childline | Childline](#)

[Anti-Bullying Week \(anti-bullyingalliance.org.uk\)](http://anti-bullyingalliance.org.uk)

[Overview - Sexual Health Clinic - Carlisle - NHS \(www.nhs.uk\)](http://www.nhs.uk)

[Relationships and sex education \(RSE\) resources for schools | NSPCC Learning](#)

[OutREACH Cumbria](#)