



Countering Bullying and Cyberbullying Policy

The Corporation of Oundle School includes both Oundle School, a boarding and day School for pupils aged 11 – 18 and Laxton Junior School, a day School for pupils aged 4 - 11. This policy applies solely to Laxton Junior School.

Introduction and Aims

Laxton Junior School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

The aims of Countering Bullying and Cyber Bullying Policy at our school are to:

- Ensure all children at Laxton Junior School are safe and happy in the classroom, on the playground, online and outside of school.
- Provide a framework which outlines Laxton Junior School's actions to prevent and tackle all forms of bullying
- Reiterate our commitment to preventing and responding effectively to the bullying of protected and vulnerable groups of children
- To support our Values and Mission
- To support our community

Laxton Junior School aims to be a caring community where individual and collective responsibilities are paramount. We aim to create a culture and environment where pupils and staff are treated equitably regardless of race, ethnic origin, nationality, gender, disability, age, religion, sexual orientation, marital/parental status, political belief and social/economic group. We aim to be a community that is truly inclusive; that understands, appreciates and values the quality and diversity of each individual and creates an environment that makes people feel valued and able to participate and achieve their full potential.

School Ethos

The Laxton Junior School community recognises that all forms of bullying, especially if left unaddressed, can have devastating effects on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. The school recognises that a bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

Bullying, including cyberbullying, is not tolerated or accepted at Laxton Junior School. By effectively preventing and tackling bullying Laxton Junior School can help to create a safe and disciplined environment where pupils are able to learn and fulfil their potential. Staff are aware of the need to be extra vigilant and alert to pupils who may be vulnerable or at risk of bullying ie, those that fall under any protected characteristics.

Responsibilities

It is the responsibility of:

The Head to:

- Communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably and that a member of the senior leadership team has been identified to take overall responsibility

Governors to:

- Take a lead role in monitoring and reviewing this policy
- Appoint a Governor in charge of Safeguarding and Child Protection to work with the Designated Safeguarding Lead to ensure policies and practices relating to safeguarding including the prevention of cyberbullying are implemented effectively. The current Governor with this responsibility is Mrs Rebecca Lawes.

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead to:

- Lead the review and implementation this policy
- Ensure all incidents of bullying, both inside and outside of school, are dealt with immediately and appropriately and will be managed and/or escalated in line with the procedures set out in this policy, the Behaviour and Exclusion Policy and Safeguarding and Child Protection Policy
- Ensure all staff know that they need to report any concerns of bullying to the Designated Safeguarding Team, in person or via CPOMS, telephone, or email as appropriate.
- Ensure all reports of bullying are logged and reviewed appropriately
- Ensure all staff are aware of the Prevent Duties
- provide training so that staff feel confident to identify signs of abuse and children at risk of being drawn into terrorism
- Ensure parents/carers are informed of this policy
- Ensure that all staff are aware of their responsibilities by providing clear guidance for staff, including on the use of technology within school and beyond. All staff should have read and understood the Staff Code of Conduct

The Online Safety Lead to:

- Ensure all pupils are given clear guidance on the use of technology and its safe and positive use both in school and outside of school
- Provide annual training for parents/carers
- Ensure the school's Acceptable Use Policy and Online Safety Policy are reviewed annually
- Provide annual training for staff on online safety
- Plan and deliver a curriculum of online safety in computing lessons
- Plan strategically alongside the school's safeguarding strategy

All staff, including governors, senior leadership, teaching and support staff, to:

- Support, uphold and implement this policy accordingly

Parents/carers to:

- Support their children and work in partnership with the school
- Report bullying to Form Teacher or to Designated Safeguarding Lead

Pupils to:

- Abide by the School Values and Mission, ethos and this policy
- Behave in line with their Class Charter and the School's Behaviour Policy
- Use technology in line with the Online Safety Charter
- Speak out to a trusted adult about bullying
- Be kind

Definition of Bullying

The Department of Education, 'Preventing and Tackling Bullying', 2017, defines bullying as: 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally.'

Laxton Junior School accepts and uses the definition provided by the Anti-Bullying Alliance that defines bullying as:

'The **repetitive, intentional** hurting of one person or a group by another person or group, where the relationship involves an **imbalance of power**. It can happen **face-to-face or online**.'

Bullying is recognised by the School as being able to hurt emotionally or physically. We recognise that it is often motivated by prejudice against particular groups, for example, on grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. or because a child is adopted or is a carer.

Our definition states 'repeated over time'. This does not afford the school grounds not to take action in response to a single incident and to make an appropriate record or take steps in line with this policy, the Behaviour Policy or any linked policy.

Keeping Children Safe in Education, 2023, states that bullying (including cyberbullying) is a form of child on child abuse and emotional abuse. Bullying incidents will be treated as child protection concerns when there is reasonable cause of believe that a child is suffering or likely to suffer significant harm. The School also recognises bullying as being a form of child on child abuse and as a safeguarding concern. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development. The term bullying in this policy always refers to cyberbullying also.

Definition of Cyber Bullying

Cyberbullying falls into the definition of bullying stated above. Alongside this, Laxton Junior School accepts and uses the Anti-Bullying Alliance definition of cyberbullying as:

'**Any form** of bullying that is carried out through the use of **electronic media devices**, such as computers, laptops, smartphones, tablets, or gaming consoles.'

It can take many different forms such as threats, public posting, exclusion, manipulation, hacking and abuse or name calling.

This can include:

- Sending offensive, upsetting and inappropriate messages by phone, text, messenger, through gaming, websites, social media sites and apps
- Storing, posting, requesting or sending inappropriate material or messages
- Threats and intimidation
- Harassment or 'cyber stalking' (repeatedly sending unwanted messages)
- Exclusions/peer rejection
- Impersonation
- Unauthorised publication of private information/images
- Radicalisation
- Trolling (offending others online)

Whilst there is a strong link between cyberbullying and face to face bullying, there are some things that make cyberbullying different to 'traditional' bullying, including:

- 24-7 nature – the nature of online activity means you can be in contact at any time
- The potential for a wider audience increasing the impact
- Cyberbullying incidents can quickly escalate making them difficult to contain
- Anonymity and being one step removed makes it easier for the bystander to join in
- Anonymity increases the impact on those being bullied as they cannot always be sure who is responsible making the experience more frightening

- Bullying incidents can stay online, for example: a photo that the victim can't remove immediately
- Evidence – a lot of cyber bullying incidents allow those who experience it to keep evidence; for example, take a screen shot to show a trusted adult
- Degree of separation – people who cyber bully often do not see the reaction of those experiencing it so it can sometimes be harder for them to see the impact of their actions

Forms and Types of Bullying Covered by the Policy

Bullying can happen to anyone and can take many forms. This policy covers all types and forms of bullying including, but not limited to, one or a combination of the following:

- Physical bullying – unprovoked assault on a person or group which can range from a prod, pushing, poking, kicking, hitting, biting, punching, etc. to grievous bodily harm
- Psychological/Emotional bullying – reduction of a person's self-esteem or confidence through threatening behaviour, isolating others, tormenting, hiding/taking possessions, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion about race, gender, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to wound them
- Social bullying– being ostracised or exclusion from peer groups
- Verbal bullying– The use of language in a derogatory or offensive manner such as swearing, racist or sexist abuse, homophobic abuse, sexual innuendo, spreading rumours, name calling, sarcasm, insulting, threats, teasing, belittling etc.
- Online/Cyber bullying – posting on social media, sharing photos, sending nasty text messages, social exclusions
- Homophobic bullying or Gender bullying – any hostile or offensive action against LGBTQ+ individuals or those perceived to be LGBTQ+. This may include abusive name calling, use of sexual innuendo or unwanted propositioning, graffiti with sexual content, spreading rumours, cyberbullying
- Bullying related to physical appearance - being ostracised or excluded, teased, threatened, insulted or any other bullying behaviour because of your physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances - being ostracised or excluded, teased, threatened, insulted or any other bullying behaviour because of being a young carer
- Bullying related to physical/mental health conditions – being ostracised or excluded, teased, threatened, insulted or any other bullying behaviour because of a physical or mental health condition
- Sexual bullying - any behaviour, physical or non-physical, where sexuality of gender is used as a weapon against another. It may degrade or single someone out by the use of sexual language, gestures or violence or for their appearance.
- Prejudicial bullying – any bullying behaviour based on prejudice towards people because of a particular aspect of their identify or perceived aspect of their identify. For example, any protected characteristics This type of bullying can result in hate crimes.
- Bullying related to Special Educational Needs or Disability (SEND) - being ostracised or excluded, teased, threatened, insulted or any other bullying behaviour because of having a Special Educational Need or Disability

Preventing Bullying

The Environment

The whole community will:

- Implement a values-based approach to learning

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all
- Promote positive relationships
- Recognise that bullying can be perpetrated or experienced by any member of the community
- Recognise the potential for children with SEND to be disproportionately impacted by bullying and will implement additional pastoral support as required
- Openly discuss differences between people that could motivate bullying such as: family situations, looked after children, children with caring responsibilities, religion, ethnicity, gender, disability, sexual orientation or appearance related differences
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others
- Encourage the use of technology, including tablets, mobile phones and apps, positively and responsibly
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying
- Actively create 'safe spaces' for vulnerable children and young people
- Celebrate success and achievements to promote and build a positive school
- Adhere to the Behaviour and Exclusion Policy
- Adhere to the School's Terms and Conditions

The School community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns, including Therapeutic Mentors or Parent Support Workers from the Clayton Rooms (our Emotional Wellbeing Team), School Council, Buddy Bench, Parents in Partnership, leaflets, posters and websites
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any unkind, mean, hurtful or bullying behaviours brought to the school's attention, which involves or affects pupils, even when they are not on school premises; for example, when online
- Implement appropriate praise, consequences and sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable
- Use a variety of techniques to resolve the issue between those who bully, and those who have been bullied
- Work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed

Education and Training

The School community will:

- Train all staff, including teaching staff, support staff and pastoral staff, so that the principles of this policy are understood, legal responsibilities are known, identification of all forms of bullying, including cyber bullying, is able to occur and appropriate actions taken, following the school's policy and procedures, including recording and reporting incidents (via CPOMS)
- Invest in specialised training, as necessary, so staff can understand the needs of their pupils (including those with protected characteristics)
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, School Council etc.

- Collaborate with other local educational settings, as appropriate, and during key times of the year, for example during transition
- Seek to learn from good anti-bullying practices from elsewhere, including other schools, the Local Authority and relevant charities and organisations, including Anti Bullying Alliance.
- Utilise support from the Local Authority and other relevant organisations (eg: Anti Bullying Alliance and NSPCC)
- Ensure anti-bullying has a high profile throughout the year and is reinforced through key opportunities such as Anti-Bullying Week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self esteem

Involvement of Pupils

The School will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying
- Regularly canvas children and young people's views on the extent and nature of bullying, through curriculum, Form Time, School Council and pupil voice
- Ensure that all pupils know how to express worries about bullying
- Involve pupils in anti-bullying campaigns in schools and embedding messages in the wider school curriculum
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites
- Offer support and intervention to pupils (and their families) who have been bullied and to those who are bullying to address and support their issues
- Provide opportunities for children to discuss bullying and relationships through assemblies, curriculum learning (including PSHE, appendix 3), form time, circle time, restorative practices etc.

Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice
- Work with all parents/carers and the local community to address issues beyond the school gate that give rise to bullying
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline
- Provide Parents in Partnership opportunities and workshops to discuss social and emotional wellbeing
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner

Responding to Bullying

In all cases, LJS has a responsibility to support children who are bullied and make appropriate provision for the child's needs. The nature and level of support will depend on the individual circumstances and the level of need. The School will react firmly and promptly where bullying is identified and has a responsibility to support all children.

The following steps may be taken when dealing with any incidents of bullying reported to or by the school:

- Following the Countering Bullying Pathway (Appendix 2) will ensure transparency and consistency for all involved
- If bullying is suspected or reported, the incident will begin to be dealt with immediately by the member of staff who has been approached or witnessed the concern
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them and their parents/carers in any decision-making, as appropriate
- The Designated Safeguarding Lead (DSL) will be informed of all bullying accusations, concerns or issues
- The DSL may interview all parties involved, following initial investigation from a teacher
- The school will share information with other members of staff, where appropriate
- The school will ensure parents/carers are kept informed and engaged regarding the concern and actions taken, as appropriate and in line with Safeguarding and Confidentiality policies
- Consequences, as identified within the school Behaviour Policy, and support will be implemented in consultation with all parties concerned
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including Northamptonshire Safeguarding Children Partnership (NSCP), if a child is felt to be at risk of significant harm
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's Behaviour Policy

Supporting Pupils

Pupils who have been a target of bullying will be supported by:

- Reassuring the pupil and providing continuous pastoral support guided by our Safeguarding and Pastoral Pathway
- Offering an immediate opportunity to discuss the experience with their Form Teacher, the DSL or a member of staff of their choice
- Being advised to keep a record of the bullying and speak to a trusted adult straight away
- Working towards restoring self-esteem and confidence
- Providing ongoing support, which may include: 1:1 pastoral support, mental wellbeing sessions, therapeutic mentor sessions, engaging with parents/carers
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through NSCP

Pupils who have undertaken a role within bullying behaviour will be supported by:

- Discussing what happened, establishing the concern, the behaviour and the need for change to seek a positive way forward
- Be made aware of the seriousness of their actions and possible consequences
- Informing parents/carers to help change the attitude and behaviour choices of the pupil
- Providing appropriate education and support regarding their behaviours and/or actions
- If online, requesting the content be removed and reporting accounts/content to service provider
- Encouraging relationship building, including apologies being made
- Applying consequences, in line with school Behaviour Policy; this may include removal of privileges, restorative projects, temporary or permanent exclusions
- Setting a clear date of review of the situation and for the lifting of any sanctions

- Setting clear expectations of behaviour moving forward and clear indication of the consequences of any repetition of the bullying, though it should be clear that the child is not 'labelled' at this point forward
- Providing ongoing support, which may include: 1:1 pastoral support, mental wellbeing sessions, therapeutic mentor sessions, engaging with parents/carers
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through NSCP

Monitoring and Review

The School will ensure that it regularly monitors and evaluates mechanisms to ensure that the policy is being consistently applied

- Records are kept evaluating the effectiveness of the approach adopted or to enable patterns to be identified
- Any repeat issues/concerns identified may be incorporated into the school's action plan. For example, the PSHE, Online Safety or Safeguarding action plan. For example, if LJS saw increased incidents of cyberbullying strategies to combat this would be included in the Online Safety action plan moving forwards
- The Head and DSL will be informed of bullying concerns, as appropriate and through the recording on incidents on CPOMS. Personal data is kept in line with statutory requirements.
- The Designated Safeguarding Lead and/or Deputy Designated Safeguarding Lead will give, at least, termly updates to the Safeguarding Governor and Chair of the LJS Subcommittee. If the seriousness of the incidents warrants information will be shared immediately
- The DSL and Named Governor for Safeguarding will report on a regular basis to the Governing Body on incidents of bullying, including outcomes, where appropriate.

Links to Legislation

There are several pieces of DfE advice and legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include:

- [Keeping Children Safe in Education 2023](#)
- [Preventing and Tackling Bullying, 2017](#)
- [Cyberbullying: Advice for headteachers and school staff, 2014](#)
- [The Education and Inspection Act 2006, 2011](#)
- [The Equality Act 2010](#)
- [The Children Act 1989](#)
- [The Education \(Independent School Standards\) Regulations 2014](#)
- [Protection From Harassment Act 1997](#)
- [The Malicious Communications Act 1988](#)
- [Public Order Act 1986](#)

Linked Policies

- Safeguarding
- Behaviour
- Complaints
- Online Safety
- Teaching and Learning
- Online Safety Charter
- Curriculum: PSHE, RSE, SMSC, Computing
- Searching, Screening and Confiscation

Reviewer	SMC
Post of Reviewer	Deputy Head
Review Date	Michaelmas 2023
Reviewed and filed with both Schools	Michaelmas 2023
Next Review (max 3 yrs)	Michaelmas 2024

Appendix 1 - Useful Links and Supporting Organisations

Bullying

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

NSPCC: www.nspcc.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: <https://youngminds.org.uk/>

Special Educational Needs and Disabilities

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

Cyberbullying

Childnet International: www.childnet.com

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

Race, Religion and Nationality

Kick it Out: www.kickitout.org

Report it: www.report-it.org.uk

Stop Hate: www.stophateuk.org

LGBTQ

Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

Proud Trust: www.theproudtrust.org

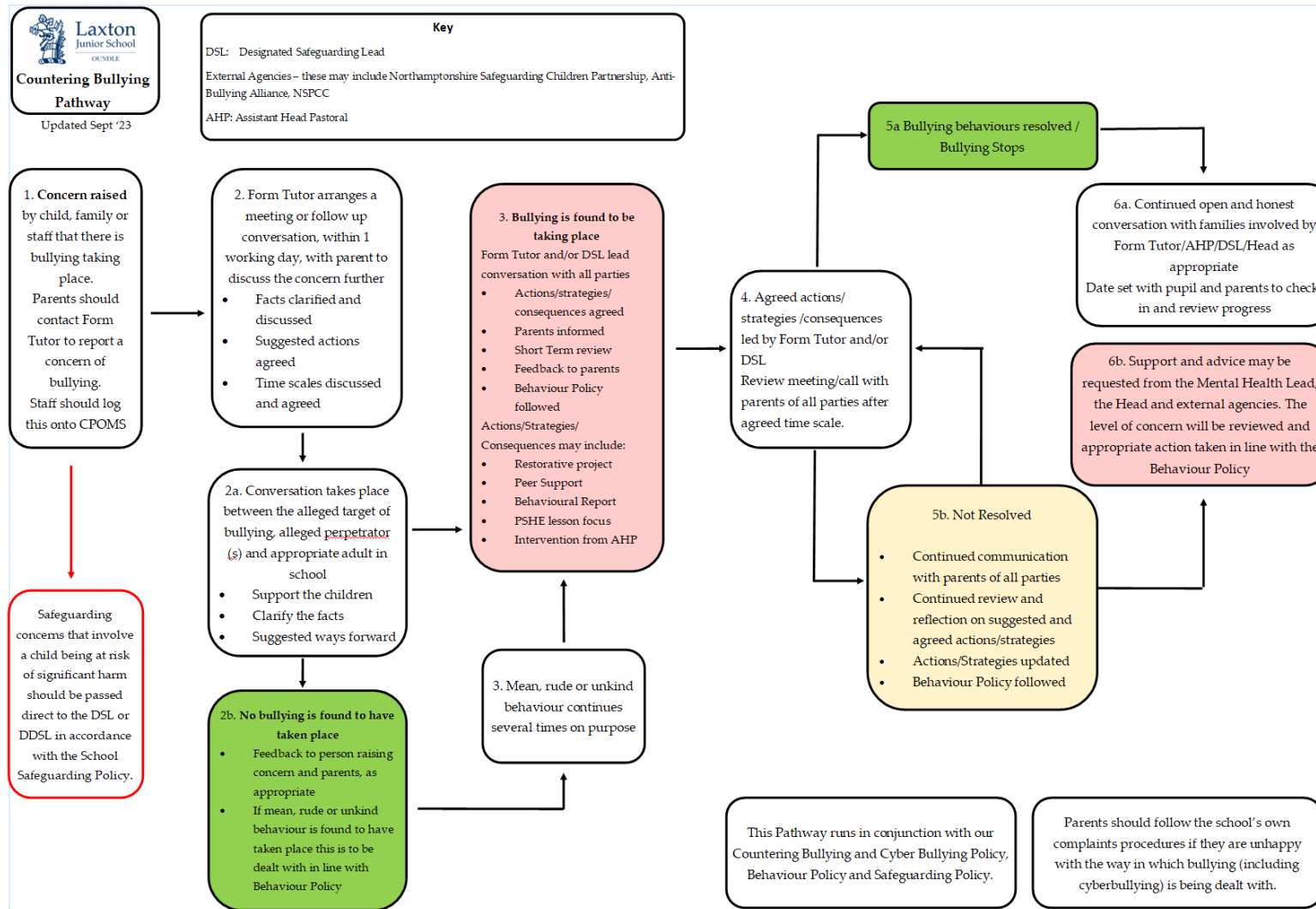
Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related>

Appendix 2 – Countering Bullying and Cyber Bullying Pathway



Appendix 3 – Opportunities for Countering Bullying, including Cyber Bullying, Teaching in our PSHE and RSE Curriculum

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Michaelmas Relationships</p> <p>Families and friendships</p> <p>Safe relationships</p> <p>Respecting ourselves and others</p>	<p>Self-confidence and self-awareness</p> <p>Making Relationships</p> <p>New beginnings</p> <p>Adjusting to change in family life</p> <p>Friendships</p> <p>Sharing, caring for others</p> <p>Anti-Bullying</p>	<p>Roles of different people; families; feeling cared for</p> <p>Recognising privacy; staying safe; seeking permission</p> <p>How behaviour affects others; being polite and respectful</p> <p>Anti-Bullying</p>	<p>Making friends; feeling lonely and getting help</p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>Anti-Bullying</p>	<p>What makes a family, features of family life</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>Anti-Bullying</p>	<p>Positive friendships, including online</p> <p>Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>Respecting differences and similarities; discussing difference sensitively</p> <p>Anti-Bullying</p>	<p>Managing friendships and peer influence</p> <p>Physical contact and feeling safe</p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>Puberty</p> <p>Anti-Bullying</p>	<p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>Recognising and managing pressure; consent in different situations</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>Anti-Bullying</p>
<p>Lent Living in the Wider World</p> <p>Belonging to a community</p> <p>Media literacy and digital resilience</p> <p>Money and work</p>	<p>People and Communities</p> <p>Learning rules and routines</p> <p>Sensory needs; hearing aids</p> <p>Technology; screen time</p> <p>Food journey culture and diversity</p>	<p>What rules are; caring for others' needs; looking after the environment</p> <p>Using the internet and digital devices; communicating online</p> <p>Strengths and interests; jobs in the community</p>	<p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>The internet in everyday life; online content and information</p> <p>What money is; needs and wants; looking after money</p>	<p>The value of rules and laws; rights, freedoms and responsibilities</p> <p>How the internet is used, assessing information online</p> <p>Different jobs and skills; job stereotypes; setting personal goals</p>	<p>What makes a community, shared responsibilities</p> <p>How data is shared and used</p> <p>Making decisions about money; using and keeping money safe</p>	<p>Protecting the environment; compassion towards others</p> <p>How information online is targeted, different media types, their role and impact</p> <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes.</p>	<p>Valuing diversity; challenging discrimination and stereotypes</p> <p>Evaluating media sources; sharing things online</p> <p>Influences and attitudes to money, money and financial risks</p>
<p>Summer Health and Wellbeing</p> <p>Physical health and Mental wellbeing</p> <p>Growing and changing</p> <p>Keeping safe</p>	<p>Managing feelings and behaviour; Self-esteem</p> <p>Self-confidence and self-awareness; Health and self-care; Visiting the doctor, dentist, optician; Road Safety and protective clothing; Sun care, hand washing, sleep; Adjusting to change; Overcoming challenge; Healthy eating</p> <p>Basic First Aid</p>	<p>Keeping healthy; food and exercise, hygiene routines; sun safety.</p> <p>Recognising what makes us unique and special; feelings; managing when things go wrong.</p> <p>How rules and age restrictions help us, keeping safe online</p> <p>Basic First Aid: Asthma Attack</p>	<p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.</p> <p>Growing older; naming body parts; moving class or year.</p> <p>Safety in different environments; risk and safety at home; emergencies</p> <p>Basic First Aid: Burns</p>	<p>Health choices and habits; what affects feelings; expressing feelings.</p> <p>Personal strengths and achievements; managing and reframing setbacks.</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>Basic First Aid: Bleeding</p>	<p>Maintaining a balanced lifestyle; oral hygiene and dental care.</p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.</p> <p>Medicines and household products; drugs common to everyday life</p> <p>Basic First Aid: Head Injury</p>	<p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing.</p> <p>Body Changes/ Puberty.</p> <p>Keeping safe in different situations, including responding in emergencies,</p> <p>Basic First Aid: Broken Bones and Bleeding</p>	<p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online; Human reproduction and birth; conception; contraception; FGM.</p> <p>Increasing independence; managing transition.</p> <p>Keeping personal information safe; regulations and choices;</p> <p>drug use and the law; drug use and the media; Basic First Aid: Unresponsive and Breathing, Unresponsive and not breathing</p>

