

Preventing Sexual Harassment at Juniper Hill School (Child-on-child abuse)

The PSHE Association advises a proactive as well as responsive approach to preventing Sexual Harassment in school.

The aim should be to ensure a carefully sequenced, spiral curriculum that revisits the relevant topic areas, each time extending and deepening learning in an age and developmentally-appropriate way.

Laying the foundations at KS1&2

- Although sexual harassment, abuse and violence would not be directly covered with young children, the foundations for this learning should be introduced from key stage 1 — including, for example, learning about: asking, giving and not giving permission; what makes a good friend; boundaries and privacy; and body parts that are private.
- This understanding will support primary pupils' current safety while preparing them for specific learning about sexual violence and sexual harassment at the secondary phase.

Statutory RSHE guidance includes requirements that KS1&2 pupils understand:

Life Skills – Caring Friendships

- *the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.*
- *how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.*

Life Skills – Respectful Relationships.

- *practical steps they can take in a range of different contexts to improve or support respectful relationships.*
- *that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.*

Jigsaw – Celebrating Difference

- *what a stereotype is, and how stereotypes can be unfair, negative or destructive.*
- *the importance of permission-seeking and giving in relationships with friends, peers and adults.*

Jigsaw lessons that support preventing sexual harassment in schools

- To explore personal safety and staying safe
- To recognise when something feels safe or unsafe
- To understand what is acceptable and unacceptable touch
- To understand that some secrets are good to keep and some are not good to keep
- To manage friendships and conflict
- To know how to stay safe online
- To understand their responsibility to remain respectful online
- To understand that there are positive and negative consequences to online behaviour
- To resist pressures to use technology in ways that may be risky or cause harm to myself or others
- To recognise the pressure put on young people by the media, social media and celebrity culture
- To know that some people exploit and coerce others to do unlawful things
- To find ways to resist power games and bullying
- To know where to get help
- To understand the importance of consent

Additional PSHE Association Lessons

KS1 lesson:

- Yr 2 - Asking permission

KS2 lessons:

- Yr 3 - Personal Boundaries
- Yr 4 - Giving and seeking permission lesson
- Yr 6 - Appropriate and inappropriate touch

Celebrating Difference – Puzzle 2		
Pieces	Learning objective	Social & emotional development learning
Year 2 Lesson 1 Boys and Girls	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	I understand some ways in which boys and girls are similar and feel good about this
Year 2 Lesson 2 Boys and Girls	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	I understand some ways in which boys and girls are different and accept that this is OK
Healthy Me – Puzzle 4		
Pieces	Learning objective	Social & emotional development learning
Year 3 Lesson 4 Being Safe	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.	I can express how being anxious or scared feels.
Year 3 Lesson 5 Safe or unsafe	I can identify when something feels safe or unsafe	I can take responsibility for keeping myself and others safe
Year 3 PSHE Association Additional Lesson Personal Boundaries	I can identify personal boundaries	I can explain what is meant by ‘personal space’ and ‘personal boundaries’ and why these are important I can describe how boundaries might be different for different people or in different relationships, e.g. with friends, family, at school or online I can identify what might make someone feel uncomfortable and what they could do, or who they could go to for help and support
Year 4 Lesson 5 Healthy Friendships	I can recognise when people are putting me under pressure and can explain ways to resist this when I want	I can identify feelings of anxiety and fear associated with peer pressure
Year 4 PSHE Association Additional Lesson Giving and seeking permission	I understand about giving and asking for permission (consent).	I can identify situations where permission needs to be asked for I can give examples of how to ask for, give, or not give permission I can explain why asking for permission is important in different situations
Year 5 Lesson 4 Body Image	I understand how the media, social media and celebrity culture promotes certain body types	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
Year 6 Lesson 3 Exploitation	I understand that some people can be exploited and made to do things that are against the law	I can suggest ways that someone who is being exploited can help themselves Replace Gangs lesson with consent lesson.

Relationships – Puzzle 5		
Pieces	Learning objective	Social & emotional development learning
Year 1 Lesson 4 People who help us	I know who can help me in my school community	I know when I need help and know how to ask for it
Year 2 Lesson 2 Keeping Safe - exploring physical contact	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not	I know which types of physical contact I like and don't like and can talk about this
Year 2 PSHE Association Additional Lesson Asking for permission	I know what it means to ask for permission	I know why I should ask other people for permission in different situations, including when touching someone else I can use simple phrases to ask for, give or not give permission
Year 2 Lesson 4 Secrets	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	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
Year 3 Lesson 3 Keeping Myself Safe Online	I know and can use some strategies for keeping myself safe online	I know who to ask for help if I am worried or concerned about anything online
Year 4 Lesson 4 Getting on and Falling Out	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends	I know how to stand up for myself and how to negotiate and compromise
Year 5 Lesson 2 Safety with Online Communities	I understand that belonging to an online community can have positive and negative consequences	I can recognise when an online community feels unsafe or uncomfortable
Year 5 Lesson 3 Being in an Online Community	I understand there are rights and responsibilities in an online community or social network	I can recognise when an online community is helpful or unhelpful to me
Year 5 Lesson 4 Online Gaming	I know there are rights and responsibilities when playing a game online	I can recognise when an online game is becoming unhelpful or unsafe
Year 5 Lesson 5 My Relationship with Technology: screen time	I can recognise when I am spending too much time using devices (screen time)	I can identify things I can do to reduce screen time, so my health isn't affected
Year 5 Lesson 6 Relationships and Technology	I can explain how to stay safe when using technology to communicate with my friends	I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others
Year 6 Lesson 4 Power and Control	I can recognise when people are trying to gain power or control	I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control
Year 6 Lesson 5 Being Online: Real or Fake? Safe or Unsafe?	I can judge whether something online is safe and helpful for me	I can resist pressure to do something online that might hurt myself or others
Year 6 Lesson 6 Using Technology Responsibly	I can use technology positively and safely to communicate with my friends and family	I can take responsibility for my own safety and well-being

Changing Me – Puzzle 6		
Pieces	Learning objective	Social & emotional development learning
Year 2 Lesson 5 Assertiveness	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help
Year 5 Lesson 1 Self and Body Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self Esteem
Year 6 Lesson 1 My Self-Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
Year 6 PSHE Association Additional Lesson Appropriate and inappropriate touch	I am aware of appropriate and inappropriate touch	I can identify differences between appropriate and inappropriate touch I can explain strategies for responding to unwanted physical contact I can identify who to tell and what to do if any physical contact makes me feel unsafe, uncomfortable, or worried
Year 6 Lesson 5 Real self and ideal self	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'

Reviewed March 2026