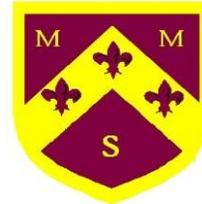


## Maids Moreton CE School

### Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy



Our school's policy on Relationships Education, Relationships and Sex Education (RSE) and Health Education is based on the DFE document Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019.

#### **Rationale**

At Maids Moreton CE School, we believe that a clearly planned and implemented Relationships Education, Relationships and Sex Education (RSE) and Health Education is essential for all pupils. To embrace the challenges of creating a happy and successful childhood and adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

## Statutory Requirements and Working with Parents

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

This is why we the DFE have made Relationships Education and Health Education **compulsory** in all primary schools.

Relationships and Sex Education (RSE) is non statutory for primary aged pupils, but is recommended for pupils of junior school age. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, other than that covered in the science curriculum. We are currently expanding from an infant to a junior school, so do teach Sex Education at present. It will be introduced for the first time in the Summer term 2024, when our first cohort of pupils reach Upper Key Stage 2. Before this time, our policy will be updated to reflect this change.

All schools must have in place a written policy/ies for Relationships Education and Relationships and Sex Education, and Health Education. We are aware of our duty to consult parents in developing and reviewing our policy to ensure it meets the needs of our pupils and parents and reflects the community we serve.

Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. We are clear that parents and carers are the prime educators for children on many of these matters and that schools complement and reinforce this role. It is vital that parents know what is being taught and how to support their child/children. **Appendix 3** details the content of our EYFS and Key Stage 1 and 2 Curriculum. We have an open door policy for any parents who wish to raise any queries regarding the curriculum.

## **Curriculum Content and Organisation**

At Maids Moreton CE School, we believe that Relationships Education and Health Education should not be taught in isolation but be firmly rooted in our PSHE curriculum, as well as through aspects of our curricula for science, computing, Physical Education and Religious Education. The lead teacher works closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement, and do not duplicate, content covered in other national curriculum subjects.

Schools must determine how and when to deliver the statutory content set out by the DFE in the context of a broad and balanced curriculum. We have carefully selected age and developmentally appropriate content, based on the statutory guidance and building upon the pupils' prior knowledge. We have chosen to adopt the 1Decision Scheme to teach our PSHE Curriculum. **[see Appendix 3]**

The RSE and Health Education programme is delivered by class teachers. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life.

### **The Equalities Act 2010**

Our PSHE and wider provision is underpinned by the 2010 Equalities duty and provides an inclusive curriculum that promotes understanding and mutual respect for all. The programme will be delivered in line with the school's Equalities and Cohesion Scheme within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual or family will be discriminated against on grounds of gender, race, disability, religion or sexual orientation. Resources selected to support the programme will be free from bias, prejudice and avoid all types of stereotyping.

It is our intention for all children to have the opportunity to experience a full programme of Relationships and Health Education at a level which is appropriate for their age and stage of development. Every child is entitled to receive high quality Relationships Education and Health Education regardless of age, gender, ethnicity, religion, culture, disability, sexuality, language or social background. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

## **Pupils with Special Educational Needs and Disabilities (SEND)**

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs. We recognise the need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility for all. Teachers will be aware that some pupils may be more vulnerable to exploitation and other issues due to the nature of their special education needs. These children will require help to develop skills to reduce risks and to learn what sort of behaviours are, and are not, acceptable. As with all teaching for these subjects, we will ensure that our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

### **What is Relationships Education?**

The focus in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary school. Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet.

When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils'

lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) We are very aware that care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks.

Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely, e.g. supporting charities, community projects.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong.

At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused. These subjects complement Health Education and as part of a comprehensive programme and whole school approach. This knowledge can support safeguarding of children. The DFE have set out statutory guidance for primary schools to enable them to fulfil the requirements of the Relationships Education Curriculum. **See Appendix 1. NB: this guidance is for the full primary age range 4-11 years. Appendix 3 lists the age appropriate aspects we will cover with our children at each stage of**

**their schooling.**

**What is Health Education?** The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid. Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, 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.

Firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

The DFE have set out statutory guidance for primary schools to enable them to fulfil the requirements of the Relationships Education Curriculum.

**See Appendix 2. NB: this guidance is for the full primary age range 4-11 years. Appendix 3 lists the age appropriate aspects we will cover with our children at each stage of their schooling.**

## Language and Ground Rules in Lessons

Teachers will show sensitivity, dealing honestly with issues, answering appropriate questions and offering support where necessary. All staff teaching Relationships Education and Health Education will set ground rules in their classes. For example:

- no one (teacher or pupil) will have to answer a personal question
- no one will be forced to take part in a discussion
- the only language used will be easily understood and acceptable to everyone in the class
- only the correct names for body parts will be used
- meanings of words will be explained in a factual way.

Where visitors e.g. health professionals or the NSPCC, are invited to deliver aspects of the RSE and Health Education they will be used to support not supplant, the role of the teacher and they will always be accompanied in the lesson by the class teacher. Visitors will always be fully briefed on their contribution before the lesson. Health professionals, however, will be expected to also follow their own professional code.

Occasionally, issues and questions may arise spontaneously in PSHE lessons or at other times during the school day. Questions will always be answered honestly, taking into account the age and developmental level of the pupils. This is not considered to be part of the planned curriculum and parents or carers cannot withdraw pupils in these circumstances.

We have a variety of strategies for dealing with difficult questions. For example:

- if a question is too explicit, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to include/inform the child's parents/carers;
- if a child makes a disclosure that causes the teacher concern then they should follow child protection procedures set out in the School's Child Protection Policy.

## **Confidentiality**

The following is of specific importance to the school's Relationships Education and Health Education programme;

- Reassuring pupils that their best interests will be maintained
- Encouraging pupils to talk to their parents or carers and giving them support to do so
- Ensuring that pupils know that teachers cannot offer or guarantee them unconditional confidentiality, for example in the event of disclosures made
- If abuse is suspected teachers must follow the school's Child Protection procedures. (see Child Protection Policy)
- In a classroom situation, health professionals will follow the school's Confidentiality Policy.

Teachers and parents need to be aware that effective RSE and Health Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. In such cases the child protection procedures will be followed.

## **Monitoring and Evaluation**

The responsibility for monitoring and evaluation is undertaken by the school PSHE coordinator.

Continuous professional development and training will always be provided to ensure a high level of expertise for teachers involved in delivering the RSE and Health Education programme in the school.

This policy should be read in conjunction with the School's PSHE, PE, RE, science, safeguarding and child protection policies.

**Written by: Keira Ainsworth**

**Date: Dec 2019**

**Ratified by Governors**

**Date: March 2020**

**Review Date: March 2023**

## **Appendix 1**

By the end of Primary School, the DFE statutory guidance sets out the following requirements

### **Relationships Education:**

#### **Families and people who care for me.**

##### **Pupils should know**

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. [Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious].
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### **Caring friendships**

##### **Pupils should know**

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- 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.

## **Respectful relationships**

### **Pupils should know**

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- 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.

## **Online relationships**

### **Pupils should know**

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

## **Being safe**

### **Pupils should know**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

## **Appendix 2**

### **Health Education:**

**By the end of primary school** the DFE statutory guidance sets out the following requirements:

#### **Mental wellbeing**

##### **Pupils should know**

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

## **Internet safety and harms**

### **Pupils should know**

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

## **Physical health and fitness**

### **Pupils should know**

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health. Healthy eating

### **Pupils should know**

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). Drugs, alcohol and tobacco
- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and prevention**

Pupils should know • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

#### **Basic first aid**

##### **Pupils should know:**

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

#### **Changing adolescent body**

##### **Pupils should know:**

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

**Appendix 3:** The following appendix details the content of the Key Stage 1 and 2 Programme of Study for PSHE at Maids Moreton CE School.

| Year 1 and 2 | Autumn Module           | Spring Module     | Summer Module         |
|--------------|-------------------------|-------------------|-----------------------|
| Year A       | Keeping/Staying Healthy | Fire Safety       | Relationships         |
| Year B       | Keeping/staying safe    | Being responsible | Feelings and emotions |

| Year 3 and 4 | Autumn Module        | Spring Module     | Summer Module         |
|--------------|----------------------|-------------------|-----------------------|
| Year A       | Hazard Watch*        | Computer Safety*  | Our World*            |
|              | Basic First Aid      |                   |                       |
| Year B       | Keeping/Staying Safe | Being Responsible | Feelings and emotions |

| Year 5 and 6 | Autumn Module           | Spring Module             | Summer Module  |
|--------------|-------------------------|---------------------------|--|
| Year A       | Keeping/Staying Healthy | Computer Safety           | Growing and Changing [match to science term]                       |
| Year B       | The Working world       | A World Without Judgement | Looking after our environment /climate change-Enough for everyone- |

| Year 1 and 2 | Autumn Module   | Spring Module  | Summer Module  |
|--------------|---|--|--|
| Year A       | Keeping/Staying Healthy   | Fire Safety  | Relationships  |
|              | <p><b>[NB This unit is covered through the KS1 science curriculum]</b></p> <p>In the module children will learn that food is needed for bodily health and growth, and will be able to identify what types of food are positive choices. They will practise simple cleanliness routines such as washing hands, and learn about how to minimise the spread of infectious diseases. They will explore simple safety rules related to medicinal drugs.</p> <p><b>Specifics covered include:</b></p> <ul style="list-style-type: none"> <li>-Healthy eating and the importance of a balanced diet</li> <li>-The importance of physical activity and regular exercise</li> <li>-Dental hygiene and effective teeth cleaning</li> <li>-Managing basic personal hygiene, e.g. hand washing and preventing the spread of germs</li> <li>-How and when we use medicines and how to do so safely.</li> </ul> | <p>This module helps children identify potential dangers that could cause a fire or serious incident. Throughout the topics, students will be able to follow fire safety rules and practise simple ways of staying safe and finding help. The Fire Service module also includes a short fire safety documentary to help children understand the importance of being responsible, how their actions can affect others, and how to stay safe in the home and community.</p> <p><b>Specifics covered include:</b></p> <ul style="list-style-type: none"> <li>• dangers of fire and risk of causing fires through carelessness/play,</li> <li>• fire prevention,</li> <li>• calling the emergency services</li> <li>• the consequences of hoax calling,</li> <li>• distracting a driver whilst driving.</li> </ul> | <p>The Relationships module helps children to explore and understand a range of feelings, how feelings can be communicated without words, and the importance of caring about other people's feelings. The topics in this module help students to understand situations from another person's point of view. Children will explore different types of relationships and from this they will gain an understanding of healthy and unhealthy relationships. They will also learn how to seek help and support if they feel uncomfortable in a relationship</p> <p><b>Specifics covered include:</b></p> <ul style="list-style-type: none"> <li>• understanding and dealing with bullying,</li> <li>• friendship, how our behaviours impact others,</li> <li>• body language and feelings/emotions,</li> <li>• appropriate and inappropriate touch and that they have some control over their actions and bodies.</li> </ul> |

| Year B | Keeping/Staying Safe  | Being Responsible   | Feelings and Emotions  |
|--------|---|---|--|
|        | <p>This module teaches children about the potential dangers in different environments. They will learn the rules for and practise simple ways of keeping safe and finding help.</p> <p><b>Specifics covered include:</b></p> <ul style="list-style-type: none"> <li>• safety in the home</li> <li>• road safety</li> <li>• preventing accidents,</li> <li>• personal safety,</li> <li>• managing risks,</li> <li>• sun safety,</li> <li>• internet safety.</li> </ul> | <p>During our Being Responsible module, children will be able to identify what things they have learnt to do for themselves, what duties they are responsible for daily, and how this will change as they grow. The topics offer children the opportunities to learn how they can help those around them and the importance of taking responsibility for their own actions. Children will also look at how they can set goals to improve their skills in an area of their choice.</p> <p><b>Specifics covered include:</b></p> <ul style="list-style-type: none"> <li>• Setting goals,</li> <li>• perseverance and determination,</li> <li>• preventing accidents,</li> <li>• helping someone in need, knowing who to help and the risk of helping someone we do not know well.</li> <li>• stealing and borrowing.</li> </ul> | <p>Our Feelings and Emotions module supports teachers to explore mindfulness. Children have the opportunity to recognise and name a range of emotions and develop an understanding of their physical effects, distinguishing between those that feel pleasant and those that feel unpleasant or uncomfortable. Students will acquire a range of strategies for managing unpleasant/uncomfortable emotions and be able to apply these in real-world scenarios. This module also offers a range of relaxation recordings that can be used to help children manage their feelings</p> <p><b>Specifics covered include:</b></p> <ul style="list-style-type: none"> <li>• Recognising and managing emotions and feelings including jealousy, worry, anger and grief.</li> </ul> |

**Through the science curriculum the children will also learn to:**

- recognise and name the main external parts of the human body
- recognise similarities and differences between themselves and others and treat others with sensitivity.
- that animals, including humans, grow and reproduce [lifecycles]
- That humans and animals can produce offspring and these grow into adults
- The needs of babies and toddlers and how our needs change as we grow.

**Through the RE Curriculum, children will also learn:**

**Belonging and communities:**

- to understand that they belong to various groups and communities and develop a sense of belonging.
- why families are special for caring and sharing

| Year 3 and 4 | Autumn Module   | Spring Module  | Summer Module  |
|--------------|---|--|--|
| Year A       | <b>Hazard Watch*</b><br><br><b>Basic First Aid [British Red Cross]</b>  | <b>Computer Safety*</b>  | <b>Our World*</b>  |
|              | <p>Each year, more than two million children under the age of 15 experience accidents in and around the home and are taken to accident and emergency units. The Hazard Watch and Basic First Aid module explores and identifies potential dangers in different environments. It teaches children about hazardous items and how to prevent accidents. Children are introduced to the concept of risk assessing so they can make informed choices to keep themselves safe.</p> <p>In the First Aid module the children will learn about how to avoid accidents and how to give First Aid in different situations including</p> <ul style="list-style-type: none"> <li>Choking, burns, bleeds, unconsciousness, asthma attacks, broken bones.</li> </ul> <p>They will also learn how to summon help in an emergency.</p> | <p>Our Computer Safety module helps children to understand the golden rules for staying safe online, how their online activity can affect others, and how to identify other positive and negative aspects of using technology. They will explore the potential outcomes for online bullying, sharing images, and making friends online with people who they do not know. They will also be introduced to a supporting network of helpful organisations.</p> <p><b>Specifics covered include:</b></p> <ul style="list-style-type: none"> <li>Online Bullying</li> <li>Image Sharing</li> <li>Making Friends Online</li> </ul> | <p>This module helps children explore the living world through the following 4 themes:<br/> Growing in our world<br/> Living in our world<br/> Working in our world<br/> Looking after our world.</p> <p><b>Specifics covered include:</b></p> <ul style="list-style-type: none"> <li>Learning about how to keep your money safe and different ways we can receive money</li> <li>Identifying the skills you made need in a future job or career</li> <li>Looking after our planet</li> <li>Looking after living things</li> <li>Using the terms reduce, reuse, recycle</li> <li>Understanding how we can reduce our carbon footprint and the amount of water and electricity we use.</li> <li>Understanding the needs of a baby</li> <li>Recognising what you can do for yourself a you get older.</li> <li>Recognising the ways families are special and unique</li> </ul> |

| Year 3 and 4 | Autumn Module   | Spring Module  | Summer Module   |
|--------------|---|--|---|
| Year A       | Keeping/Staying Safe  | Being Responsible  | Feelings and emotions   |
|              | <p>Building on the KS1 Keeping/Staying Safe module, this module continues to support pupils in identifying ways of keeping themselves and others safe. Children will deepen their understanding of the impact and consequences that can happen as a result of their actions, exploring areas such as peer pressure. Children will have the opportunity to create their own documentaries, learn how to risk assess, recognise danger and warning signs, and further their understanding of the dangers that surround them.</p> <p><b>Specifics include:</b></p> <ul style="list-style-type: none"> <li>• Cycle Safety [looking at distractions on the road and how our actions can cause others harm]</li> <li>• Peer Pressure [how we can be influenced and pressured to make unsafe choices].</li> <li>• Water Safety [trespassing and the dangers of swimming in open or unknown waters].</li> </ul> | <p>This module helps children to develop a deeper understanding of being responsible for themselves and how their actions can affect those around them. Throughout the topic, the children explore a range of situations that they may face now and in the future, which helps them to gain an understanding of how behaviour can be considerate, sensible, and responsible. They will also have the opportunity to create their own documentaries to teach younger children about being responsible.</p> <p><b>Specifics include:</b></p> <ul style="list-style-type: none"> <li>• Coming Home on Time [looking at rules and guidelines children may have to follow]</li> <li>• Looking Out for Others [the responsibility we have if we witness someone being bullied].</li> <li>• Stealing [taking something from a family member without asking].</li> </ul> | <p>Building on the KS1 Feelings and Emotions module, this module allows children to explore their own feelings further, as well as the feelings of those around them. Within the topics, there are many opportunities to help pupils gain the skills to manage their emotions positively and to understand how and where to seek help if needed. This module also offers a range of relaxation recordings. Children will create their own documentaries about feelings and emotions.</p> <p><b>Specifics include:</b></p> <ul style="list-style-type: none"> <li>• Jealousy [how the feeling of jealousy can arise when someone new is introduced to a friendship group].</li> <li>• Anger [the ways in which we can manage our emotions when we are unable to do something we wanted]</li> <li>• Worry [feelings a child can experience when faced with changes].</li> </ul> |

| Year 5 and 6 | Autumn Module   | Spring Module  | Summer Module   |
|--------------|---|--|---|
| Year A       | Keeping/Staying Healthy   | Computer Safety  | Growing and Changing [match to science term]  |
|              | <p>This module encourages children to research and gain more knowledge about healthy and unhealthy food choices, balanced diets and how our food choices affect our bodies. They will learn about healthy lifestyle choices and the potential dangers of experimenting with cigarettes and alcohol.</p> <p><b>Specifics include:</b></p> <ul style="list-style-type: none"> <li>• Healthy Living [looking at how certain types of food can affect our performance in a sports event]</li> <li>• Smoking [how someone can feel pressured in to smoking].</li> <li>• Alcohol [the dangers of alcohol and how people can be affected by alcohol in different ways].</li> </ul> | <p>This module enables the children to deepen their understanding of the negative and positive aspects of using computers and being online, including laws that have been created to protect us. Throughout this module, children will gain the skills and knowledge to enable them to cope in the media generation. Pupils will also have the opportunity to create their own documentaries on computer safety.</p> <p><b>Specifics include:</b></p> <ul style="list-style-type: none"> <li>• Online Bullying [the actions we can take if we feel like we are being bullied online].</li> <li>• Image Sharing [how we can be pressured in to sending images and how to manage this].</li> <li>• Making Friends Online [the dangers of meeting people we have only spoken to online].</li> </ul> | <p>This module covers the expected statutory content for Sex and Relationships Education. Children will have the opportunity to look at how we change and grow, including how we grow at different rates. Children will look at healthy and unhealthy relationships and what to do if they feel worried. This module also includes informative animations on puberty and conception.</p> <p><b>Specifics include:</b></p> <ul style="list-style-type: none"> <li>• Appropriate Touch (Relationships) This explores the difficult subject of how relationships can be unhealthy or uncomfortable.</li> <li>• Puberty [this looks at the different changes boys and girls go through during puberty].</li> <li>• Conception [this looks at how a baby is conceived and the various stages of pregnancy].</li> </ul> |

| Year 5 and 6 | Autumn Module   | Spring Module   | Summer Module   |
|--------------|---|---|---|
| Year B       | <b>The Working world</b>  | <b>A World Without Judgement</b>  | <b>Looking after our environment /climate change-Enough for everyone-Geography unit</b>   |
|              | <p>The Working World module supports children’s understanding of the world around them, and introduces them to why and how we pay taxes and how these contribute to the services that look after us. Pupil will gain an understanding of how they can contribute to their families and communities now and in the future. Throughout the topic, children will explore many areas including enterprise skills, budgeting, and price comparisons.</p> <p><b>Specifics include:</b></p> <ul style="list-style-type: none"> <li>• Chores at Home [this explores the responsibilities that children may have now and in the future.</li> <li>• Enterprise [This looks at how children can help pay for items they would like].</li> <li>• In-App Purchases [This provides a subtle introduction to debt and looks at paying for items through apps or games].</li> </ul> | <p>This module supports children in exploring and celebrating the diverse world in which we live. Pupils will have the opportunity to research British values and the laws that exist to protect us. This module helps children to focus on people’s strengths, celebrate differences, and understand that everyone has the right to live the life they choose as long as they are not hurting others. The topics look at discriminating against others due to disability, same sex marriage, and differences within religion.</p> <p><b>Specifics include:</b></p> <ul style="list-style-type: none"> <li>• Breaking Down Barriers [This explores removing barriers and supporting those who have physical disabilities.</li> <li>• Inclusion and Acceptance [This explores the topic of a child having same sex parents].</li> <li>• British Values [This looks at how we can be inclusive and ensure everyone’s beliefs and needs are respected].</li> </ul> | <p><b>[Cross curricular geography]</b></p> <p>In this unit, children will think about the needs of a settlement, and the needs of the planet as a whole. They will find out where resource such as power and food come from, and look at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, children will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone.</p> <p><b>Specifics include:</b></p> <ul style="list-style-type: none"> <li>• Where does our power come from?</li> <li>• Where does our food come from?</li> <li>• Renewable or non-renewable?</li> <li>• What do we need?</li> <li>• Is there enough for everyone?</li> </ul> |

**Teaching and Learning in the Early Years Foundation Stage at Maids Moreton CE School.**

In the Reception class the children will be taught Relationships Education and Health Education through the PSED and other strands of the Early Years Developmental Matters. For example, they will learn about lifecycles and how young animals grow. They will learn about how we look after babies and toddlers and their needs change as they grow. They will find out about and identify some features of living things and look closely at similarities and differences, patterns and change. They develop skills to make sensible choices, form friendships and think about relationships with others. They develop a sense of right and wrong, considering the consequences of their words and actions for themselves and others. They learn to manage their own personal hygiene and begin to recognise the importance of keeping healthy.

## Appendix 4

### Language and Ground Rules in Lessons

Teachers will show sensitivity, dealing honestly with issues, answering appropriate questions and offering support where necessary.

All staff teaching PSHE will set ground rules in their classes. For example:

- no one (teacher or pupil) will have to answer a personal question
- no one will be forced to take part in a discussion
- the only language used will be easily understood and acceptable to everyone in the class
- only the correct names for body parts will be used
- meanings of words will be explained in a factual way.

Occasionally, issues and questions may arise spontaneously in PSHE lessons or at other times during the school day. Questions will always be answered honestly, taking into account the age and developmental level of the pupils. This is not considered to be part of the planned curriculum and parents or carers cannot withdraw pupils in these circumstances.

We have a variety of strategies for dealing with difficult questions. For example:

- if a question is too explicit, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to include/inform the child's parents/carers;
- if a child makes a disclosure that causes the teacher concern then they should follow child protection procedures set out in the School's Child Protection Policy.

## **Appendix 5:**

### **Confidentiality**

The following is of specific importance to the school's Relationships Education and Health Education programme;

- Reassuring pupils that their best interests will be maintained
- Encouraging pupils to talk to their parents or carers and giving them support to do so
- Ensuring that pupils know that teachers cannot offer or guarantee them unconditional confidentiality, for example in the event of disclosures made
- If abuse is suspected teachers must follow the school's Child Protection procedures. (see Child Protection Policy)
- In a classroom situation, health professionals will follow the school's Confidentiality Policy.