



Growing, Learning, Achieving Together

Relationships and Sex Education (RSE) Policy

The School's Christian Vision Statement

"Let your light shine"

Matthew 5:16 is our central vision. Everyone is encouraged to shine through living out our values of trust, honesty, thankfulness, respect and faith.

Enabling us to grow, learn and achieve together

Cold Harbour C of E Primary School
Policy Document

Written by: Sarah Kotulecki

Date: 05/02/2021

Last Reviewed On:

Policy Number:

Next review due by: 05/02/2022

RSE Coordinator

Sarah Kotulecki

**Online Safety/Designated
Safeguard Lead**

Michelle Laskey

This policy has been written in conjunction with Keeping Children Safe in Education, Cold Harbour child protection policy and safeguarding procedures, PSHE Association guidance, The Key guidance and Government guidance:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Cold Harbour Church of England Primary School

Highland Close

Bletchley

Milton Keynes

MK7 3PD

Tel: 01908 270377

<https://www.coldhambourschool.org.uk>

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Policy Ethos Statement

The School's Christian Vision Statement, "Let your Light Shine" is our central vision.
Everyone is encouraged to shine through living out our values of trust, honesty, thankfulness, respect and faith, enabling us to grow, learn and achieve together.

Ensuring that our children have every opportunity to develop the confidence and capacity to become successful, lifelong learners is a key task for us.

Growing in confidence, faith, personal awareness and ability

Learning in creative, fun, technologically assisted and investigative ways

Achieving as individuals, teams and as a whole school community across a diverse range of opportunities

Together through our shared Christian values of tolerance, faith, guidance, respect and nurture.

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Cold Harbour C of E Primary School, we believe that effective sex and relationships education is essential if young people are to make responsible and well-informed decisions about their lives. We aim to give children accurate information and given children planned opportunities to ask questions about that information. Through our RSE lessons we aim to develop children's knowledge and understanding so that they can make informed choices in the future. These RSE lessons work hand in hand with our PSHE policy where lessons offer children opportunities to explore other people's attitudes and values, challenge prejudice and grow as individuals in a supportive atmosphere.

As we have stated in our PSHE policy, 'We believe that PSHE cannot and should not be taught in isolation, as it is part of developing the whole child. At the core of this learning, is the value of respect. Through lessons, our children and teachers explore a wider range of social, moral, cultural and behavioural issues, in a safe, no judgemental atmosphere. Together, we work hard to nurture respectful relationships between the children, teachers, parents and the whole school community so that our children are ready to take on any challenges life offers them.' PSHE Policy

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

As a Church school we make reference to the Church of England's Valuing All God's Children within this: https://www.churchofengland.org/sites/default/files/201907/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf. This guidance reminds us of recognising the importance of inclusivity, dignity and respect for all.

At Cold Harbour, we teach RSE as set out in this policy.

3. Policy development (currently in the process of development and this section will share the completed process the policy has been through)

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is **not** about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff (currently undergoing this process), taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Our primary sex education will focus on:

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- Informing children openly and accurately about how their bodies change as they are growing
- Preparing boys and girls for the changes that adolescence brings – ensuring opportunities for both sexes to understand these changes.
- Explaining how a baby is conceived (in biological terms) and born
- Offering children opportunities for discussion – to think about emotions, feelings, families & friends and promote respect for one another.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, for which we have an additional policy for reference. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional when appropriate e.g. school nurses talk to our pupils about periods.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental health and wellbeing

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE

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- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

We believe that class teachers are best suited to teaching the RSE curriculum to their own classes as they already have a positive relationship with the children and this will help to foster respectful, caring and open discussions around some aspects of the curriculum that some pupils could feel uncomfortable discussing with unfamiliar teachers.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

All parents will be fully informed before a series of SRE lessons takes place. Parents will be given an opportunity to discuss the material being covered with the teacher and have a discussion with their children at home before lessons commence.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff will receive training on the delivery of RSE as part of their induction and be included in our continuing professional development calendar.

Visitors from outside the school, such as school nurses or sexual health professionals, will be invited into Giles Brook to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Sarah Kotulecki through:

- Learning walks
- Book monitoring
- Staff training/INSET discussions
- Open door policy to support staff

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Sarah Kotulecki: AHT annually.

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At every review, the policy will be approved by the Governing Board.

Appendix 1: Curriculum map

Cold Harbour School Relationships and sex education curriculum map forms an integrated part of our PSHE curriculum (highlighted in yellow.)

PSHE/SRE Two-Year Rolling Programme - Progression Map

Cycle A - 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CORE THEMES	Health and Well-being		Relationships		Living in the wider world	
EYFS	<p>Marvellous Me/ People Who Help Us</p> <p>Healthy Lifestyle -explain ways of keeping clean (for example washing their hands and keeping their hair tidy). -name the main parts of the body. -explain that people grow from young to old. -observe the effects of activity on their bodies. -talk about ways to keep healthy (exercise, sleep, diet, hygiene). -eat a healthy range of food.</p> <p>Keeping safe -understand that equipment and tools have to be used safely. -know the importance of keeping safe (stranger danger, fire safety, road safety) -name people who keep us safe. -know how to get help in an emergency.</p>	<p>Nocturnal Animals/ Celebrations</p> <p>Mental Well-being -talk about good and not so good feelings, creating a vocabulary to describe their feelings to others and simple strategies to manage these (proud, excited, happy, sad, angry, worried) -talk about change and loss and the associated feelings (moving house, losing toys) -describe self in positive terms and talk about abilities. -talk about their own wants, needs, interests and opinions. -know who to ask for help.</p>	<p>Pirates/Under the Sea</p> <p>Healthy Relationships and Valuing Differences -explain different ways that family and friends should care for one another. -understand what kind of physical contact is acceptable, comfortable, unacceptable, uncomfortable and how to respond to unsafe touch (including who to tell and how to tell). -play cooperatively, taking turns and taking account of one another's ideas. -form positive relationships with adults and other children. -celebrate our differences and treat them with respect. -recognising our similarities and differences.</p>	<p>Toys</p> <p>Feelings and Emotions -recognise what is fair/unfair, kind/unkind, right/wrong -recognise that people's bodies and feelings can be hurt. -aware of their own feelings. -talk about how they and others show feelings. -Show sensitivity to others' needs and feelings. -know strategies to help them deal with different emotions (conflict). -explain how it feels when someone bullies you. -know who to talk to in school if they are feeling unhappy or being bullied.</p>	<p>Will you read me a story?</p> <p>Rights and Responsibilities -demonstrate how they contribute to the life of the classroom. -Children can construct and agree to follow group and class rules and understand how these help them. -talk about their own and others' behaviour, and its consequences. -know that some behaviour is unacceptable. -to work as part of a group. -stand up for their own needs and rights without hurting others. -to understand democracy and voting (story for end of day) -think about choices we are able to make e.g. behaviour. -think about things they have learnt since they were a baby and how the people they loved helped them to learn new things, but allowing them to do things by themselves.</p>	<p>Where does our food come from?</p> <p>Environment -understand people and other living things have needs and that they have responsibility to meet them. -look at the local community and what people in the community do to maintain the area they live in.</p> <p>Dreams and Goals -talk about things they enjoy and are good at, and about things they don't find easy. -share their achievements with the class. -set a goal and work towards achieving it. -describe self in positive terms and talk about abilities. -to know that we are all good at different things.</p>
KS1	<p>Fire Fire</p> <p>POS Link - Keeping safe: H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p>	<p>Bright Lights, Big City</p> <p>POS link - Mental wellbeing: H11. about different feelings that humans can experience</p>	<p>Enchanted Woodland</p> <p>POS link - Safe relationships R13. to recognise that some things are private and the importance of respecting</p>	<p>Paws, Claws and Whiskers</p> <p>POS link - Respecting self and others R21. about what is kind and unkind behaviour, and how this can affect others</p>	<p>Moon Zoom</p> <p>POS link - economic well-being, aspirations and career. L14. that everyone has different strengths</p>	<p>Beside the Seaside</p> <p>POS link - Economic well being (money): L10. what money is; forms that money comes in; that money comes from different sources</p>

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<p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p><i>Teaching sequence:</i> 1-How do germs spread? Basic hand washing technique, 2-Understand dangers of electricity. 3-Identify electrical hazards, 4-Know what to do in the event of a fire or emergency: call 999, basic first aid. 5-Know how to respond to other emergencies e.g. accidents/injuries. 6-Describe how to stay safe on bonfire night.</p> <p>Core texts: Fireman Sam</p> <p>ASSESSMENT Q: You need to tell a Reception child at school how to keep safe around electricity. What do you tell them?</p>	<p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>Core texts: Everyone feels happy/sad/scared/angry</p> <p><i>Teaching sequence:</i> 1-Think about ourselves and recognise what we like and dislike - how this affects how we feel 2-Develop vocabulary to describe feelings</p>	<p>privacy; that parts of their body covered by underwear are private</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>Core texts: The squirrels that squabbled</p> <p>1-Who are my friends? Can I have friends online? Making new friends. 2-Being safe in friendships - how should friends behave? Do I always do what friends ask me to? Is it ok to say no? 3-Secrets - know the difference between good/bad secrets. 4-Safe or unsafe strangers - who could I go to if I was lost? 5-How do I know if I am feeling unsafe? Know what to do if am feeling unsafe.</p>	<p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>Core texts: The Smeds and the Smoots</p> <p><i>Teaching sequence:</i> 1-What is kindness? How to be kind - start acts of kindness challenge 2-Is being respectful the same as being kind? 3-Respecting differences - recognise similarities/differences between others by know that our treatment must be the same 4-work cooperatively in a trio to achieve a goal (lego build - architect, builder) 5-share opinions and listen to the opinions of others. Know that it is ok not to agree, but to be respectful to different opinions or choices e.g. marmite 6-What do the stories of Rosa Parks and Nelson Mandela teach us about respect?</p> <p>ASSESSMENT Q: How would you show kindness and respect to a new child at school?</p>	<p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p> <p>Core text: Mr Big by Ed Vere</p> <p><i>Teaching sequence:</i> 1-What am I good at? (all children post-it note) Share a variety of strengths across the classroom. 2-Explore people and jobs that I know, identify different strengths across occupations. 3-Find out about the strengths and interests someone might need to do their job - Visits from people in a variety of job roles. Chd to ask question (NOTE: Rec do this for people who help us, identify and explore jobs beyond this field) 4-Identify strengths and interests for a particular job - What job do you want to have when you grow up? What strengths and interests do you have that will support you in this role? 5-Know that jobs help people to earn money to pay for things - What would you do with your first pay from your job?</p> <p>ASSESSMENT Q: Write a job advert for a job you know. Remember to include: job title, strengths the person must have, interests the person could</p>	<p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p>Transition: H27. about preparing to move to a new class/year group</p> <p>Core text: I want it (PSHE Association online text, A crocodile for Billy(TSB))</p> <p><i>Teaching sequence</i> 1-What is money? How do we get money? How do we spend money? What sort of things does money pay for? Essential items and non-essential items. What would be on your shopping list? 2-Sharing the chores/jobs at home - pocket money. Read the story 'I want it' https://www.valuesmoneyandme.co.uk/tea-chers/i-want-it-ks2 Should we have pocket money? Pros/cons 3-Exploring needs and wants - prioritising spending of money. E-learning session- Help Tara save money for what she would like to buy. Where could you save your money? Make a money bank. https://www.valuesmoneyandme.co.uk/tea-chers/i-want-it-ks2 4-Understand that sometimes sacrifices have to be made with money to ensure essential things are bought</p> <p>ASSESSMENT Q: Jim's mum asks him to go</p>
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		<p>Identify comfortable and uncomfortable feelings</p> <p>3-Describe feelings to others. Think about who to go to if we are worried and how to attract their attention</p> <p>4-Understand change and loss and associated feelings.</p> <p>5-Develop simple strategies for managing feelings</p> <p>6-Understand that feelings can change</p> <p>Set goals for the future</p> <p>ASSESSMENT Q: Jane is sitting on the playground bench on her own. Look at the picture. Describe how she is feeling? Who could she go to make her feel better? What could she do to change her feelings?</p>	<p>6 - Know who I can go to if I am feeling unsafe.</p> <p>ASSESSMENT Q: What would you do if you became lost in a supermarket?</p>		<p>have, what they could spend the money on!.</p>	<p>to the shop because they have run out of bread. When Jim gets to the shop, he sees a chocolate bar on offer that he really wants! What should Jim do?</p> <p>Transition: Prepare to move up to my new class or year group by- saying how I am feeling about the change, writing an all about me letter/document for my new teacher, asking my new teacher any questions that I have.</p>
CORE THEMES	Living in the wider world Citizenship & British Values		Health and Well-being		Relationships	
LKS2	<p>Shared responsibilities</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices</p> <p><i>Teaching sequence (the linking network):</i></p>	<p>Economic wellbeing: Money</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make</p>	<p>Mental health</p> <p><u>Review of KS1 learning.</u></p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p><u>New learning</u></p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p>	<p>Keeping safe</p> <p><u>Review of KS1 learning</u></p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre</p> <p><u>New Learning Risks</u> and how to keep safe</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p>	<p>Ourselves, growing and changing</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex (this can be mentioned it will be covered in UKS2)</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p>	<p>Internet safety</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H42. about the importance of keeping</p>

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<p>1-I follow and value rules.</p> <p>-2I can explore and make rules, learning their value and purpose.</p> <p>3-I can think thoughtfully about why rules are needed, explaining this to someone else.</p> <p>4-Know the relationship between rights and responsibilities.</p> <p>5-Describe my shared responsibilities as a member of the community at home and at school. Look at a moral dilemma -</p> <p>https://www.valuesmoneyandme.co.uk/teachers/finders-keepers-ks2 How to be a good neighbour (finding money/property on the street lesson 1 to 3)</p> <p>6-Understand that everyday choices affect the environment and wider community.</p> <p>ASSESSMENT Q: Ben says, "rules are pointless, we don't need them". What could you say to make him understand the benefits of rules?</p>	<p>spending decisions based on priorities, needs and wants</p> <p><i>Teaching sequence:</i> 1- Recognise that people have different attitudes towards saving and spending money. Am I a saver or a spender? What influences my decisions?</p> <p>2-- https://www.valuesmoneyandme.co.uk/teachers/finders-keepers-ks2 Continue with unit from last half term - Lesson 4. Recognise that different people make spending decisions based on priorities, needs and wants.</p> <p>3-Know that people spending decisions affect the environment (energy use) https://www.valuesmoneyandme.co.uk/teachers/costing-the-earth-ks1-ks2</p> <p>4-Know what I can do to protect the environment from spending decisions</p> <p>5-Understand the different ways to pay for things and the choices people have in this.</p> <p>ASSESSMENT Q: You are giving a speech on safe spending to protect the environment or help the community. What would you say?</p>	<p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p><i>Teaching sequence:</i></p> <p>1-Describe how feelings affect peoples bodies and how they behave. (Look at images/words - how could the person be feeling/how do you know? Model signs/symptoms of distress to chd)</p> <p>2-Know that not everyone feels the same about the same things.</p> <p>3-Describe strategies to look after mental health and learn new strategies.</p> <p>4-Identify everyday things that can impact on feelings.</p> <p>5-Know how to express feelings - what words/phrases could I use. How can I help others to express their feelings.</p>	<p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p><i>Teaching sequence:</i></p> <p>1-Recognise risk in everyday situations at home - Identify a range of hazards https://www.essex-fire.gov.uk/homesafetv/</p> <p>2-Recognise risk in everyday situations in familiar environment - (road/strangers/litter/railway/lakes locally) Using senses to identify risk - including risk of headphones/being distracted on phones.</p> <p>3- Recognise risk in unfamiliar environments e.g. on holiday. Why do we have to be extra cautious?</p> <p>4-Know how to respond to an emergency situation.</p> <p>ASSESSMENT Q:</p> <p>How do you get help when...?</p> <p>Sun Safety</p> <p>5-H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat</p>	<p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p><i>Teaching sequence:</i> 1-Who am I? What makes up my personal identity. 2-Can I choose or make changes to my personal identity? E.g. I can change faiths, hobbies etc. Mention that gender can be changed. 3-Compare my personal identity to others - what makes me unique? The benefits of individuality. 4-Understand the term 'self-worth', know what contributes to this. 5-Describe what I am good at and my achievements. Did I have any setbacks when working towards these? How did I get over them? 6-Know that failure is good. Describe the difference between unhelpful and helpful thinking.</p> <p>ASSESSMENT Q: Sam is finding it difficult to master a skill that all his friends can do. He decides to give up. What has happened to Sam's self-worth? How can you help him get back on track? What advice would you give?</p>	<p>personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p><i>Teaching sequence:</i> 1-Know the benefits and drawbacks of online learning/gaming.How can I manage my time online wisely? 2-Describe how to assess, manage and respond to risks presented online. Know that rules and restrictions are there to keep me safe. 3-Know the information that I need to keep to myself and information that I can share with others online. How do I respond if somebody asks me for information online? 4-Know what to do if I ever see something frightening or scary online/tv etc. 5-Explain to others why it is important to comply with regulations and age restrictions. Know that these will keep me safe.</p> <p>ASSESSMENT Q: You are playing a game online and someone online that you have been talking to for a few weeks, asks for your mobile number so that they can share a video with you that is for 12+. What do you do? How do you respond?</p>
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			<p>ASSESSMENT Q: A friend confides in you that they are feeling anxious. What could you encourage them to do to feel better and get the support they need?</p>	<p>stroke and reduce the risk of skin cancer</p> <p>ASSESSMENT Q: How can we benefit from the sun in a safe way?</p>		
CORE THEMES	Living in the wider world Citizenship & British Values		Health and Well-being		Relationships	Relationships
UKS2	<p>Shared responsibilities</p> <p><u>Reminder about LKS2 learning</u></p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>ASSESSMENT Q: How can we make a difference to our local community?</p> <p>Communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if</p>	<p>Economic wellbeing: Money</p> <p><u>Reminder about LKS2 learning</u></p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p> <p>ASSESSMENT Q: How can I keep track of my money in the future?</p> <p>How can I spend & save successfully?</p>	<p>Health and prevention - use of medicines / vaccines</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</p> <p>ASSESSMENT Q: What are bacteria and viruses? How can we prevent them spreading?</p>	<p>Drugs, alcohol and Tobacco</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>ASSESSMENT Q: How can drugs negatively affect people's lives?</p>	<p>Media and digital resilience</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the</p>	<p>Ourselves, growing and changing</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p>

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	<p>witnessed or experienced</p> <p>Black lives matters capaign</p> <p>Core texts: The Island by Armin Greder</p> <p>ASSESSMENT Q:</p> <p>Someone keeps saying hurtful things to your friend about their race. What do you do? Why?</p>				<p>reliability of sources and identify misinformation</p> <p>ASSESSMENT Q:</p> <p>Write an information leaflet for a Year 4 guiding them about how to use social media successfully.</p>	<p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>ASSESSMENT Q: Advise friend about how to look after their personal hygiene.</p>
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Cycle B - 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CORE THEMES	Health and Wellbeing					
EYFS	<p>Marvellous Me/ People Who Help Us</p> <p>Healthy Lifestyle -explain ways of keeping clean (for example washing their hands and keeping their hair tidy). -name the main parts of the body. -explain that people grow from young to old. -observe the effects of activity on their bodies. -talk about ways to keep healthy (exercise, sleep, diet, hygiene). -eat a healthy range of food.</p> <p>Keeping safe -understand that equipment and tools have to be used safely. -know the importance of keeping safe (stranger danger, fire safety, road safety) -name people who keep us safe. -know how to get help in an emergency.</p>	<p>Nocturnal Animals/ Celebrations</p> <p>Mental Well-being -talk about good and not so good feelings, creating a vocabulary to describe their feelings to others and simple strategies to manage these (proud, excited, happy, sad, angry, worried) -talk about change and loss and the associated feelings (moving house, losing toys) -describe self in positive terms and talk about abilities. -talk about their own wants, needs, interests and opinions. -know who to ask for help.</p>	<p>Pirates/Under the Sea</p> <p>Healthy Relationships and Valuing Differences -explain different ways that family and friends should care for one another. -understand what kind of physical contact is acceptable, comfortable, unacceptable, uncomfortable and how to respond to unsafe touch (including who to tell and how to tell). -play cooperatively, taking turns and taking account of one another's ideas. -form positive relationships with adults and other children. -celebrate our differences and treat them with respect. -recognising our similarities and differences.</p>	<p>Toys</p> <p>Feelings and Emotions -recognise what is fair/unfair, kind/unkind, right/wrong -recognise that people's bodies and feelings can be hurt. -aware of their own feelings. -talk about how they and others show feelings. -Show sensitivity to others' needs and feelings. -know strategies to help them deal with different emotions (conflict). -explain how it feels when someone bullies you. -know who to talk to in school if they are feeling unhappy or being bullied.</p>	<p>Will you read me a story?</p> <p>Rights and Responsibilities -demonstrate how they contribute to the life of the classroom. -Children can construct and agree to follow group and class rules and understand how these help them. -talk about their own and others' behaviour, and its consequences. -know that some behaviour is unacceptable. -to work as part of a group. -stand up for their own needs and rights without hurting others. -to understand democracy and voting (story for end of day) -think about choices we are able to make e.g. behaviour. -think about things they have learnt since they were a baby and how the</p>	<p>Where does our food come from?</p> <p>Environment -understand people and other living things have needs and that they have responsibility to meet them. -look at the local community and what people in the community do to maintain the area they live in.</p> <p>Dreams and Goals -talk about things they enjoy and are good at, and about things they don't find easy. -share their achievements with the class. -set a goal and work towards achieving it. -describe self in positive terms and talk about abilities. -to know that we are all good at different things.</p>

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					people they loved helped them to learn new things, but allowing them to do things by themselves.	
KS1	<p>Healthy Heroes</p> <p>POS link - Healthy lifestyles: H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy H37. about things that people can put into their body or on their skin; how these</p>	<p>Towers, Turrets, Tiaras</p> <p>POS Link - Ourselves, growing and changing: H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult</p> <p><i>Core text: It's good to be me (SEAL picture story), Giraffe's can't dance</i></p> <p><i>Teaching sequence:</i> 1-Say what is good about me. 2-Recognise the way in which we are unique and know that it is ok to be different and like/dislike different things (Giraffe's can't dance) 3-Describe a time when I have felt proud. Help somebody else to feel proud. 4-I can tell when I am feeling worried or anxious. I can explain some things that stop me worrying. 5- Know how to help myself when I have a worry 6-how to help someone else with a worry.</p> <p>ASSESSMENT Q: Is it good to be unique?</p>	<p>Weather Experts!</p> <p>POS Link: Families and close positive relationships: R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p><i>Teaching sequence:</i> 1- Know about the roles of different people in my life (create circle of trust) 2-Describe my family - how do they show love and care for me. Identify common features of family life on my family e.g. routines, ways to show love/care. 3-Know that people we love fall out sometimes and that it is ok. E.g. You might get 'told off' but that's ok, Mum/Dad/brother/sister still love you. 4-Identify different types of families that are different from my own. 5- Recognise common features of family life across all types of families. Compare experiences e.g. religion (Sunday school), who brings to school, cooking. 6-Describes others in my circle of trust. Know who to go to if something makes me feel unhappy or worried in my family.</p>	<p>Mr McGregor's Garden</p> <p>POS Link: Friendships R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy Managing hurtful behaviour and bullying: R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</p> <p><i>Teaching sequence:</i> 1-Describe what makes a good friend. 2-Know how to make new friends e.g. starting new school, on holiday, new neighbour. Include - befriending</p>	<p>All Aboard!</p> <p>POS Link: Media Literacy and digital resilience L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true</p> <p>Keeping safe: H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p><i>Teaching sequence:</i> 1-Describe the role of the internet in everyday life. 2-Describe how digital devices are used in everyday life and how they can be used safely. 3-Know that not all information seen online is true. 4-Identify basic rules for keeping safe online (how to protect my personal information/what to do if I feel unsafe). 5-How can I help keep my friends safe online.</p> <p>ASSESSMENT Q: Create an advert/poster to</p>	<p>Down Under</p> <p>POS Link: Shared responsibilities L1. about what rules are, why they are needed, and why different rules are needed for different situations H28. about rules and age restrictions that keep us safe L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment Communities: L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people (Compare to communities in Australia - notice differences e.g. Aboriginal community)</p> <p>Transition: H27. about preparing to move to a new class/year group</p> <p><i>Teaching sequence:</i> 1-Know what is right /wrong and apply this to my life. 2-Understand the need for rules and that they keep us safe. 3-Know that I am a member of a</p>

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	<p>can affect how people feel</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change (These objectives are covered in Science lessons)</p> <p>1- Know that simple hygiene routines stop germs spreading - the importance of hand washing</p> <p>2- Describe what it means to stay healthy</p> <p>3-Know about the risks of eating too much sugar.</p> <p>4-Identify ways to be physically active</p> <p>5-Know that sleep and rest is important - describe how I relax. Understand that too much screen time can be unhealthy - identify ways to relax offline.</p> <p>6- Who helps me to stay healthy? Nurse, dentist etc. Know that medicines, vaccinations and dental care keep me healthy</p> <p>7- Other ways to stay healthy e.g. not smoking, sun safety</p> <p>ASSESSMENT Q: What do you do to stay healthy?</p>		<p>ASSESSMENT Q: Create a 'Happy Families' guide.</p>	<p>someone who is lonely.</p> <p>3-Know how to resolve an argument with friends. Understand how to ask for help if a friendship is making me unhappy.</p> <p>4-Know that bodies/feelings can be hurt by words or actions.</p> <p>5-Describe 'bullying' - know what it looks/sounds/feels like for both parties. Know that it is unacceptable.</p> <p>6-Describe what to do if I experience or see bullying.</p> <p>ASSESSMENT Q: What does bullying look like? Is Mr McGregor a bully?</p>	<p>tell children how to stay safe online.</p>	<p>community and everybody in a community has rights and responsibilities and my role in caring for them.</p> <p>4-Understand the importance of teamwork and looking after the environment.</p> <p>5-Know that communities can be different and respect the similarities/ differences of others.</p> <p>ASSESSMENT Q: How do I help my community?</p>
CORE THEMES	<p>Living in the wider world</p> <p>Citizenship & British Values</p>		<p>Health and Well-being</p>		<p>Relationships</p>	
LKS2	<p>Communities</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that</p>	<p>Economic wellbeing: Aspirations; work and career</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<p>Teeth</p> <p>H6. about what constitutes a healthy diet; risks associated with not eating a healthy diet including tooth decay.</p>	<p>Healthy Eating</p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p>	<p>Friendships</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p>	<p>Keeping Safe</p> <p><u>Review of learning from KS1</u></p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how</p>

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<p>people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>Black history month</p> <p><i>Teaching sequence:</i> 1-Identify the different groups that make up our community. 2-Value the importance of everyone in our community and understand that the actions of all affect the whole community. See linking network - Individual liberty and respect for diversity lesson 1 Evil Weasel/Dinosaur. 3-Understand the term 'diversity' - identify the benefits of a diverse community.</p> <p>Families and close positive relationships</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><i>Teaching sequence:</i></p>	<p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p><i>Teaching sequence:</i> 1-Know that there are a broad ranges of jobs people can have and you can have more than one during a career (Biographies of significant people, family members and job timeline) 2-Identify the qualities and skills needed for a range of jobs. Notice similarities/differences. 3-Say what job I would like to do when older and identify the skills I would need. 4-Set goal to achieve a personal outcome 5-What am I doing to work towards my personal outcome? What do I do if I am finding it hard? 6-Evaluate achievement of personal outcome. How do I feel? What will I go on to do next?</p> <p>ASSESSMENT Q: How will the skills you learn today help you in your job when you are older?</p>	<p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p><i>Teaching sequence:</i> 1-Identify how to keep my teeth and mouth healthy. 2-Why is it important to visit the dentist? 3-Describe tooth decay and its effects. 4-Classify healthy and unhealthy lifestyle choices that affect oral hygiene.</p> <p>ASSESSMENT Q: How do you maintain good oral hygiene?</p>	<p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity.</p> <p><i>Teaching sequence:</i></p> <p>1-Describe what contributes to a healthy lifestyle (revision from KS1 topic -Healthy Heroes)</p> <p>2-Identify how to make healthy choices and recognise influences on these choices.</p> <p>3-Understand and use the term 'habit' to discuss good and bad habits that have positive/negative effects on lifestyle</p> <p>4-What is obesity? How can it be prevented?</p> <p>5-Know about the different food groups and plan a week of healthy meals.</p> <p>ASSESSMENT Q: How do you maintain a healthy lifestyle?</p>	<p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust,</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online</p>	<p>to dial 999 and what to say)</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p><i>Teaching sequence:</i> 1-Describe the things that are safe to use/unsafe to use at home e.g. cleaning products, medicines. Know why they are stored safely and the importance of only being used by an adult or with adult support. 2-Describe how to use appliances carefully and sensibly at home e.g. toaster, kettle, plug sockets. 3-Know what to do if there was an accident at home e.g. burn, electric shock, fall etc. Know basic first aid and call 999. 4-Describe how to keep safe on roads. Know what to do in a road traffic accident. 5-Summer holiday safety - discuss scenarios over the holidays. How do I assess, manage and prevent risk?</p> <p>ASSESSMENT Q: Produce a summer safety booklet</p>
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	<p>4-Understand that positive family life is based on caring relationships that work both ways. Who do you have a caring relationship with in your family? What things do you do/say to maintain that caring rship?</p> <p>5-Recognise similarities and differences between different families.</p> <p>6-Know what to do if I am unhappy in my family. Who could I go to in the community? Other sources e.g. childline.</p> <p>ASSESSMENT Q: What do you do to support your family community? Can you use these skills to support the wider community?</p>				<p>or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>Teaching sequence:</p> <p>1-Know why friendships are important and how they benefit wellbeing.</p> <p>2-Classify what constitutes a healthy/unhealthy friendship</p> <p>3-Describe how healthy/unhealthy friendships make me feel (include online friendships). What to do if a friendship is unhealthy.</p> <p>4-Understand the term 'peer pressure'. Know what to do if I feel pressure from my friends.</p> <p>5- Know that friendships can undergo disputes and recognise how to manage these.</p> <p>6-Know that friendships can change over time. Consider changing friendship groups since you have been at school.</p> <p>ASSESSMENT Q: Give 5 important rules in a healthy friendship.</p>	
CORE THEMES	Living in the wider world Citizenship & British Values		Health and Well-being		Relationships	
UKS2	Respecting self and others	Economic wellbeing: Aspirations; work and career	Basic First Aid - St.John's Abulance	Mental wellbeing (Including problems which can occur)	Families and positive relationships	Safe relationships

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<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p style="text-align: center;">Managing hurtful behaviour and bullying</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and</p>	<p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p>ASSESSMENT Q:</p> <p>What would you like to do when you are older? Why? How will you achieve that dream?</p>	<p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>St.John's</p> <p>LEVEL 1</p> <ul style="list-style-type: none"> Asthma Choking - adult & child <p>LEVEL 2</p> <ul style="list-style-type: none"> Bites and stings Minor bleeding Bleeding and shock <p>LEVEL 3</p> <ul style="list-style-type: none"> Bones, muscles and joints Chest pain Electric shock <p>ASSESSMENT Q:</p> <p>How would you respond if....?</p>	<p>Review of KS1 & LKS2 learning</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>New learning</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p>	<p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable</p>
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	<p>online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>ASSESSMENT Q: A friend tells you that he / she has received some nasty messages inline. What would your advice be?</p>			<p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>ASSESSMENT Q: Where can you find support if you experience difficulties with your mental wellbeing?</p>	<p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>ASSESSMENT Q: Can you describe what makes a positive relationship?</p>	<p>and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>ASSESSMENT Q: You pop into the COOP with a group of friends. Someone dares you to nick a magazine. What do you do? Why?</p>
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Appendix 2: By the end of primary school pupils should know

Relationships education expectations

Families and people who care for the pupil:

- 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 (available to both opposite and same sex couples) and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- 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

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- 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

- The importance of respecting others, even when they're very different (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

- That people sometimes behave differently online, including by pretending to be someone they're 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

- 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's 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're 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)

Health education expectations

By the end of primary, pupils will need to know:

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Mental wellbeing

- 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're feeling and how they're 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's 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're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It's 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

- 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

- 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're worried about their health

Healthy eating

- 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)

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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

- 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're spread and treated, and the importance of handwashing
- The facts and science relating to immunisation and vaccination

Basic first aid

- 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 bodies

- 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

Sex education expectations

There's no list of expectations for sex education at the primary level, as it isn't compulsory, but Giles Brook choose to teach it and the DfE recommends that we should:

- Make sure boys and girls are prepared for the changes that adolescence brings
- Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	To be completed once feedback has been received

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