

Relationships and Sex Education Policy (from 2020)

Willersey C of E Primary School



'We learn together in Faith, Fun and Friendship'

Approved by: [Name] Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

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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

Our Core Christian Values are at the heart of our curriculum and are as follows:

Courage: *'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.'* Joshua 1:9

Compassion: *'Clothe yourselves with compassion, kindness, humility, gentleness and patience,'*
Colossians 3:12

Friendship: *'Encourage one another and build each other up.'* 1 Thessalonians 5:11

Truthfulness: *'Tell the truth to each other.'* Zechariah 8:16

Respect: *'Do to others as you would have them do to you.'* Mathew 7:12

Creativity: ²³*'Work hard and cheerfully at all you do'* Colossians 3:23-24

¹⁰*'Whatever you do, do well,'* Ecclesiastes 9:10-11

It is expected and encouraged that discussions and learning in RSE draws on these values to ensure supportive, challenging and sensitive learning, drawing on and observing our motto **'We learn together in Faith, Fun and Friendship'**

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.

At Willersey C of E Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. 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, 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 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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. 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.

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

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/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science 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.

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/non-science components of sex education within RSE.

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 are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by The Head Teacher through: planning scrutinies, learning walks, etc.

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

This policy will be reviewed by the Head Teacher and staff. At every review, the policy will be approved by the governing board

Appendix 1: Curriculum map (attached herewith at the end of the document)

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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 • 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • 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 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 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	

FOUNDATION

GLOUCESTERSHIRE PSHE & SAFEGUARDING CURRICULUM

HEALTH AND WELL-BEING

Developing risk management

Topic/Theme: Keeping Safe , People who help us		
Key Questions	Summary of Outcomes	Resources
<p>Who helps us?</p> <p>What are emergency services?</p> <p>How do the emergency services help to keep us safe?</p> <p>How do we keep ourselves safe?</p> <p>When is it safe or not safe to take medicine?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> • Fire Safety • Road Safety • SunSmart • Safe use of medicines and other substances • Taking responsibility for themselves • Know what adults are responsible for 	<p>Drugs</p> <p>GHLL Drugs Scheme of work</p> <p>Managing self</p> <p>GHLL Protective Behaviours scheme of work</p> <p>Keeping Safe</p> <p>http://www.glosfire.gov.uk/cd_res/site/teacher/ks1/index_t_ks1.htm</p> <p>http://think.direct.gov.uk/resource-centre/key-stage-1/how-to-behave-near-traffic</p> <p>http://www.sunsmart.org.uk/schools/schoolsresources/sunsmart-schools-resources</p> <p>http://skillzone.glosfire.gov.uk/teachers/</p>

Understanding personal change & responsibility

Topic/Theme: All About Me		
Key Questions	Summary of Outcomes	Resources
<p>Why am I special?</p> <p>Why should we brush our teeth?</p> <p>Why do we keep clean?</p> <p>What keeps me healthy/in balance?</p> <p>What are the correct names for body parts?</p> <p>What can I do for myself?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> • Valuing their bodies and capabilities • Knowing what makes each of us unique and special • Brushing teeth • Hygiene • Being aware of body needs e.g. water, sleep exercise etc. <p>Introduce correct names for body parts</p>	<p>GHLL SRE scheme of work</p> <p>SEAL – Good to Be Me, Going for Goals, New Beginnings, Changes</p> <p>Facts4life scheme of work</p>

RELATIONSHIPS

Understanding the dynamics of healthy relationships

Topic/Theme: Friends and kindness		
Key Questions	Summary of Outcomes	Resources
<p>What makes me a good friend?</p> <p>What behaviour makes us feel happy/ sad (inc appropriate and inappropriate touch)?</p> <p>How do we show kindness to ourselves?</p> <p>How do we show kindness to others?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> • Protective behaviours (understanding what makes you and others feel happy or sad) • Identifying kindness 	<p>Relationships</p> <p>SEAL – Relationships, Getting on and Falling Out, Say No to Bullying</p> <p>Anti-bullying</p> <p>GHLL Equalities scheme</p>

LIVING IN THE WIDER WORLD

How media, commerce and social issues shape our understanding of the world

Topic/Theme: Internet Safety		
Key Questions	Summary of Outcomes	Resources
<p>How do I stay safe online?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> • Games, applications, TV streaming • Passwords/Access codes, PINS • Appropriate websites 	<p>Internet Safety</p> <p>http://www.kidsmart.org.uk/teachers/ks1/</p>



KEY STAGE ONE

GLOUCESTERSHIRE PSHE & SAFEGUARDING CURRICULUM

HEALTH AND WELL-BEING

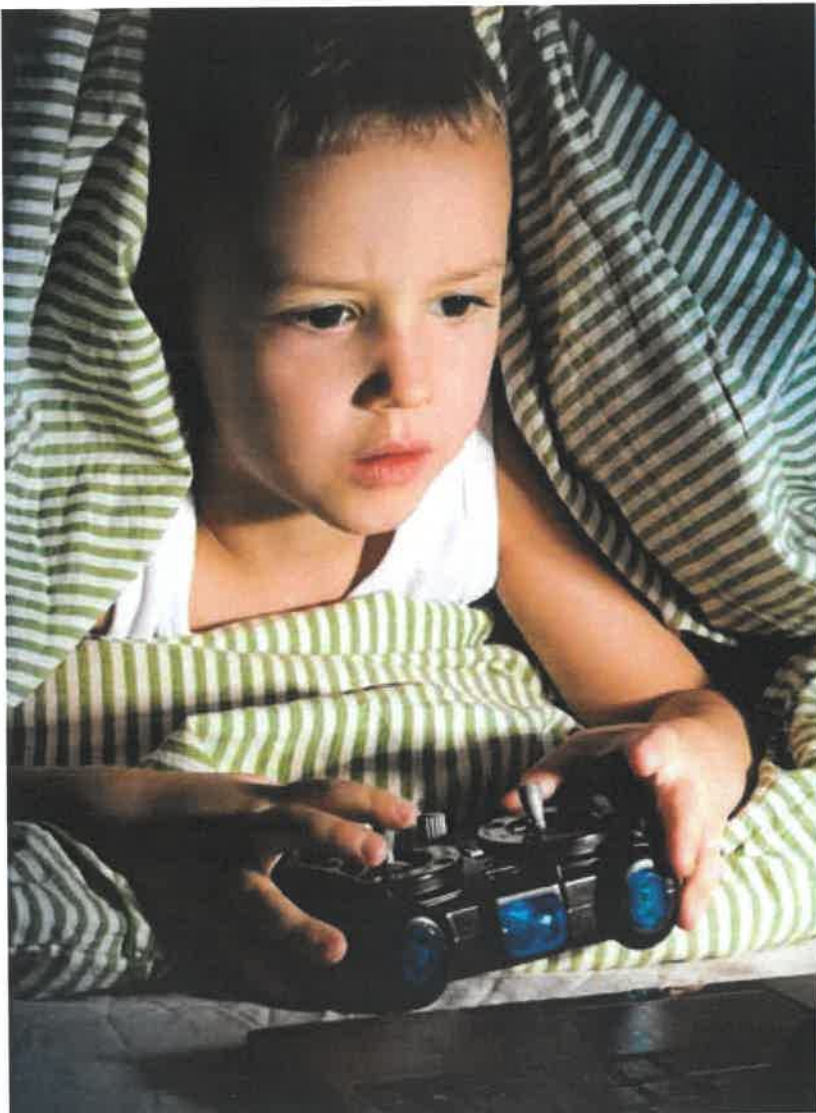
Developing risk management

Topic/Theme: Keeping Safe , People who help us		
Key Questions	Summary of Outcomes	Resources
<p>Who helps us?</p> <p>What are emergency services?</p> <p>How do the emergency services help to keep us safe?</p> <p>How do we keep ourselves safe?</p> <p>Who can we speak to about our feelings?</p> <p>What is a medicine?</p> <p>When can medicines be helpful and when can they be harmful?</p> <p>Who takes responsibility for medicines when we're younger?</p> <p>How do I recognise when something could be harmful?</p> <p>What could I do if I think something is not safe?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> • Road safety • Personal safety • Stranger danger • Sun Smart • Recognise that our feelings can affect the way we behave • Identify where we can go when we need to feel safe • Identify who we can speak to about our feelings • Drugs and their uses (medicines are drugs that are intended to help us) 	<p>Drugs</p> <p>GHLL Drugs scheme of work</p> <p>Managing Self</p> <p>GHLL Protective Behaviours scheme of work</p> <p>Keeping Safe</p> <p>http://www.sunsmart.org.uk/schools/schoolsresources/sunsmart-schools-resources</p> <p>http://www.glosfire.gov.uk/cd_res/site/teacher/ks1/index_t_ks1.htm</p> <p>http://think.direct.gov.uk/resource-centre/key-stage-1/how-to-behave-near-traffic</p> <p>http://skillzone.glosfire.gov.uk/teachers/</p>

Understanding personal change & responsibility

Topic/Theme: All About Me		
Key Questions	Summary of Outcomes	Resources
<p>How have I changed?</p> <p>What is similar and different about girls and boys?</p> <p>What are the names of the external body parts?</p> <p>What are the correct names for body parts?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> • The changes that have taken place since being a baby • Some of the changes that will take place as a baby grows into an adult • that humans produce babies that grow into children and then into adults 	<p>GHLL SRE scheme of work</p> <p>SEAL – Good to Be Me, Going for Goals, New Beginnings, Changes</p>

Key Questions	Summary of Outcomes	Resources
<p>Why am I special?</p> <p>What makes me feel good about myself?</p> <p>What do we have in common with others?</p> <p>How are we different?</p> <p>Why do we keep clean?</p> <p>What keeps me healthy/in balance?</p> <p>How can I develop my resilience?</p> <p>What is an 'active lifestyle'?</p> <p>Why is it important to be active?</p> <p>How do I feel? What affects my mood?</p>	<ul style="list-style-type: none"> the main external parts of the bodies of humans including agreed names for sexual parts What makes each of us unique and special Hygiene Resilience Personal responsibility Diet & exercise Illness, wellness & balance Positive coping strategies 	<p>GHLL resilience resource - Make Me A Superhero</p> <p>Facts4life scheme of work</p> <p>GHLL 'Focused for Learning' resource (based on Mindfulness)</p>



RELATIONSHIPS

Understanding the dynamics of healthy relationships

Topic/Theme: Friends and family		
Key Questions	Summary of Outcomes	Resources
<p>Who takes care of me?</p> <p>What does private mean?</p> <p>What makes a good friendship?</p> <p>What behaviour makes us feel happy/ sad (inc appropriate and inappropriate touch)?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> • Different relationships • The responsibilities that parents have for babies and children • The underwear rule (PANTS) • Making and keeping friends • Protective behaviours (understanding what makes you and others feel happy or sad) • Positive touch activities <ul style="list-style-type: none"> - the need to seek permission when we touch someone else - the need to be respectful of a person's personal boundaries 	<p>Relationships</p> <p>C-I-P Emotions Cards (www.ghll.org.uk)</p> <p>NSPCC PANTS http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</p> <p>Positive touch activity training from GHLL team</p> <p>GHLL Protective Behaviours scheme of work</p>
Topic/Theme: Kindness and anti-bullying		
<p>How do we show kindness to ourselves?</p> <p>How do we show kindness to others?</p> <p>How do I feel when I am shown kindness?</p> <p>How do I feel when I show kindness to others?</p>	<ul style="list-style-type: none"> • Different types of unkind behaviour • The difference between isolated incidents of unkind behaviour and bullying • Identifying acts of kindness • Exploring how kindness benefits all involved 	<p>SEAL – Relationships, Getting on and Falling Out, Say No to Bullying</p> <p>Anti-bullying GHLL Equalities scheme (online resource)</p>



LIVING IN THE WIDER WORLD

How media, commerce and social issues shape our understanding of the world

Topic/Theme: Internet Safety		
Key Questions	Summary of Outcomes	Resources
How do I stay safe online?	Children will learn about: <ul style="list-style-type: none"> • Internet Safety - Online games, email/chat • Games, applications, TV streaming • Passwords/Access codes, PINS • Appropriate websites 	Internet Safety https://www.thinkuknow.co.uk/5_7/ http://www.saferinternet.org.uk/ http://www.everyschool.co.uk/i.c.t.-key-stage-1-internet-safety.html SkillZONE (Internet Cafe) Cyberbullying GHLL Equalities scheme (online resource)
Topic/Theme: Media Influence		
How do we feel about the events we see through the media? Does the media always present events factually? How do we engage with what we see through the media?	<ul style="list-style-type: none"> • Reacting to events on TV e.g. terrorism, racism, inappropriate behaviour of role models • Advertising e.g. influence, bias, distortion 	
Topic/Theme: Financial Capability		
How do I manage my pocket money?	<ul style="list-style-type: none"> • Monetary value and the notion of saving up for a purchase 	Financial Capability http://www.moneysavingexpert.com/financial-education/
Topic/Theme: Social Issues		
What is happening in my community?	<ul style="list-style-type: none"> • Issues of interest/relevance to their locality 	

Topic/Theme: Citizenship & British Values		
Key Questions	Summary of Outcomes	Resources
<p>School and class rules (The Rule of Law and Democracy)</p> <p>What are our class / school rules?</p> <p>Why is it important we all stick to the class rules?</p> <p>Children's rights and responsibilities – (Liberty)</p> <p>How can we help each other?</p> <p>What is the difference between a want and a need?</p> <p>What are our rights?</p> <p>What are our responsibilities to ourselves and others?</p> <p>The local community (Respect and tolerance)</p> <p>What do we mean by community?</p> <p>What sorts of communities are there? (e.g. class, school, local)</p> <p>Who is in our community?</p> <p>What groups do we belong to, in school or outside of school?</p> <p>Do we all believe in the same things?</p> <p>The local environment (Respect)</p> <p>What is good about where we live?</p> <p>What would make it even better?</p> <p>What can we do to improve our local area?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> Contributing to the life of the classroom and the school Group and class rules and understand how these rules help them Rights and responsibilities Belonging to various groups and communities such as family and school What improves and harms their local, natural and environments and about some of the ways people look after them 	<p>http://www.oxfam.org.uk/~media/Files/Education/Resources/Childrens%20rights/lesson1_needs_and_wants.ashx</p> <p>(Can be adapted for KS1)</p>

LOWER KEY STAGE TWO

GLOUCESTERSHIRE PSHE & SAFEGUARDING CURRICULUM

HEALTH AND WELL-BEING

Developing risk management

Topic/Theme: Keeping Safe at home, Keeping safe outside

Key Questions	Summary of Outcomes	Resources
<p>How do we keep ourselves safe?</p> <p>Who can we speak to about our feelings?</p> <p>Who can I ask for help?</p> <p>What is a drug?</p> <p>Are all drugs medicines?</p> <p>What drugs have a non-medical use?</p> <p>What does 'age-restricted' mean?</p> <p>What does 'Smokefree' mean?</p> <p>What laws encourage 'smokefree' environments?</p> <p>What risks are there? What would someone need to know before they tried a legal / illegal drug (the risks)?</p> <p>What drinks contain drugs? (e.g. caffeine/alcohol)</p> <p>Is it normal for young people to use drugs?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> • Recognise that our feelings can affect the way we behave • Identify where we can go when we need to feel safe • Identify who we can speak to about our feelings • Alcohol & tobacco • Drugs and their uses including medical drugs • Effects and risks of drugs • Children learn that drug use is a minority activity • SunSmart 	<p>Drugs</p> <p>GHLL Drugs scheme of work</p> <p>Smokefree Resource - NHS/GHLL - Breath of Fresh Air</p> <p>Managing Self</p> <p>GHLL Protective Behaviours scheme of work</p> <p>Sun Safety</p> <p>http://www.sunsmart.org.uk/schools/schoolsresources/sunsmart-schools-resources</p>



Understanding personal change & responsibility

Topic/Theme: Personal Responsibility		
Key Questions	Summary of Outcomes	Resources
<p>What is special about me?</p> <p>What makes me feel good about myself?</p> <p>What gives me energy?</p> <p>Why do we keep clean?</p> <p>What keeps me healthy/in balance?</p> <p>How do I feel? What affects my mood?</p> <p>How can I manage my feelings? (including feelings of loss)</p> <p>How can I develop my resilience?</p> <p>What is an 'active lifestyle'?</p> <p>Why is it important to be active?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> • What is special about me? • My thoughts, feelings • What affects our energy levels and the way we feel • Recognising how these feelings can impact our behaviour • Resilience • Hygiene • Diet, exercise & sleep • Illness, wellness & balance • Managing feelings • Self worth • Anxiety – triggers, positive strategies for coping. • Bereavement (of pets) 	<p>SEAL – Good to Be Me, Going for Goals, New Beginnings, Changes</p> <p>Primary Mental Health Handbook</p> <p>Samaritan resource – DEAL (Developing Emotional Aspects of Learning)</p> <p>Facts4Life scheme of work</p> <p>GHLL Resilience scheme – Make Me A Superhero</p> <p>Positive Coping Strategies - GHLL 'Focused for Learning' resource (Mindfulness principles)</p> <p>GHLL 'Counting Sleep' learning resource – promoting positive sleep patterns</p>
Topic/Theme: Growing Up		
<p>What are the physical differences between males and females?</p>	<ul style="list-style-type: none"> • Some of the physical changes that will happen as they get older • The physical changes that take place at puberty, why they happen and how to manage them 	<p>GHLL SRE scheme of work</p> <p>Living and Growing DVD https://shop.channel4learning.com/?page=shop&pid=26651</p> <p>Puberty and Sexuality Pack for Children and Young People with Learning Disabilities: Leeds NHS Resource (www.rsehub.org.uk)</p> <p>Some of your bits 'aint nice (video resource) https://www.youtube.com/watch?v=6SXzauoMSM0</p>

RELATIONSHIPS

Understanding the dynamics of healthy relationships

Topic/Theme: Friends and family		
Key Questions	Summary of Outcomes	Resources
<p>What responsibilities does a parent have for their child?</p> <p>What behaviour affects our feelings and how (including appropriate and inappropriate touch)?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> • Changes in relationships with parents & friends • Different types of love • The need for trust and love in marriage and established relationships • The responsibilities that parents have for babies and children • Positive touch activities • The need to seek permission when we touch someone else • The need to be respectful of a person's personal boundaries 	<p>Relationships</p> <p>GHLL SRE scheme of work</p> <p>GHLL Protective Behaviours scheme of work</p> <p>'Big Talk' education cards</p> <p>http://www.nspcc.org.uk/Inform/publications/downloads/intheknow_wdf48158.pdf</p>
Topic/Theme: Kindness and anti-bullying		
<p>What is an unhealthy relationship?</p> <p>What is a healthy relationship?</p> <p>What is bullying?</p> <p>How do we show kindness to ourselves?</p> <p>How do we show kindness to others?</p> <p>How do I feel when I am shown kindness?</p> <p>How do I feel when I show kindness to others?</p>	<ul style="list-style-type: none"> • The difference between isolated incidents of unkind behaviour and bullying • Recognising that bullying behaviour is not the norm (most of the time, most children are not bullied and are not bullies) • Identifying acts of kindness • Exploring how kindness benefits all involved 	<p>Positive touch activity training from GHLL team</p> <p>SEAL – Relationships, Getting on and Falling Out, Say No to Bullying</p> <p>Anti-bullying</p> <p>GHLL Equalities scheme (online resource)</p> <p>www.thinkuknow.co.uk</p>

LIVING IN THE WIDER WORLD

How media, commerce and social issues shape our understanding of the world

Topic/Theme: Internet Safety		
Key Questions	Summary of Outcomes	Resources
<p>How do I stay safe online?</p> <p>How do I manage appropriate relationships online?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> • Internet Safety -Online games, email/chat • Texting, instant messenger, 'kick' etc. • Appropriate gaming, websites, applications, TV streaming • Passwords/Access codes, PINS • Appropriate websites 	<p>Internet Safety</p> <p>https://www.thinkuknow.co.uk/8_10/</p> <p>SkillZONE</p> <p>Keeping Safe</p> <p>http://www.nspcc.org.uk/Inform/publications/downloads/intheknow_wdf48158.pdf</p> <p>Cyberbullying</p> <p>GHLL Equalities scheme (online resource)</p>
Topic/Theme: Media Influence		
<p>How do we feel about the events we see through the media?</p> <p>Does the media always present events factually?</p> <p>How do we engage with what we see through the media?</p>	<ul style="list-style-type: none"> • Reacting to events on TV e.g. terrorism, racism, inappropriate behaviour of role models • Advertising e.g. influence, bias, distortion 	<p>Media</p> <p>http://www.bbc.co.uk/newsround/</p>
Topic/Theme: Financial Capability		
<p>How do I manage my pocket money?</p> <p>Where does our money come from?</p>	<ul style="list-style-type: none"> • Monetary value and the notion of saving up for a purchase • Different sources of income • Different forms of money and payment 	<p>http://www.moneysavingexpert.com/financial-education/</p> <p>Pfeg – Spending Sense</p>
Topic/Theme: Social Issues		
<p>What is happening in my community?</p> <p>How can we make a difference? (A sense of agency; we can all contribute to making a positive change)</p>	<ul style="list-style-type: none"> • Issues of interest/relevance to their locality 	

Topic/Theme: Citizenship & British Values		
Key Questions	Summary of Outcomes	Resources
<p>School, class and other rules (The Rule of Law and Democracy)</p> <p>What are our class and school rules and why do we have them?</p> <p>What other rules do you know about?</p> <p>What is the difference between a rule and a law?</p> <p>How are rules and laws made?</p> <p>Children’s rights and responsibilities (UN) – (Liberty)</p> <p>What are the UN Rights of the Child?</p> <p>What jobs do you do at home?</p> <p>What roles do we have at home and school?</p> <p>What are you responsible for at home and at school?</p> <p>The local/global community and Personal Identity (Tolerance and Respect)</p> <p>What does a community look like?</p> <p>How do religious beliefs affect the community?</p> <p>What are your school values?</p> <p>What are the different customs of people in your school community?</p> <p>The local environment (Respect)</p> <p>What is good about where we live?</p> <p>What would make it even better? (Link to Geography environmental topics)</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> • Why different rules are needed in different situations and how to take part in making them • Human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child • Different kinds of responsibilities, rights and duties at home and at school • Being part of a community and understand that they belong to different groups • The lives of people living in other places, and people with different values and customs • What improves and harms their local and natural environments and about some of the ways people look after them 	<p>http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf</p> <p>https://www.tes.co.uk/teaching-resource/rights-and-responsibilities-3007804. You will need to set up an account but it is free to register.</p> <p>http://www.oxfam.org.uk/~media/Files/Education/Resources/Childrens%20rights/lesson4_exploring_rights.ashx</p>

* SEN Resources

UPPER KEY STAGE TWO

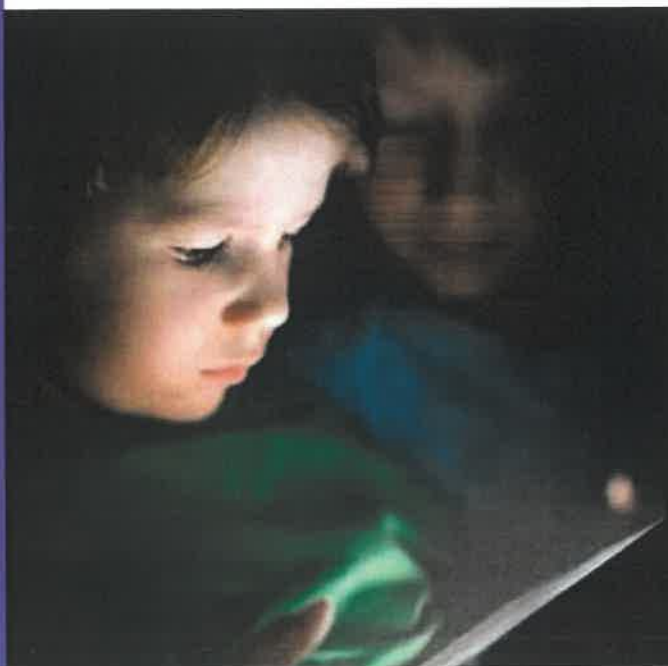
GLOUCESTERSHIRE PSHE & SAFEGUARDING CURRICULUM

HEALTH AND WELL-BEING

Developing risk management

Topic/Theme: Keeping safe at home, Keeping safe outside

Key Questions	Summary of Outcomes	Resources
<p>What does 'smokefree' mean?</p> <p>What is a drug?</p> <p>Why do we have laws that control drugs in this country and what they are?</p> <p>Why are some drugs illegal and some legal?</p> <p>What effects and risks do drugs have (including tobacco and alcohol – and volatile substances, if raised)?</p> <p>Is it normal for young people to use drugs?</p> <p>Is drug use increasing or decreasing among young people?</p> <p>Why do we sometimes take risks?</p> <p>How do we keep safe around the home?</p> <p>How do we keep ourselves safe outside?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> • Legal & illegal drugs • Drugs and the law • Effects and risks of drugs • E-cigarettes • Drug use as a minority activity • Drug use in young people decreasing • Different types of risks, including positive risk taking • Identifying and assessing risks • Hazards in the home e.g. electrical appliances, sources of fire, sharps and blades, cleaning substances etc. • SunSmart • Emergency Aid • Public transport • Hazards in our community e.g. power sub stations, sharps and blades, farms, construction sites. 	<p>Drugs</p> <p>GHLL Drugs scheme of work</p> <p>E-Bug (www.e-bug.eu)</p> <p>- NHS/GHLL - Breath of Fresh Air (Smokefree learning resource)</p> <p>Keeping Safe</p> <p>http://www.nspcc.org.uk/Inform/publications/downloads/intheknow_wdf48158.pdf</p> <p>http://www.glosfire.gov.uk/cd_res/site/teacher/ks2/index_t_ks2.htm</p> <p>http://www.sunsmart.org.uk/schools/schoolsresources/sunsmart-schools-resources</p> <p>http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children</p> <p>http://skillzone.glosfire.gov.uk/teachers/</p>



Understanding personal change & responsibility

Topic/Theme: Personal Responsibility		
Key Questions	Summary of Outcomes	Resources
<p>How do I feel? What affects my mood?</p> <p>How can I manage my feelings (including feelings of loss)?</p> <p>Why do we keep clean?</p> <p>What keeps me healthy/in balance?</p> <p>What do I want? What am I comfortable with?</p> <p>How can I develop my resilience?</p> <p>What is an 'active lifestyle'?</p> <p>Why is it important to be active?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> • Bereavement • Managing feelings • Self worth • Anxiety – triggers, positive strategies for coping. • Resilience • Self harm • Hygiene • Diet, exercise & sleep • Illness, wellness & balance • Assertiveness (self-assured and confident without being aggressive) 	<p>GHLL 'Counting Sleep' learning resource</p> <p>Facts4Life scheme of work</p> <p>SEAL – Good to Be Me, Going for Goals, New Beginnings, Changes Positive Coping Strategies - GHLL Focused for Learning resource (Mindfulness principles)</p> <p>Primary Mental Health Handbook</p> <p>Samaritan resource – DEAL (Developing Emotional Aspects of Learning)</p> <p>Managing Self</p> <p>GHLL Protective Behaviours scheme of work</p> <p>GHLL 'Counting Sleep' – promoting positive sleep patterns</p> <p>GHLL Resilience scheme – Make Me A Superhero</p>
Topic/Theme: Growing Up		
<p>What changes happen as we become adults?</p> <p>What are the stages in the human life cycle?</p> <p>How are babies made?</p>	<ul style="list-style-type: none"> • Puberty/body changes • The physical changes that take place at puberty, why they happen and how to manage them • Name and describe the functions of the sexual organs of boys and girls • Describe some internal differences between males and females • About the facts of the human lifecycle, including sexual intercourse 	<p>Some of your bits ain't nice (video resource) https://www.youtube.com/watch?v=6SXzauoMSM0</p> <p>GHLL SRE scheme of work</p> <p>Living and Growing DVD https://shop.channel4learning.com/?page=shop&pid=26651</p> <p>Puberty and Sexuality Pack for Children and Young People with Learning Disabilities: Leeds NHS Resource (www.rsehub.org.uk)</p> <p>FPA Talk About Growing Up</p> <p>FPA Talk About Sex and Relationships</p>
Female Genital Mutilation*	*Staff training opportunity as relevant to school demographic	

RELATIONSHIPS

Understanding the dynamics of healthy relationships

Topic/Theme: Friends and family		
Key Questions	Summary of Outcomes	Resources
<p>What is a healthy relationship?</p> <p>What is an unhealthy relationship?</p> <p>What behaviour affects our feelings and how (including appropriate and inappropriate touch)?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> • Friends • Changes in relationships e.g. with parents, boyfriend/girlfriend • The need for trust and love in marriage and established relationships • Protective behaviours • Assertiveness (self assured and confident without being aggressive) • Positive touch activities • The need to seek permission when we touch someone else • The need to respect personal boundaries 	<p>Relationships</p> <p>GHLL SRE scheme of work</p> <p>GHLL Protective Behaviours scheme of work</p> <p>www.kidscape.org.uk</p> <p>Positive touch activity training from GHLL team</p>
Topic/Theme: Kindness and anti-bullying		
<p>What is bullying?</p> <p>What do you do if you are being bullied?</p> <p>What do you do if you see someone being bullied?</p> <p>How do we show kindness to ourselves?</p> <p>How do we show kindness to others?</p> <p>How do I feel when I am shown kindness?</p> <p>How do I feel when I show kindness to others?</p>	<ul style="list-style-type: none"> • Peer pressure • Different types of unkind behaviour and bullying (emotional, physical, verbal, cyber, sexual, homophobic, racial, cultural) • Identifying acts of kindness • Exploring how kindness benefits all involved 	<p>Anti-bullying</p> <p>GHLL Equalities scheme (online resource)</p> <p>www.thinkuknow.co.uk</p> <p>Stonewall resource – ‘Different Families Same Love’</p> <p>http://www.stonewall.org.uk/at_school/education_resources/default.asp</p> <p>SEAL – Relationships, Getting on and Falling Out, Say No to Bullying</p>

LIVING IN THE WIDER WORLD

How media, commerce and social issues shape our understanding of the world

Topic/Theme: Internet Safety		
Key Questions	Summary of Outcomes	Resources
<p>How do I stay safe online?</p> <p>How do I manage appropriate relationships online?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> • Internet Safety – Facebook, grooming etc. • Appropriate gaming, websites, applications, TV streaming • Share Aware - what information you share online and how it could be used 	<p>https://www.thinkuknow.co.uk/8_10/</p> <p>https://www.thinkuknow.co.uk/11_13/</p> <p>SkiIZONE</p> <p>GHLL Equalities scheme of Work</p> <p>www.nspcc.org.uk/shareaware</p> <p>http://www.childnet.com/resources/star-toolkit/trust</p> <p>NSPCC Animations: Lucy and the Boy: https://www.youtube.com/watch?v=kwcl-VP3FYc</p> <p>I Saw Your Willy: https://www.youtube.com/watch?v=sch_WMjd6go</p>
Topic/Theme: Media Influence		
<p>How do we feel about the events we see through the media?</p> <p>Does the media always present events factually?</p> <p>How do we engage with what we see through the media?</p> <p>How does what we see and hear through the media influence our own behaviours?</p>	<ul style="list-style-type: none"> • How events on TV are portrayed e.g. terrorism, racism, inappropriate behaviour of role models • Advertising e.g. influence, bias, distortion • Media influence • Body image 	<p>Body Image</p> <p>http://selfesteem.dove.co.uk/Teaching_resources.aspx</p> <p>Controversial Issues</p> <p>http://www.oxfam.org.uk/~media/Files/Education/Teacher%20Support/Free%20Guides/teaching_controversial_issues.ashx</p>
Topic/Theme: Financial Capability		
<p>How do I manage my pocket money?</p> <p>Where does our money come from?</p> <p>What is profit and loss?</p>	<ul style="list-style-type: none"> • Monetary value and the notion of saving up for a purchase • Different sources of income • Different forms of money and payment • Managing a budget • Enterprise opportunities 	<p>Financial Capability</p> <p>http://www.moneysavingexpert.com/financial-education/</p> <p>Pfeg – Spending Sense</p>

Topic/Theme: Social Issues		
Key Questions	Summary of Outcomes	Resources
<p>What is happening in my community?</p> <p>How can we make a difference? (A sense of agency; we can all contribute to making a positive change)</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> Issues of interest/relevance to their locality eg gang culture, young carers in the community 	
Topic/Theme: Citizenship & British Values		
<p>Personal opinions (Liberty and respect)</p> <p>What topical issues are important to debate?</p> <p>How can speak so that people want to listen?</p> <p>How can we put across our viewpoint?</p> <p>Why do people have different viewpoints?</p> <p>Personal identities (Liberty and respect)</p> <p>What are the different religions and cultures represented in your community?</p> <p>How are the different world religions similar to each other?</p> <p>How are they different?</p> <p>Democracy</p> <p>How are rules and laws made and changed?</p> <p>What is a democracy?</p> <p>How are local councils and the government elected?</p> <p>What is the role of parliament?</p> <p>How are laws made and who makes them?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> Topical issues, problems and events (including the global environment) and how to take part in debates The range of national, regional, religious and ethnic identities in the United Kingdom Rules and laws that protect themselves and others and how they are made and changed 	<p>http://www.oxfam.org.uk/~media/Files/Education/Resources/Childrens%20rights/lesson7_letter_writing.ashx (as an example for debate)</p> <p>http://www.parliament.uk/education/teaching-resources-lesson-plans/</p>

Topic/Theme: Citizenship & British Values*		
Key Questions	Summary of Outcomes	Resources
<p>Children’s and adults rights and responsibilities (UN) – (Liberty)</p> <p>What roles do we have in the community?</p> <p>What are you responsible for in the community?</p> <p>How do laws protect our rights?</p> <p>Conflict resolution (Tolerance)</p> <p>If we fall out, how can we still be friends?</p> <p>How can we help people to become friends again when they’ve fallen out?</p> <p>Why might we fall out and can we prevent it?</p> <p>Charitable work</p> <p>What is a charity?</p> <p>Who funds charities?</p> <p>Why do charities exist?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> • Different kinds of responsibilities, rights and duties in the community • Rights in relation to the law • Resolving differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices • The role of voluntary and community groups 	<p>GHLL Peer Mediation scheme (online resource)</p> <p>www.preventtragedies.co.uk (advice and guidance aimed at keeping people safe from being drawn into terrorist related activities)</p>

* SEN Resources

