


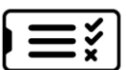






RELATIONSHIPS, HEALTH and SEX EDUCATION – Subject Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WHOLE SCHOOL CURRICULUM DRIVERS	WORLD Black History	WELLNESS Friendships	WELLNESS Staying Safe	WORK Aspirations	WORLD Conservation and Sustainability	WELLNESS Healthy Lifestyles
HBHM THEMES	Being Me in My World	Celebrating Difference	Relationships	Dreams and Goals	Healthy Me	Changing Me
HBHM WEEKLY LESSONS	Discovery Education / Jigsaw and No Outsiders (tolerance and inclusion) resources used to plan lessons <i>See bespoke year group end points</i>					
INTERNET SAFETY Project Evolve		YOUTH ENGAGEMENT TEAM Cyber Safety / Inappropriate Pictures Y5 and Y6	SAFER INTERNET DAY A whole school project – 1 day.			
	 Privacy and Security	 Online Bullying	 Online Relationships	 Managing Online Information	 Health, Well-being and Lifestyle	 Self-Image and Identity
DRUGS AND ALOCOHOL		YOUTH ENGAGEMENT TEAM Drugs workshop Y5 and Y6				
CSE: CHILD SEXUAL EXPLOITATION/ ABUSE		LOUDMOUTH THEATRE Helping Hands Y5 YOUTH ENGAGEMENT TEAM Cyber Safety / Inappropriate Pictures Y5 and Y6	NSPCC Speak Out Stay Safe Whole School Assembly/workshop NSPCC PANTS Whole School Assembly			



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CONSENT		YOUTH ENGAGEMENT TEAM Cyber Safety / Inappropriate Pictures Y5 and Y6	NSPCC PANTS Whole School Assembly			ASSEMBLIES KS1 and KS2
DOMESTIC VIOLENCE		EXPECT RESPECT Bespoke, stand-alone single year group lessons.				
		LOUDMOUTH THEATRE Helping Hands Y5				
CCE: Knife Crime		YOUTH ENGAGEMENT TEAM Knife Crime / Gangs / CCE workshop Y5 and Y6				LOUDMOUTH THEATRE Mikey's Story Y5 and Y6
FIRST AID					HALF DAY WORKSHOP Y5	
HATE CRIME		YOUTH ENGAGEMENT TEAM Hate Crime workshop Y5 and Y6				



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BRITISH VALUES	DEMOCRACY Whole School Assembly Whole School British Values Week	TOLERANCE Whole School Assembly	MUTUAL RESPECT Whole School Assembly	INDIVIDUAL LIBERTY Whole School Assembly	RULE OF LAW Whole School Assembly	
ANTI-BULLYING		WHOLE SCHOOL 1 WEEK PROJECT				
		LOUDMOUTH THEATRE Bully 4 You KS2				
FINANCIAL AWARENESS				WHOLE SCHOOL 1 DAY PROJECT		
HEALTHY LIFESTYLES			WHOLE SCHOOL Children’s Mental Health Week Hobbies Day		WHOLE SCHOOL Outdoor Learning Week	Y5 and Y6 Bike ability WHOLE SCHOOL Sports Day French Olympics Day
SEX EDUCATION						Bespoke, stand-alone single year group lessons. *Year 2 and above*
						LOUDMOUTH THEATRE My Mate Fancies You Y5 and Y6



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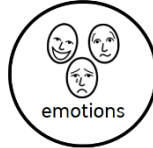

<p>NURTURE</p>	<p>ELSA Play Therapist Counselling Group Family Interventions Emotional Interventions Nurture groups Healthy Eating – children/parent workshops</p>
<p>Whole School Culture</p>	<p>SMARTER Code SMARTER behaviour trackers SMARTER bookmarks Children’s Safeguarding Board Happy Helpers OPAL – playtimes SMART council Calm Brain Classroom Worry Boxes Colour Monsters (regulating emotions) / displays in each classroom Mini Medics After-School Club Headteacher award (half-termly) Pupil of the Year Platinum award (half-termly) Houses/house point competition Star of the Week SMARTER cup</p>
<p>Displays</p>	<p>British Values Stay Safe Mirror, Mirror on the wall what will I be when I am tall? We are Holmer Lake Holmer Lake Does Smarter Council Smarter Code Champions Smarter Code Children’s Safeguarding Board</p>



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The golden threads of our Healthy Bodies, Healthy Minds curriculum are:

 <p>respect</p>	 <p>responsibility</p>	 <p>relationships</p>	 <p>staying safe</p>	 <p>emotions</p>	 <p>healthy</p>
<p>Showing respect is considering the feelings and rights of others.</p>	<p>Being responsible or showing responsibility is having a duty to do something or look after something.</p>	<p>Relationships are the way in which people are connected or related</p>	<p>Staying protected from dangers at home, school or online.</p>	<p>Feelings</p>	<p>Being healthy is being free from illness, either mentally and physically.</p>



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Term	Healthy Bodies Healthy Minds Lesson themes	EYFS Area of Learning Personal, Social and Emotional Development	Statutory Curriculum Relationships Education	Statutory Curriculum Health Education
Autumn 1	Being Me in My World  	Self-Regulation Managing Self Building Relationships	Caring Friendships Respectful Relationships Online Relationships Being Safe	Mental wellbeing Internet Safety and Harms
Autumn 2	Celebrating Difference  	Managing Self Building Relationships	Families and People Who Care for Me Caring Friendships Respectful Relationships Online Relationships Being Safe	Mental wellbeing Internet Safety and Harms
Spring 1	Dreams and Goals  	Self-Regulation Managing Self Building Relationships	Respectful Relationships Being Safe	Mental wellbeing Internet Safety and Harms
Spring 2	Relationships   	Managing Self Building Relationships	Families and People Who Care for Me Caring Friendships Respectful Relationships Online Relationships Being Safe	Mental wellbeing Internet Safety and Harms Physical Health and Fitness
Summer 1	Healthy Me   	Self-Regulation Managing Self	Caring Friendships Respectful Relationships Online Relationships Being Safe	Physical Health and Fitness Mental wellbeing Healthy Eating Health and Prevention Internet Safety and Harms
Summer 2	Changing Me   	Self-Regulation Building Relationships	Families and People Who Care for Me Caring Friendships Respectful Relationships Being Safe	Mental wellbeing Changing adolescent body Internet Safety and Harms



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EARLY YEARS FOUNDATION STAGE

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Early Learning Goals

- **ELG: Self-Regulation** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- **ELG: Building Relationships** Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.
- **ELG: Managing Self** Explain the reasons for rules, know right from wrong and try to behave accordingly. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.



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RELATIONSHIPS Education Statutory Curriculum

FAMILIES AND PEOPLE WHO CARE FOR ME

Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

CARING FRIENDSHIPS

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

RESPECTFUL RELATIONSHIPS

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.



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- the importance of permission-seeking and giving in relationships with friends, peers and adults

ONLINE RELATIONSHIPS

Pupils should know

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

BEING SAFE

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.



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HEALTH Education Statutory Curriculum

MENTAL WELL BEING

Pupils should know

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

INTERNET SAFETY AND HARMS

Pupils should know

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

PHYSICAL HEALTH AND FITNESS

Pupils should know

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.



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- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

HEALTHY EATING

Pupils should know

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

DRUGS, ALCOHOL AND TOBACCO

Pupils should know

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

HEALTH AND PREVENTION

Pupils should know

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

CHANGING ADOLESCENT BODY

Pupils should know:

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



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EXPECT RESPECT PROGRAMME – taught in year groups as part of the RELATIONSHIPS EDUCATION CURRICULUM – Respectful Relationships

The **EXPECT RESPECT Education Toolkit lessons** are taught in year groups
 This resource covers issues associated with Domestic Violence (gender stereotyping / resolving conflicts / controlling relationships) in an age appropriate way which is accessible for children.

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LESSON THEME	Looking at and challenging Gender expectations using toys	Friends, secrets and people that help us	Gender, careers and assumptions	Resolving conflict and where to get help	Examining violence, excuses and responsibilities	Secrets and Stories – controlling relationships	Court Room Game – gender stereotypes.
OUTCOMES	Talk about how some toys are seen as boys or boys and whether this is fair or not. Begin to accept that although boys and girls re not the same they can still play with a whole range of different toys	Think about how behaviour affects others and how others behaviour affects them. Begin to be able to distinguish firmly and unfriendly behaviour or good and bad secrets and be assertive enough to say no to unreasonable demands	Discuss which careers are carried out by men or women. Begin to understand that one can question some of the underlying assumptions made on the basis of gender or size.	Discuss feelings about arguments. Think about how their behaviour affects others and how others behaviour affects them. Begin to distinguish conflicts which need urgent resolution and those which can wait.	Discuss feelings about violence and know that it is illegal. Think about how their behaviour affects others and how they can play a role in helping stop violence, even in other people’s arguments. Have some idea as to how to avoid violent reactions and begin to take responsibility for their own actions.	Discuss their feelings about secrets and friendship. Know that some secrets are unhealthy and it is OK to ask for help. Think about how their behaviour affects others and how they can play a role in helping others even if this can sometimes means telling a secret. Understand that sometimes children are experiencing problems at home that they find difficult to share with others.	Think about the impact of gender stereotypes. Think about some of the assumptions underlying stereo typical views of males and female behaviour and how these stereotypes affect them and their own reactions.



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