



Marine Park First School

Sex and Relationships Policy

Adopted by Governing Body : Autumn 17

Review Date Annually

Marine Park First School Sex and Relationships Education Policy

All maintained secondary schools must provide sex and relationship education as part of the basic curriculum, and must meet the requirements of National Curriculum Science. Governing bodies and head teachers of maintained primary schools must decide whether sex and relationship education, beyond that set out in National Curriculum Science, should be included in the school's curriculum, and if so what it should consist of and how it should be organised. The school has used the document "Sex and Relationship Education in Schools"- A House of Commons Library release dated 15/10/14.

In delivering sex education, schools are currently required to have regard to the Sex and Relationship Education Guidance, published in 2000.

Definition

'Sex and Relationships education is life long learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching.'

(Sex and Relationship Education Guidance, DFEE, 2000)

Rationale

'Effective Sex and Relationship education is essential if young people are to make responsible and well informed decisions about their lives.'

(Sex and Relationship Education Guidance, DFEE, 2000)

Sex Education is a compulsory part of National Curriculum Science.

Purposes

'The aim of Sex and Relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in Personal, Social and Health education and Citizenship will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. The PSHCE framework will help pupils develop the skills and understanding they need to live confident, healthy and independent lives. It will play an important role, alongside other aspects of the curriculum and school life, in helping pupils deal with difficult moral and social questions.'

(Sex and Relationship Education Guidance, DFEE, 2000)

At our School we aim to deliver a whole school approach to Sex and Relationship education and aim to deliver it through National Curriculum Science and through our PSHCE programme, within the three broad themes of:

- Health and Wellbeing
- Relationships
- Living in the Wider World

This will ensure that all children:

- develop confidence in talking, listening and thinking about feelings, emotions and relationships
- value themselves as an individual and develop and show respect for themselves and others
- value the importance of loving relationships and family life
- have knowledge about the physical development of their bodies as they grow into adults
- have knowledge about the life cycles of living things including humans
- can explore values, moral issues and risks associated with certain behaviours
- develop, describe and apply simple practices to help keep themselves safe and know how to ask for help and support

Guidelines/Implementation

Sex and relationship education will be delivered across the school from Early Years to Year Four. It will be delivered through taught science and PSHCE sessions by the class teacher or on occasions by an outside visitor, such as the school nurse or other health professional.

Our scheme of work is based on guidance materials produced by the PSHE Association, North Tyneside LA and the Health Education Partnership

- [Appendix 1](#): identifies the SRE elements taught through the Science curriculum (statutory and non statutory guidance) at Marine Park
- [Appendix 2](#) identifies the taught PSHCE curriculum, including Sex and Relationships Education at Marine Park
- [Appendix 3](#) identifies the core PSHE content for Y1 to Y6, suggested by the PSHE Association.

At our School we aim to help children develop confidence in talking, listening and thinking about Sex and Relationship education. Teachers and visitors will use a range of strategies to help them to do this including;

- Establishing ground rules eg.no one will have to answer a personal question, no one will be forced to take part in a discussion, only the correct names for the body parts will be used and meanings of words will be explained in a sensible and factual way.
- Introducing distancing techniques eg by depersonalising discussions, such as role play, case studies with invented characters
- Dealing with questions - if questions are too personal teachers should remind them of the ground rules, teachers should be honest if they don't know the answer to a question, if a question is too explicit or feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and reassure the pupil that they (or another colleague) will attend to it later on, on an individual basis.
- Making use of discussion and project learning and by encouraging reflection.
- Adhering to the school's Confidentiality policy.

There are many sensitive issues surrounding the teaching of Sex and Relationship education. As a school we aim to deal with the following issues sensitively and honestly.

Parents and pupils should feel assured that the personal beliefs and attitudes of teachers will not influence the teaching of Sex and Relationship education within the PSHCE framework.

Teaching and Learning strategies will differ, depending on the age and stage of development of the child. These will include circle time and cross-curricular development to pick up any relevant issues. Teaching will be matched to the maturity of the pupils.

Children will learn the significance of marriage and stable loving relationships as key building blocks of community and society, but this will be done so as not to stigmatise children on the basis of their own home circumstances.

If a child raises an issue of a sensitive nature, their comments will be dealt with individually and sensitively, following the guidelines set out in the Confidentiality policy.

The senior management team will be responsible for monitoring provision of Sex and Relationship education across the whole school, through scrutiny of planning, classroom observations and by providing support and training needs. Staff will have access to on-going support and training as part of their own professional development.

Pupils' progress will be assessed informally by teacher observation, monitoring individual's behaviour and by discussing and marking pupils' work. Their progress and achievements in PSHCE as a whole, will be reported to parents in the individual end of year reports and if appropriate at parent consultation meetings.

Resources for Sex and Relationship Education/PSHCE will be reviewed regularly.

Sexual identity, sexual orientation and same sex couples (including marriage)

The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.

Schools need to be able to deal with homophobic bullying. Guidance issued by the Department (Social Inclusion: Pupil Support Circular 10/99) dealt with the unacceptability of and emotional distress and harm caused by bullying in whatever form – be it racial, as a result of a pupil's appearance, related to sexual orientation or for any other reason.

Teaching about marriage must be done in a sensitive, reasonable, respectful and balanced way. Teachers are subject to professional requirements, the school curriculum, school policies, and anti-discrimination duties towards colleagues and pupils. Teaching should be based on facts and should enable pupils to develop an understanding of how the law applies to different relationships. Teachers must have regard to statutory guidance on Sex and Relationship education, and to meet duties under equality and human rights law.

The Governing Body

- The governing body has the responsibility to ensure a school has an up-to-date SRE policy that describes the content and organisation of SRE through the national curriculum science and other curriculum areas like PSHE.
- The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, and the wider school community to ensure that SRE addresses the needs of pupils.
- The governing body needs to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils.
- They will ensure that the policy is available to parents on the website and that parents know of their right to withdraw their children.
- Governors will ensure that the programme and the resources are monitored and evaluated.
- The governing body has the responsibility through the statutory guidance 'Keeping children safe in education' (September 2016) to consider how pupils may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Governors and Headteachers must make sure that sex education has due regard to moral considerations and the importance of family life

Parents / Carers - Right to Withdraw

School aims to work in active partnership with families, to value their views and keep them informed of the SRE provision. If a parent/carer has any concerns about the SRE provision then the Headteacher can be contacted with any queries or concerns.

Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum. The schools will make alternative arrangements in such cases.

Parents wanting to exercise this right are invited to contact the Headteacher. If a child is withdrawn they will be provided with alternative work for the duration of the lessons.

Consultation

Teachers, governors, parents, the Local Authority Health and Well-being Advisor – Elaine Robson and children were consulted when this policy was being developed. The policy will be published on the school website.

Conclusion

SRE is learning about the emotional, social and physical aspects of growing up, relationships and health. It helps children to take responsibility for their body, relationships, health and wellbeing. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships and staying safe.

It is our shared responsibility with that of parents to provide Sex and Relationship education in a setting which is safe and in a manner which is age appropriate that assists young people to prepare for adult life by supporting and helping them to understand themselves, respect others and form and sustain healthy relationships.

Confidentiality Policy

Rationale

Children cannot learn effectively if they are concerned or frightened about being abused or being the victims of violence in the home. They have a right to expect schools to provide a safe and secure environment. Any fear or worries they have should not go unnoticed by staff.

Purposes

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and what is not acceptable in a relationship, can lead to disclosure of a child protection issue.

Implications

If a member of staff suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they should be aware of the procedures for reporting their concerns and to whom they should do so. (Child Protection Policy)

Disclosures from pupils may take place at an inopportune place or time. The teacher may be able to discuss the issue with an appropriate colleague without giving the name of the child.

If not, the teacher or member of staff should:

- talk individually to the pupil before the end of the school day.
- reassure the pupils that their best interests will be maintained.
- encourage pupils to talk to their parents or carers and give them support to do so
- ensure that pupils know that staff cannot offer unconditional confidentiality.
- reassure pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate
- if there is any possibility of abuse, follow the school's child protection procedures
- make sure that pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service
- use ground rules in lessons.

Conclusion

Teachers cannot offer absolute confidentiality, but we can provide a safe and secure environment, where a child can discuss their fears or worries with the knowledge that it will be dealt with professionally and with the child's best interests at heart.

Appendix 1

The following elements will be taught in Statutory National Curriculum Science sessions:

Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics.

Key stage 1

The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them. They should be encouraged to be curious and ask questions about what they notice.

Year 1 programme of study

Plants (statutory requirements)

Pupils should be taught to:

- identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen
- identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.

Notes and guidance (non-statutory)

- Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat.
- Where possible, they should observe the growth of flowers and vegetables that they have planted.
- They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (trees: trunk, roots, branches, leaves, flowers (blossom), fruit; garden and wild plants: flower, petals, stem, leaves, roots, fruit, bulb and seed).
- Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants and trees.
- Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast how different plants change over time.

Animals, including humans (statutory requirements)

Pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Notes and guidance (non-statutory)

- Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Year 2 programme of study

Living things and their habitats (statutory requirements)

Pupils should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive

Animals, including humans (statutory requirements)

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Notes and guidance (non-statutory)

- Pupils should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.
- The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.
- Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things

animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Plants (statutory requirements)

Pupils should be taught to:

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Notes and guidance (non-statutory)

- Pupils should use the local environment throughout the year to observe how plants grow (including seeds, bulbs, fruit and vegetables, deciduous and evergreen bushes and trees).
- Pupils should be introduced to the requirements of plants for growth and survival, as well as the process of reproduction and growth in plants.
- Note: Seeds and bulbs need water to grow but do not need light; seeds and bulbs have a store of food inside them.
- Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.

Lower key stage 2 – years 3 and 4

The principal focus of science teaching in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions.

Year 3 programme of study

Plants (statutory requirements)

Pupils should be taught to:

- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Notes and guidance (non-statutory)

- Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.

Year 4 programme of study

Nothing related to

Appendix 1

Key Stages 1 and 2: Core Themes

Core Theme 1: Health and wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the wider world – including, Economic wellbeing and being a responsible citizen
Pupils should be taught:	Pupils should be taught:	Pupils should be taught:
<ul style="list-style-type: none"> • What is meant by a healthy lifestyle 	<ul style="list-style-type: none"> • How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 	<ul style="list-style-type: none"> • About respect for self and others and the importance of responsible behaviours and actions
<ul style="list-style-type: none"> • How to maintain physical, mental and emotional health and wellbeing 	<ul style="list-style-type: none"> • How to recognise and manage emotions within a range of relationships 	<ul style="list-style-type: none"> • About rights and responsibilities as members of families, other groups and ultimately as citizens
<ul style="list-style-type: none"> • How to manage risks to physical and emotional health and wellbeing 	<ul style="list-style-type: none"> • How to recognise risky or negative relationships including all forms of bullying and abuse 	<ul style="list-style-type: none"> • About different groups and communities
<ul style="list-style-type: none"> • Ways of keeping physically and emotionally safe 	<ul style="list-style-type: none"> • How to respond to risky or negative relationships and ask for help 	<ul style="list-style-type: none"> • To respect equality and to be a productive member of a diverse community
<ul style="list-style-type: none"> • About managing change, such as puberty, transition and loss 	<ul style="list-style-type: none"> • How to respect equality and diversity in relationships. 	<ul style="list-style-type: none"> • About the importance of respecting and protecting the environment
<ul style="list-style-type: none"> • How to make informed choices about health and wellbeing and to recognise sources of help with this 		<ul style="list-style-type: none"> • About where money comes from, keeping it safe and the importance of managing it effectively
<ul style="list-style-type: none"> • How to respond in an emergency 		<ul style="list-style-type: none"> • How money plays an important part in people's lives
<ul style="list-style-type: none"> • To identify different influences on health and wellbeing 		<ul style="list-style-type: none"> • A basic understanding of enterprise.

Appendix 2

Marine Park First School PSHCE Curriculum

Key Stage 1: Year 1

Autumn 1 Health and Wellbeing	Spring 1 Living in the Wider World	Summer 1 Relationships
<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>My new class</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • how to contribute to the life of the classroom • about constructing and agreeing to follow group and class rules and to understand how these help us • about taking part in a democratic vote for the School Council • about working collaboratively <p>Children should:</p> <ul style="list-style-type: none"> • give examples of co-operation when working with others in groups • describe what a shared goal means in terms of group and class shared goals • identify and demonstrate essential attributes that are needed to work collaboratively • recognize how their behavior affects other people • develop their self esteem and self confidence • distinguish right from wrong • have respect for the civil and criminal law of England • respect for democracy and support for participation in the democratic processes <p>Keeping Myself Safe - Looking after myself</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about feeling safe • hazards in the home and school • about road safety • about the steps they can take to ensure their safety in class, 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Me and my community</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • that they belong to various groups and communities such as family, class and school - focus on the class • more about their contribution to the life of the classroom • that people have needs and that they have responsibilities to meet them including being able to take turns, share and understand the need to return things that have been borrowed etc • that they have choices they can make but that their choices impact on others • more about the local community they belong to • who in the local community looks after them <p>Children should:</p> <ul style="list-style-type: none"> • demonstrate that they can identify and respect the differences and similarities between people in their class and beyond • recognize that everyone is part of the class community • recognise how their behavior affects others • recognize the difference between right and wrong • listen to others and play and work cooperatively 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Sex and Relationships Education – Myself and Others</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • the importance of valuing oneself and that we are all unique • more about their bodies and how they work • about the similarities and differences between boys and girls • to recognize and name using the proper terminology parts of the body and what those parts do • more about what happens as we grow • about the process of growing from young to old, physical changes – becoming taller, facial changes, different skills • that some things don't change e.g. skin colour, eye colour etc • other things will change e.g. height, weight, etc • that our behaviour and needs change as we get older • that we are all part of families and that all families are different and have special roles in caring for their children <p>Children should:</p> <ul style="list-style-type: none"> • be able to describe and value individuality • recognize and celebrate own emotions, gifts and talents • recognize similarities between themselves and peers • identify similarities and differences between themselves and the opposite gender • be recognize and name using proper terminology parts of the body and what those parts do. • describe some elements of the growth cycle • be able to describe their family • understand why their families are special • identify different ways that families and individual members care for one another

Marine Park First School PSHCE Curriculum

Key Stage 1: Year 1

<p>on the playground, at home and on the street</p> <ul style="list-style-type: none"> • who helps us keep safe <p>Children should:</p> <ul style="list-style-type: none"> • demonstrate an understanding of 'be safe on the outside' and 'feel safe on the inside' • identify emotions for when they are feeling safe and unsafe • describe ways of keeping safe in familiar situations, such as crossing the road • talk about being safe inside and outside home and at school • know about types of behaviour and their consequences • identify the adults in school, at home and in the community who can keep them safe • talk about what they can say and do to help these people to keep them safe. • understand how to get help and who helps them <p>Keeping Myself Safe - Internet Safety</p> <ul style="list-style-type: none"> • how to keep themselves safe on line <p>My Healthy Body - Healthy People</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about what healthy people do to be healthy – regular exercise, a healthy diet, rest and keeping clean • about what they like and dislike • about what it means to make a choice and how choices can improve how they feel and look • about good handwashing <p>Children should:</p> <ul style="list-style-type: none"> • be able to describe the components of a healthy day • identify some ways of taking care of themselves • list favourite foods and say which ones are important to keep them healthy and which ones need to be eaten in moderation • talk about how physical activity, sleep, exercise and keeping clean 	<ul style="list-style-type: none"> • demonstrate how to contribute to the life of the classroom • what improves and harms their local, natural and built environments and about some of the ways people look after them <p>Persuasion – reality and fantasy</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • more about differences between make believe and reality • real and pretend people/things, places and happenings • about concept of truth/lies; right/wrong <p>Children should:</p> <p>understand the difference between these</p>	<p>Memories and growing up</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about special memories, things which we treasure: • about change and loss e.g. starting school, a new baby brother/sister, moving to a new class • about the feelings associated with change or loss <p>Children should:</p> <ul style="list-style-type: none"> • be able to express how they feel when they lose something or if things change(including moving home, losing toys, pets or friends moving etc. • talk about different kinds of loss that they or others may have experienced • describe how people behave when they lose things • talk about how losing things can make people feel
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Marine Park First School PSHCE Curriculum

Key Stage 1: Year 1

<p>helps their bodies to grow and helps them to feel well</p> <ul style="list-style-type: none"> know how to wash their hands effectively and how this helps reduce the spread of germs <p>Emotional Health - Awareness of feelings Children will learn:</p> <ul style="list-style-type: none"> to be aware of what makes them happy how to tell how other people are feeling <p>Children should:</p> <ul style="list-style-type: none"> show some self-awareness of feeling and thinking positively and recognize, name and deal with feelings in a positive way 		
<p>Autumn 2 Relationships</p>	<p>Spring Term 2 Health and Wellbeing</p>	<p>Summer 2 Living the Wider World</p>
<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i> Who are our friends?</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about feeling loved and cared for about different types of friends and how friends should care for one another about the nature of kindness about how people's bodies and feelings can be hurt who to go to if they are worried and how to attract their attention to name a range of emotions managing uncomfortable feelings – winning and losing; pride and jealousy about solving disputes and conflict through negotiation and appropriate compromise <p>Children should:</p> <ul style="list-style-type: none"> be able to show what constitutes a good friend and how good friends look after one another be able to talk about good and not so good feelings begin to develop a vocabulary to describe their feelings to others 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>My Healthy Body – Looking after my teeth</p> <p>Children will learn:</p> <ul style="list-style-type: none"> more about healthy food choices more about what healthy people do to be healthy – keeping their teeth clean <p>Children should:</p> <ul style="list-style-type: none"> know how to keep themselves clean and how to brush their teeth effectively understand how visits to the dentist contribute to good oral health <p>Keeping safe – Drugs Ed: Medicines and Household Products</p> <p>Children will learn:</p> <ul style="list-style-type: none"> that substances we put onto or into our bodies affect them that household products, including medicines, can be 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Me and the Wider Community - Global food</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about where food comes from more about the ethics of food supply <p>Children should:</p> <ul style="list-style-type: none"> explore how some children in poorer parts of the world may not have access to plentiful food and clean water and reflect on this <p>Me and the Wider Community – Developing Responsibility</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about the needs of all living things looking after animals the role of professionals and voluntary agencies in animal welfare

Marine Park First School PSHCE Curriculum

Key Stage 1: Year 1

and simple strategies for managing feelings

- recognize how their behaviour affects other people
- give examples of causes of disputes and conflicts in class/playground/other and describe feelings when disputes/conflicts occur
- identify what can help/not help when trying to solve disputes/conflict
describe or demonstrate strategies to use for negotiation and appropriate compromise
- demonstrate strategies for solving a dispute in real life situations

Anti Bullying

Children will learn:

- about what to do when friendships change
- to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- to recognise when people are being unkind either to them or others, how to respond, who to tell and what
- to say that there are different types of teasing and bullying, that these are wrong and unacceptable
- how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

harmful if not used properly

- about the safe keeping of everyday substances and basic rules for recognising substances or objects that are not safe to touch
- rules about health and safety, basic emergency aid procedures, where and how to get help

Children should:

- know simple rules for the correct use of everyday substances and medicines
- recognize situations that might be dangerous and when they must talk to a safe adult
- demonstrate awareness of their own role in keeping healthy and simple choices that they make.
- be able to ask for help or assistance

- about caring for the environment and pollution
- about what harms/improves the local and built environments and about some of the ways people look after them

Marine Park First School PSHCE Curriculum

Key Stage 1: Year 2

Autumn 1 Health and Wellbeing	Spring 1 Living in the Wider World	Summer 1 Relationships
<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>My new class Children will learn:</p> <ul style="list-style-type: none"> • how to contribute to the life of the classroom • about constructing and agreeing to follow group and class rules and to understand how these help us • about taking part in a democratic vote for the School Council • about working collaboratively <p>Children should:</p> <ul style="list-style-type: none"> • give examples of co-operation when working with others in groups • describe what a shared goal means in terms of group and class shared goals • identify and demonstrate essential attributes that are needed to work collaboratively • recognize how their behavior affects other people • develop their self esteem and self confidence • distinguish right from wrong • have respect for the civil and criminal law of England • respect for democracy and support for participation in the democratic processes <p>Keeping Myself Safe - Looking after myself Children will learn:</p> <ul style="list-style-type: none"> • about feeling safe • real and imaginary hazards • fire, water and metro safety • who keeps us safe • about the shared responsibility for keeping themselves and others safe • about the steps they can take to ensure their safety in different 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>My school and local community Children will learn:</p> <ul style="list-style-type: none"> • more about the groups that make up our school community – celebrating our diversity • that people all share similarities and they can be grouped by them • that our differences make us special • to identify and respect the differences and similarities between people • more about the groups that make up the local community realising that we have similar needs and are all part of one community • and about the diversity of the religious and ethnic identities in the UK • that each culture has its own special traditions – festivals and foods etc • about a variety of institutions that support communities locally and nationally • to listen to other people and play and work cooperatively <p>Children should:</p> <ul style="list-style-type: none"> • demonstrate that they can identify and respect the differences and similarities between people in their school and beyond • act responsibly for their behavior, show initiative and contribute positively to the lives of those living and working in the locality of the school and to society more widely 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Sex and Relationships Education – Lifecycles Children will learn:</p> <ul style="list-style-type: none"> • that all living things including humans grow and reproduce as part of a life cycle • where different living things come from – plants and animals e.g. plants come from seeds, birds, fish, reptiles and amphibians lay eggs, mammals give birth to live babies etc. • more about the process of growing from young to old • that they are growing and changing • that babies need to be kept physically safe and healthy – warm, food, clean, secure environment; and helped to thrive emotionally and intellectually - need the care and attention of parents/carers to thrive • appreciate that people and other living things have needs and that families and friends should care for one another • how people’s needs change and responsibilities that increasing independence may bring • about who to talk to if they have concerns, questions or worries <p>Children should:</p> <ul style="list-style-type: none"> • understand that all living things including humans grow and reproduce as part of a life cycle • describe where different living things come from • describe some elements of the growth cycle • describe some of the biological differences between male and female animals and humans • describe ways they have grown and changed – physically, socially and emotionally • appreciate that everyone needs to be cared for to grow and thrive • identify ways to show care towards one another • understand that we all have different needs and need different

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<p>situations</p> <p>Children should:</p> <ul style="list-style-type: none"> • know about types of behaviour and their consequences • describe different ways of keeping safe in both familiar and unfamiliar situations • identify potentially unsafe situations and steps to take to avoid or remove the dangers • describe the personal responsibility they have to keep themselves safe • understand how to get help and who helps them • understand the role of the emergency services <p>Keeping Myself Safe - Internet Safety</p> <ul style="list-style-type: none"> • how to keep themselves safe on line <p>My Healthy Body- Keeping well and clean</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • more about what healthy people do – revisit regular exercise, a healthy diet, rest and keeping clean, visiting h/c professionals • about what it means to make a choice and how choices can improve how they feel and look • more about hygiene, spread of germs and disease and healthcare • about good personal hygiene • about what happens if they don't take care of their health • revisit <p>Children should:</p> <ul style="list-style-type: none"> • describe what being healthy means • explain what the short and long term benefits of regular exercise, sleep, eating well and good oral and body hygiene. • Describe the consequences of choices both good and not so good • how some diseases are spread and can be controlled and about the responsibilities they have for their own health and that of others • describe how some diseases are spread, including coughs, colds etc • talk about steps that they can take to help stop the spread of germs (i.e. regular hand washing, use of tissues, covering their mouth when they cough) • know that some diseases can be controlled through vaccination and medication 	<ul style="list-style-type: none"> • understand that the freedom to choose and hold faiths is protected in law • accept that other people have different faiths or beliefs to oneself, or have none and should not be the cause of prejudice or discrimination • understand the importance of identifying and combatting discrimination <p>Same and different</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • to further consider concepts such as right and wrong; truth and lies; what's fair and unfair; real and fantasy • share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class <p>further consider strategies to express themselves and stand up for themselves</p>	<p>types of care and understand the links between needs, caring and changes throughout the life-cycle</p> <p>Children should:</p> <ul style="list-style-type: none"> • describe ways they have grown and changed – physically, socially and emotionally • describe some elements of the growth cycle • describe some of the biological differences between male and female animals • appreciate that everyone needs to be cared for to grow and thrive • can describe the changes having a new baby in the family can bring • identify ways to show care towards each other <p>Moving on</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about ways to improve and learn from experience • to recognize and celebrate what they are good at • to celebrate their achievements towards the end of KS1 • to set themselves challenging goals as they get ready for KS2 <p>Children should:</p> <ul style="list-style-type: none"> • know what they are good at and in what areas they need support • know that it is ok to make mistakes and that this is part of learning • set themselves realistic but challenging personal go
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<ul style="list-style-type: none"> explain how they are responsible for their own health and that of others discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people <p>Emotional Health - Awareness of feelings Children will learn:</p> <ul style="list-style-type: none"> how to recognize worries how to deal with worries about staying calm and relaxed <p>Children should:</p> <ul style="list-style-type: none"> be able to show some self-awareness of feeling and thinking positively <p>recognize, name and deal with their feelings in a positive way</p>		
<p>Autumn 2 Relationships</p>	<p>Spring Term 2 Health and Wellbeing</p>	<p>Summer 2 Living the Wider World</p>
<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Families Children will learn:</p> <ul style="list-style-type: none"> to identify their special people (family, friends, carers), what makes them special and how special people care for one another about different families and changing families that families have different beliefs and customs how we can respect one another's families and respect our differences more about kindness and about being loved and cared for about having empathy and responding to others how to help those who look after us about how people's bodies and feelings can be hurt managing uncomfortable feelings – feeling lonely who to go to if they feel lonely or worried and how to attract their attention the difference between secrets and surprises and when we shouldn't keep secrets to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>My Healthy Body- More About My Body and Keeping Fit Children will:</p> <ul style="list-style-type: none"> more about how the body works learn about exercise and its contribution to keeping us healthy begin to learn how to make real, informed choices that improve their physical and emotional health <p>Children should:</p> <ul style="list-style-type: none"> be able to show understanding of key bodily functions set simple personal goals plan and carry out a programme of exercise <p>Keeping safe – Drugs Ed: Medicines</p>	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Financial Capability - Money and shopping Children will learn:</p> <ul style="list-style-type: none"> about the role of money in our lives choices about spending money and what influences those choices about simple money management <p>Children should:</p> <ul style="list-style-type: none"> be able to role-play simple financial transactions understand the role money plays in peoples lives know the basics about keeping money safe <p>Me and the Wider Community - Poverty Children will learn:</p> <ul style="list-style-type: none"> how children in some parts of the world are affected by poverty in ways such as having to work and forego

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<p>class</p> <ul style="list-style-type: none"> to name a range of emotions <p>Children should:</p> <ul style="list-style-type: none"> be able to identify their special people and how special people should care for one another by listening, cooperating and being empathetic explain what they can do if they are worried and who that can go to talk about any worries <p>Anti Bullying - Coping with conflict</p> <p>Children will learn:</p> <ul style="list-style-type: none"> more about teasing and bullying that there are different types of teasing and bullying, that these are wrong and unacceptable the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help <p>Children should:</p> <ul style="list-style-type: none"> recognise when people are being unkind either to them or others, how to respond, who to tell and what to say <p>recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I won't' 'I'll ask' and 'I'll tell</p>	<p>Children will learn:</p> <ul style="list-style-type: none"> that substances we put onto or into our bodies affect them how we use medicines to make us well/ keep us healthy that medicines are drugs how we make medicines safe to take that medicines, can be harmful if not used properly that other drugs which are not medicines can be dangerous e.g. alcohol and tobacco about making safe choices and how to deal with unhelpful pressure to practise when to say, 'yes', 'no', 'I won't' 'I'll ask' and 'I'll tell rules about health and safety, basic emergency aid procedures, where and how to get help <p>Children should:</p> <ul style="list-style-type: none"> recognize that all medicines are drugs – but not all drugs are medicines know simple rules for the correct use of everyday substances and medicines recognize situations that might be dangerous and when they must talk to a safe adult understand what to do if someone tries to persuade them be able to ask for help or assistance 	<p>education</p>
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Autumn 1 Health and Wellbeing	Spring 1 Living in the Wider World	Summer 1 Relationships
<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>My new class Children will learn:</p> <ul style="list-style-type: none"> • how to contribute to the life of the classroom • about constructing and agreeing to follow group and class rules and to understand how these rules help us • about taking part in a democratic vote for the School Council <p>Children should:</p> <ul style="list-style-type: none"> • recognize how their behavior affects other people • develop their self esteem and self confidence • distinguish right from wrong • respect the civil and criminal law of England <p>respect for democracy and support for participation in the democratic processes</p> <p>Keeping Myself Safe - Risks Children will learn:</p> <ul style="list-style-type: none"> • to differentiate between 'danger' 'risk' and 'hazard'. • explore 'risk assessment' in different contexts • about the potential risks they might face • linking actions to outcomes • who looks after them and keeps them safe • school rules about health and safety, basic emergency aid procedures where and how to get help <p>Children should:</p> <ul style="list-style-type: none"> • deepen their understanding of keeping themselves safe when involved in risky situations and understand when it is appropriate to take a risk and when to say no and ask for help <p>Internet Safety</p> <ul style="list-style-type: none"> • how to use Internet devices responsibly – mobiles, tablets etc. • what cyberbullying is • how to keep themselves safe on line 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Rules, Laws and Representation Children will learn:</p> <ul style="list-style-type: none"> • why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules • that everyone has human rights, all peoples and all societies and that children have their own rights set out in the UN declaration of 'the rights of the child' • that these universal rights are there to protect everybody and have primacy over both the national law and family and community practices. • that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment • about school and local democracy <p>Children should:</p> <ul style="list-style-type: none"> • show an appreciation that living under the rule of law protects individual citizens and is essential for their well being • resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices • learn about the principle of equality in the context of school and in society • know when to stand up for their own rights within relationships and school life • show an understanding of the role of a school councilor • demonstrate that they can identify and respect the differences and similarities between people in their school and beyond • act responsibly for their behavior, show initiative and contribute positively to the lives of those living and working in the locality of the school and to society more widely • understand that the freedom to choose and hold faiths is protected in law • accept that other people have different faiths or beliefs to oneself, or have none and should not be the cause of prejudice or discrimination • understand the importance of identifying and combatting discrimination 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Sex and Relationships Education Children will learn:</p> <ul style="list-style-type: none"> • to see themselves as special - about the importance of valuing oneself and that we are all unique • to build self esteem and confidence by looking at their skills and achievements • to identify personal areas that need improvement • more about gender, growing and changing • to describe, understand and respect the ways boys and girls can be the same and different • to describe the physical differences between males and females and understand that this is part of the life cycle • to use the agreed scientific terminology when describing male/female body parts • that males and females can do the same tasks and enjoy the same things • discuss and challenge the different stereotypes about what males and females can do <p>Children should:</p> <ul style="list-style-type: none"> • be able to describe and value individuality • describe the ways in which boys and girls can be the same and different • describe what is meant by stereotyping and give some examples <p>Healthy relationships Children will learn:</p> <ul style="list-style-type: none"> • what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • what trust means • why it is okay and important to talk to someone they trust if anyone makes them feel uncomfortable or confused.

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<p>My Healthy Body- Healthy eating/ healthy lifestyle Children will learn:</p> <ul style="list-style-type: none"> to continue to learn how to have a 'balanced lifestyle', in particular being able to make good food choices and the effects of making poor choices about hygiene in food preparation and storage about the spread of bacteria 	<p>Valuing Differences Children will learn:</p> <ul style="list-style-type: none"> about equal opportunities and their importance explore why differences between people are sometimes used as a reason to be unkind and non-inclusive to have the confidence to stand up for the rights of others within relationships and school life <p>Children should:</p> <ul style="list-style-type: none"> explain ways in which we are all unique be able to show understanding of difference including <u>disability</u> recognise how images in the media do not always reflect reality and can affect how people feel about themselves identify ways in which we can value and appreciate what we have in common and what makes us different talk about the special consideration we should give to those with a disability realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours 	<ul style="list-style-type: none"> what to do if someone they trust lets them down <p>Children should:</p> <ul style="list-style-type: none"> explain what trust is be able to identify special people within family, friends and school who they care about and can trust and can support them if they have concerns or worries explain why it is okay and important to talk to someone they trust if anyone makes them feel uncomfortable or confused discuss who to go to if somebody that they trust lets them down
<p>Autumn 2 Relationships</p>	<p>Spring Term 2 Health and Wellbeing</p>	<p>Summer 2 Living the Wider World</p>
<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Friendships Children will learn:</p> <ul style="list-style-type: none"> to further explore the nature of friendship and why friendship is important consider different types of friendship that numbers of friends are not important but what friends do for one another is to recognize their rights to be treated fairly by their friends about behaving responsibly, how we care for one another and what to do when relationships change about acceptable and unacceptable physical contact how to respond to unacceptable physical contact about who is special to them and looks after them possible dangers of internet 'friendships' identifying peaceful ways to solve problems <p>Children should:</p> <ul style="list-style-type: none"> be able to talk about feelings 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Keeping safe – Drugs Ed: Smoking Children will learn:</p> <ul style="list-style-type: none"> revisit what happens when they are ill and how and when people need drugs to help them get better. where drugs/medicines come from about risks they may face learn what is meant by the term habit and that some habits are dangerous for our health about the substances (legal and illegal) that people use that may damage our health – focus on tobacco/smoking about the effects of smoking and how to make safe decisions how to deal with unhelpful pressure <p>Children should:</p>	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Me and my community – Joining In and Joining Up: Fundraising Children will learn:</p> <ul style="list-style-type: none"> about what charities, voluntary and community groups and pressure groups do <p>Children should:</p> <ul style="list-style-type: none"> plan and undertake a simple fundraising project <p>Me and my community - Recycling project Children will learn:</p> <ul style="list-style-type: none"> more about the local community to value their environment

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- recognise and respond appropriately to a wider range of feelings in others
- talk about how to be a good friend
- reflect on their friendships
- describe how appropriate physical contact can be a sign of friendship/family love
- explain what we mean by 'body space/personal space'
- give reasons for respecting other people's body space
- explain how to resolve differences by looking at alternatives, seeing and respecting others points of views and expanding choices

Emotions and feelings – Looking at pressure

Children will learn:

- what positively and negatively affects their physical, mental and emotional health
- how to keep themselves happy and positive
- understand that their bodies and brains are developing and changing
- how to deal with feelings, how to cope with pressure

Children should:

- know who they can talk to if they are beginning to feel pressured

Anti Bullying

Children will learn:

- that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- to understand the different forms of bullying and explore why it occurs
- who can help them and what to do if bullying occurs

Children should:

be able to talk about feelings and know its ok to say yes, no, no you cant

- be able to describe what risk is and how this may affect decisions
- be able to describe the short and long term effects of smoking, discuss their views about drugs and make safe decisions about drug-related situations
- be able to ask for help or assistance

Decision making

Children will learn:

- how to make informed choices (including recognising that choices can have positive, neutral and negative consequences)

Children should:

- be able to describe the effects of smoking and how to make safe decisions
- begin to understand the concept of a 'balanced lifestyle'

My Healthy Body- Exercise and a healthy lifestyle

Children will learn:

- about the importance of fresh-air and going out in the sunshine
- about keeping safe in the sun
- about exercising and keeping the heart health

- Children should:
 - be able to explain what can be recycled in their "local" recycling bins
 - take part in a recycling project

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Key Stage 1: Year 4

Autumn 1 Health and Wellbeing	Spring 1 Living in the Wider World	Summer 1 Relationships
<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>My new class Children will learn:</p> <ul style="list-style-type: none"> • how to contribute to the life of the classroom • about constructing and agreeing to follow group and class rules and to understand how these rules help us • about taking part in a democratic vote for the School Council <p>Children should:</p> <ul style="list-style-type: none"> • recognize how their behavior affects other people • develop their self esteem and self confidence • distinguish right from wrong • respect the civil and criminal law of England • respect for democracy and support for participation in the democratic processes <p>Keeping Myself Safe - Accidents and Prevention Children will learn:</p> <ul style="list-style-type: none"> • to recognise potential risks in different places at home, school and in outdoor places in the locality and how to behave responsibly, what to do and who to seek help from in emergencies • about types of behaviour and their consequences • to recognise their increasing independence brings increased responsibility to keep themselves and others safe • revisit road, water and rail safety • basic First Aid <p>Children should:</p> <ul style="list-style-type: none"> • deepen their understanding of risk by recognising, predicting and assessing risks in different situations including sensible road use and in their local environment and deciding how to manage them responsibly and to use this as an opportunity to build resilience • understand how to get help and who helps them <p>Internet Safety</p> <ul style="list-style-type: none"> • how to use Internet devices responsibly – protecting personal 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Me and my community Children will learn:</p> <ul style="list-style-type: none"> • more about what being part of a community means, and about the varied institutions that support communities locally and nationally • about how community facilities work <p>Children should:</p> <ul style="list-style-type: none"> • appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing • demonstrate that they can identify and respect the differences and similarities between people in their school and beyond • act responsibly for their behavior, show initiative and contribute positively to the lives of those living and working in the locality of the school and to society more widely • understand that the freedom to choose and hold faiths is protected in law • accept that other people have different faiths or beliefs to oneself, or have none and should not be the cause of prejudice or discrimination • understand the importance of identifying and combatting discrimination <p>Diversity Children will learn:</p> <ul style="list-style-type: none"> • about the groups that make up of our school and local community, about the religious and ethnic identities of groups throughout the UK • about the lives of people living in my community and other places, and people with different values and customs • dealing with prejudice including <u>racism</u> 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Sex and Relationships Education Children will learn:</p> <ul style="list-style-type: none"> • about the main stages of growing up • what makes each age group different • basic facts about how their body will change from a child to an adult • about the importance of personal hygiene • to recognize and understand changing emotions as they grow up • to respect the fact that people change at different ages and to different degrees • about the difference between loving and liking • how we show we care for one another • about what to do when they fall out with someone they like or love • about acceptable and unacceptable physical contact and how to respond to unacceptable physical contact • to demonstrate respect for opinions of others when discussing sensitive issues <p>Children should:</p> <ul style="list-style-type: none"> • describe the main stages of growing up • describe the changes that happen when a child grows up • be able to recognize changes to their own bodies • understand the benefits of carrying out regular personal hygiene routines • know that bacteria and viruses can affect health and that following simple routines can reduce their spread • identify feelings and understand how they affect behavior • deepen understanding of good and not so good feelings • explore what to do when friendships break down • talk about when we like someone to sit beside us, to hold our hand, to hug us • recognise who to talk to if they have concerns, questions or worries

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<p>information, passwords, images, addresses</p> <ul style="list-style-type: none"> • deepen understanding of the impact of cyberbullying • how to keep themselves safe on line • strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones) 	<p>Children should:</p> <ul style="list-style-type: none"> • appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing 	<p>Persuasion and pressure – standing up to the persuaders</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • to consider who the people are who influence us • to consider how people influence us and the language they use to begin • that their actions affect themselves and others • about being assertive and self confident in different situations <p>Children should:</p> <ul style="list-style-type: none"> • to recognize the people they can trust • to understand that some people may try to persuade us to do things • review previous learning about risk and unsafe things • be able to demonstrate some basic techniques for resisting pressure • to think about how to say no assertively • give reasons for when we should/should not agree to keeping something confidential/secret • give examples of when it is right to change our minds, and when it is OK, or even really important, to break a confidence • describe how it feels to be asked to keep a secret we are unsure of or feel uncomfortable about • be able to demonstrate some basic techniques for resisting pressure
<p>Autumn 2 Relationships</p>	<p>Spring Term 2 Health and Wellbeing</p>	<p>Summer 2 Living the Wider World</p>
<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Healthy Relationships</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • to understand that we live in a diverse world • about differences and similarities in people • to develop a respect for diversity within relationships, race, religions, sexuality, gender identity • to explore different types of relationships others have in more detail – friends, families, extended families, working, marriage, civil partnerships, divorced, separated, foster parents, adoptive parents, three or more generations together families etc • to explore how the right to be treated fairly is sometimes compromised 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Keeping safe – Drugs Ed: Alcohol</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about risks they may face • which, why and how, commonly available substances and drugs (focus on alcohol) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others • about alcohol, attitudes to drugs and making safe 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Financial Capability - Money and saving</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about the role money has in daily life and why we buy what we do • to be critical consumers • about saving and spending - how we pay for goods • how to keep track of personal money - how to plan and budget • the importance of saving – the role of banks and building societies

Marine Park First School PSHCE Curriculum

Key Stage 1: Year 4

<p>and realise the nature of discrimination and be able to challenge it appropriately</p> <ul style="list-style-type: none"> that adults and children sometimes have to cope with changes in relationships – separation, divorce, bereavement <p>Children should:</p> <ul style="list-style-type: none"> describe different types of relationships they have and know about explain what makes friends and other people they care about (family or 'special people') important to them understand that people have many different kinds of relationships but that they all have the same value and worth identify some ways in which relationships can be recognised, celebrated or 'marked' by people and society (for example through marriage/civil partnership, anniversaries, special days such as Mothers' Day) know how to see things from someone else point of view and respect differences talk about what can happen when things go wrong/change in relationships including friendships and families explain that sometimes relationships may change or end, that this is natural and often no one is to blame be able to identify who can help them with difficult feelings recognize and challenge stereotyping and prejudice <p>Emotions and feelings - Negotiation and Compromise</p> <p>Children will learn:</p> <ul style="list-style-type: none"> how our actions can affect ourselves and others about solving disputes and conflict through negotiation and appropriate compromise <p>Children should:</p> <ul style="list-style-type: none"> explain how their actions or choices can hurt others on the outside and on the inside explain what we mean by 'negotiation' and 'compromise' explain steps that can be taken to restoratively solve problems where actions have impacted on others talk about our shared responsibility for our own and others' wellbeing and identify and demonstrate behaviours that show respect for self and others give examples of when they should never compromise <p>Anti Bullying</p> <p>Children will learn:</p> <ul style="list-style-type: none"> to explore the feelings of victims and bullies in different situations to know what makes them feel confident with people in difficult situations <p>Children should:</p> <ul style="list-style-type: none"> realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours 	<p>decisions in situations involving drugs</p> <ul style="list-style-type: none"> to understand autonomy over their own body and how to protect themselves or recognize when others may need help to learn basic strategies for resisting pressure to do things that are dangerous or make them feel uncomfortable <p>Children should:</p> <ul style="list-style-type: none"> be able to describe what risk is and how this may affect decisions be able to describe the short and long term effects of alcohol, discuss their views about drugs and make safe decisions about drug-related situations <p>Decision making</p> <p>Children will learn:</p> <ul style="list-style-type: none"> how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) <p>Children should:</p> <ul style="list-style-type: none"> be able to describe the effects of alcohol and how to make safe decisions deepen their understanding of the concept of a 'balanced lifestyle' <p>My Healthy Body- Healthy eating and a healthy lifestyle</p> <p>Children will learn:</p> <ul style="list-style-type: none"> more about having a 'balanced lifestyle', in particular being able to make good food choices and the effects of making poor choices understanding labelling and packaging about the pressures of the media taking some responsibility for their choice 	<ul style="list-style-type: none"> how borrowing and lending works what taxation means <p>Children should:</p> <ul style="list-style-type: none"> develop a sense of responsibility about earning and managing money and what it can buy. develop a basic understanding of financial systems such a banking and tax <p>Me and the Wider Community - Where do things come from?</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about sources of products and Fairtrade principles <p>Children should:</p> <ul style="list-style-type: none"> be able to debate about ethics <p>Moving on</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about the positive/negative emotions involved with 'moving on'– separating from friends, making new friends, new challenges etc <p>Children should:</p> <ul style="list-style-type: none"> be able to express how they feel when they lose something or if things change(including moving home, losing toys, pets or friends moving etc.
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Marine Park First School PSHCE Curriculum

Key Stage 1: Year 4

- evaluate the impact on the target, perpetrator, family and others
- know its ok to say yes, no, no you can't, no I won't, don't, please stop etc
- explain why, where and how to get advice and help if they are/know someone who feels they are being bullied
- about the different kinds of discrimination that exist and the use of name calling or discriminatory language

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Appendix 3

PSHE ASSOCIATION SUGGESTED CURRICULUM CONTENT

Overarching Concepts

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Relationships** (including different types and in different settings)
- **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest and diet)
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- **Diversity and equality** (in all its forms)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)

KS1

Health and Wellbeing

Pupils should be taught:

- **what is meant by a healthy lifestyle**
- **how to maintain physical, mental and emotional health and wellbeing**
- **how to manage risks to physical and emotional health and wellbeing**
- **ways of keeping physically and emotionally safe**
- **about managing change, including puberty, transition and loss**
- **how to make informed choices about health and wellbeing and to recognise sources of help with this**
- **how to respond in an emergency**
- **to identify different influences on health and wellbeing**

Pupils should have the opportunity to learn:

- what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
- to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
- to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings
- about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- the importance of and how to maintain personal hygiene
- how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others
- about the process of growing from young to old and how people's needs change
- about growing and changing and new opportunities and responsibilities that increasing independence may bring
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- that household products, including medicines, can be harmful if not used properly
- rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety (through the Bikeability programme) and safety in the environment (including rail, water and fire safety)
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them
 - to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

KS1

Relationships

Pupils should be taught:

- **how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts**
- **how to recognise and manage emotions within a range of relationships**
- **how to recognise risky or negative relationships including all forms of bullying and abuse**
- **how to respond to risky or negative relationships and ask for help**
- **how to respect equality and diversity in relationships.**

Pupils should have the opportunity to learn:

- to communicate their feelings to others, to recognise how others show feelings and how to respond
- to recognise how their behaviour affects other people
- the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises
- to recognise what is fair and unfair, kind and unkind, what is right and wrong
- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- to offer constructive support and feedback to others
- to identify and respect the differences and similarities between people
- to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- that there are different types of teasing and bullying, that these are wrong and unacceptable
- how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

KS1

Living in the wider world – Economic wellbeing and being a responsible citizen

Pupils should be taught:

- **about respect for self and others and the importance of responsible behaviours and actions**
- **about rights and responsibilities as members of families, other groups and ultimately as citizens**
- **about different groups and communities**
- **to respect equality and to be a productive member of a diverse community**
- **about the importance of respecting and protecting the environment**
- **about where money comes from, keeping it safe and the importance of managing it effectively**
- **how money plays an important part in people's lives**
- **a basic understanding of enterprise.**

Pupils should have the opportunity to learn:

- how to contribute to the life of the classroom
- to help construct, and agree to follow, group and class rules and to understand how these rules help them
- that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)
- that they belong to various groups and communities such as family and school
- what improves and harms their local, natural and built environments and about some of the ways people look after them
- that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
- about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices

KS2 (Y3-Y6)

Health and Wellbeing

Pupils should be taught:

- **what is meant by a healthy lifestyle**
- **how to maintain physical, mental and emotional health and wellbeing**
- **how to manage risks to physical and emotional health and wellbeing**
- **ways of keeping physically and emotionally safe**
- **about managing change, including puberty, transition and loss**
- **how to make informed choices about health and wellbeing and to recognise sources of help with this**
- **how to respond in an emergency**
- **to identify different influences on health and wellbeing**

Building on Key Stage 1, pupils should have the opportunity to learn:

- what positively and negatively affects their physical, mental and emotional health (including the media)
- how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
- to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet
- to recognise how images in the media do not always reflect reality and can affect how people feel about themselves
- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
- to differentiate between the terms, 'risk', 'danger' and 'hazard'
- to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- to recognise their increasing independence brings increased responsibility to keep themselves and others safe
- that bacteria and viruses can affect health and that following simple routines can reduce their spread
- that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media
- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
- school rules about health and safety, basic emergency aid procedures, where and how to get help
- what is meant by the term 'habit' and why habits can be hard to change
- which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others
- how their body will, and emotions may, change as they approach and move through puberty
- about human reproduction
- about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.
- strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)
- the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
- about people who are responsible for helping them stay healthy and safe and ways that they can help these people

KS2 (Y3-Y6)

Relationships

Pupils should be taught:

- **how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts**
- **how to recognise and manage emotions within a range of relationships**
- **how to recognise risky or negative relationships including all forms of bullying and abuse**
- **how to respond to risky or negative relationships and ask for help**
- **how to respect equality and diversity in relationships.**

Building on Key Stage 1, pupils should have the opportunity to learn:

- to recognise and respond appropriately to a wider range of feelings in others
- to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
- to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,
- that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
- to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so
- that their actions affect themselves and others
- to judge what kind of physical contact is acceptable or unacceptable and how to respond
- the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view
- to work collaboratively towards shared goals
- to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)
- to recognise and manage 'dares'
- to recognise and challenge stereotypes

KS2 (Y3-Y6)

Living in the wider world – Economic wellbeing and being a responsible citizen

Pupils should be taught:

- **about respect for self and others and the importance of responsible behaviours and actions**
- **about rights and responsibilities as members of families, other groups and ultimately as citizens**
- **about different groups and communities**
- **to respect equality and to be a productive member of a diverse community**
- **about the importance of respecting and protecting the environment**
- **about where money comes from, keeping it safe and the importance of managing it effectively**
- **how money plays an important part in people's lives**
- **a basic understanding of enterprise.**

Building on Key Stage 1, pupils should have the opportunity to learn:

- to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people
- why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation
- to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
- that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
- to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- what being part of a community means, and about the varied institutions that support communities locally and nationally
- to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- to think about the lives of people living in other places, and people with different values and customs
- about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- about enterprise and the skills that make someone 'enterprising'
- to explore and critique how the media present information



MARINE PARK FIRST SCHOOL - Equality Impact Assessment

1. Name of the change, strategy, project or policy:	SEX AND RELATIONSHIPS EDUCATION POLICY		
2. Name of person(s) completing this form:	S. EASTON		
3. Has the policy/practice been assessed to consider any potential impact on the equality groups?			
<p>Yes – Our policy reflects DfE guidance that aim of Sex and Relationship education in schools is to help and support all young people through their physical, emotional and moral development. A successful sex education programme, firmly embedded in Personal, Social and Health Education and Citizenship will help all young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.</p> <p>We aim to work closely with parents, carers and governors and to create an ethos that will ensure all pupils receive appropriate, accurate and honest answers to their questions about Sex Education and Relationship Education.</p> <p>Parents and pupils should feel assured that the personal beliefs and attitudes of teachers will not influence the teaching of Sex and Relationship education within the PSHCE framework. Under no circumstance do we use sex education as a means of promoting any form of sexual orientation. Teaching about marriage is done in a sensitive, reasonable, respectful and balanced way. Teachers are subject to professional requirements, the school curriculum, school policies, and anti-discrimination duties towards colleagues and pupils.</p> <p>Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum. The schools will make alternative arrangements in such cases.</p> <p>The school will fulfil its obligations to equality by approaching its practices in relation to the Sex and Relationships Education in a fair and consistent manner.</p>			
Where potential impact has been identified, please complete questions 5-9. If none is identified, please proceed to question 10.			
4. Equality Target Group (circle):	Negative impact – it could disadvantage	Reason	
Race Religion/belief Disability Gender Gender Reassignment Sexual Orientation Age Pregnancy/Maternity Marriage & Civil Partnerships			
5.		Yes	No
a) Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.			
b) Is the impact intended?			
6. Does this action/policy/procedure attempt to meet the aims of the public sector equality duty? (this should feed into your Single equality scheme & action plan)		Yes, No, N/A	If yes, please provide details
Eliminate unlawful discrimination, harassment and victimisation			
Advance equality of opportunity between different equality groups			
Foster good relations between different equality groups			
7. If you have identified any negative impact, have you identified any ways of avoiding or minimising it?			
8. Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any negative impact on people?			
9. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any negative impact?			

PART B) To be completed when assessment and consultation has been carried out

10.a) As a result of the assessment and consultation completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action.				
10.b) As a result of this assessment and consultation, does the school need to commission specific research on this issue or carry out monitoring/data collection?				
No				
11. Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes	x	No	
The Governing Body will receive information periodically from the Headteacher regarding Sex and Relationships education which may inform policy and practice. This policy will be kept under periodic review.				

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