



Tuition, Medical and Behaviour Support Service

Curriculum Policy - Primary PSHE including Relationships and Health Education

Harlescott Education Centre

Monkmoor Education Centre

Reviewed:	January 2022
Next Review:	September 2022
Responsibility:	Ashley Francis

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Monkmoor and Harlescott Education Centres (TMBSS) Relationships and Health Education Programme of Study 2021 - 2022

1. Aims

The aims of 'PSHE, including Relationships and Health Education' at our school are to:

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

2. Statutory requirements

As an Alternative Primary Provision, we must provide 'Relationships Education' to all pupils as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education as a stand-alone subject but we do need to teach the elements of sex education contained in the primary science curriculum (2014).

In teaching 'PSHE, including Relationships and Health Education' we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.and The Equality Act 2010.

At Monkmoor and Harlescott Education Centre (TMBSS) we teach 'PSHE, including Relationships and Health Education' as set out in this policy.

We have based our school's 'PSHE, including Relationships and Health Education' policy on the DfEE statutory guidance (September 2019). We refer to the programme as 'PSHE, including Relationships and Health Education' as we place the emphasis on relationships and supporting pupils understanding and skill in developing positive and healthy relationships. Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of loving relationships, respect, love and care.

The e-safety element of the 'PSHE, including Relationships and Health Education' policy is in line with the DfEE guidance (June 2019) 'Teaching online safety in school'.

3. Policy development

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

1. **Review** – a member of primary staff pulled together all relevant information including relevant national and local guidance.
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations.
3. **Parent/stakeholder consultation** – parents and carers were given the opportunity to look at the policy and make recommendations.
4. **Pupil consultation** – we investigated what exactly pupils want from their 'PSHE, including Relationships and Health Education' through our Student Forum.
5. **Ratification** – once amendments were made, the policy was shared with governors and ratified.

4. Definition

'PSHE, including Relationships and Health Education' is about promoting the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. Through carefully planned teaching we endeavour to provide a combination of sharing information, and exploring issues and values.

In planning and presenting our 'PSHE, including Relationships and Health Education' programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to the programme is the development of pupils' self-esteem and their regard for safety. If young people feel positive and good about themselves and aware of how to keep themselves safe, they are more likely to take care of themselves, think positively of other people, and therefore develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Our policy and practice is based upon national guidance and good practice, consistent with Shropshire Council recommendations. This policy is cross-referenced and consistent with other policies such as Safeguarding, Anti-Bullying and Equal Opportunities. The Primary 'PSHE, including Relationships and Health Education' programme of study has been written with the support of the Shropshire Public Health Curriculum Advisor to ensure the needs of the primary aged pupils at TMBSS have been carefully considered.

5. Curriculum

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

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

Relationships and Health Education must be accessible for **all** pupils. The DFE dictate that this is particularly important when planning teaching for pupils with special educational needs and disabilities. We aim to provide high quality teaching that is differentiated and personalised as the starting point to ensure accessibility for all.

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We acknowledge that Relationships and Health Education can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors have been taken into consideration in designing and teaching these subjects. Our key priority has been to tailor the content and teaching to meet the specific needs of our pupils at different developmental stages; we have ensured our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

‘PSHE, including Relationships and Health Education’ is taught as a stand alone subject but is also integrated within the wider school curriculum; it complements and overlaps with the general ethos and life of the school.

In planning and presenting our ‘PSHE, including Relationships and Health Education’ programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care, and to develop sensitivity towards the needs of others.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

6. Delivery

At TMBSS Primary there is a Core Offer and Extended Curriculum offer which has been in place since January 2022. The Core Offer is for morning and afternoon pupils who attend for 4 sessions weekly and have a partner school and the Extended Curriculum offer is for morning and afternoon pupils who attend for 5 sessions weekly as they do not have a partner school. Details of both the Core and Extended Curriculum offer are contained within the Medium and Long Term Plans. PSHE including Relationship and Health Education is part of our Core offer.

The main delivery of 'PSHE, including Relationships and Health Education' is through a once monthly teaching session as detailed in the Programme of Study. Some aspects are also taught through other subject areas such as science and PE. The programme is taught by primary practitioners whom the children already know and have a relationship with. The sessions will be taught in mixed gender groups based on the pupils learning and developmental need.

Due the transient nature of our pupils we are unable to deliver a full curriculum to all pupils. We do however use elements of the Shropshire 'Respect Yourself: Eat Better, Move More', RSE programme which many Shropshire schools use therefore consistency and continuity is maintained for the pupils also accessing mainstream schooling as part of their primary education. This programme teaches children to understand and respect themselves and their bodies as part of a healthy lifestyle approach.

In addition to this through science lessons in Key Stage 1 the children are taught about how humans change and grow. The focus is on changes and growing, keeping our bodies and ourselves healthy and safe. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. For this aspect, we follow the guidance material in the National Curriculum for science (2014).

The '**Relationships**' element of the programme focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

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

The '**Physical Health and Mental Well Being**' element of the programme covers the following:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Drugs, alcohol and tobacco
- Health and Prevention
- Basic First Aid

E-safety is taught as a separate Computing unit in line with DfEE guidance (June 2019) 'Teaching online safety in school' as well as opportunities for weekly discussion during assemblies.

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher and assistant head

The headteacher and assistant head are responsible for ensuring that 'PSHE, including Relationships and Health Education' is taught consistently across the school.

7.3 Staff

Staff are responsible for:

- Delivering 'PSHE, including Relationships and Health Education' in a sensitive way
- Modelling positive attitudes to 'PSHE, including Relationships and Health Education'
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching 'PSHE, including Relationships and Health Education'. Staff who have concerns about teaching 'PSHE, including Relationships and Health Education' are encouraged to discuss this with the Head of Service.

7.4 Pupils

Pupils are expected to engage fully in 'PSHE, including Relationships and Health Education' and, when discussing issues related to 'Relationships and Health Education', treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents **do not** have the right to withdraw their children from 'PSHE, including Relationships and Health Education'. The policy and programme of study is shared with all parents when a pupil begins their placement at TMBSS Primary.

9. Training and monitoring arrangements

Staff are trained on the delivery of 'PSHE, including Relationships and Health Education' as part of their induction and access to additional training is available through Shropshire Council's continuing professional development calendar.

The assistant head will also invite visitors from outside the school to provide support and training to staff teaching 'PSHE, including Relationships and Health Education'.

The delivery of 'PSHE, including Relationships and Health Education' is monitored by:

- Planning scrutinies and learning walks
-

Pupils' development in 'PSHE, including Relationships and Health Education' is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by Ashley Francis, subject lead. At every review, the policy will be approved by the governing body.

PSHE including 'Relationships and Health Education' Programme of Study 2021 - 2022
 Monkmoor and Harlescott Education Centres TMBSS



Subject: Primary PSHE including 'Relationships and Health Education'

The 10 session headings are felt to be the most important for our pupils at Monkmoor and Harlescott Education Centres.

Session	LEARNING OBJECTIVE (linked to 2019 statutory guidance).	TEACHING AND LEARNING ACTIVITIES	LEARNING OUTCOMES • Children will:	RESOURCES
<p>September</p> <p>Session 1</p> <p>'Create a Character' activity session.</p>	<p>To create a character who can be used as a basis for Relationships and Health Education.</p> <p>To know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>Using the names 'Boz' (female) and 'Baz' (male) create character profiles. Go around the class asking each child for one fact about the character such as family background, likes and dislikes, what they are good at etc. These characters will be used as the foci in question and answer sessions throughout the programme.</p>	<ul style="list-style-type: none"> • Create a fictional group character to discuss their feelings without having to disclose anything about themselves. 	<p>Creating a Character Guidance P20 from the Respect Yourself file</p>

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<p>October</p> <p>Session 2</p> <p>Prepare to be different.</p> <p>2019 Link:</p> <p>Caring Friendships</p>	<p>To know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>To know that the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>To know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>	<p><i>Refer to 'Boz' and 'Baz' characters when questioning the children about appropriate and inappropriate actions/decisions around friendships. .</i></p> <p>Friendship P354/355 from the 'Respect Yourself' File.</p> <ul style="list-style-type: none"> • What makes a good friend? http://www.bbc.co.uk/education/clips/zs8c87h • What is meant by the term 'best friend'? • What is a girlfriend or boyfriend? • Use 'My Friends are Sometimes' and 'What Friends Do' (P356/357) as starting points for discussion. • Shopping list of 3 qualities of a good friend. • Watch SENSE DVD 	<ul style="list-style-type: none"> • To recognise the qualities of a good friend. • To develop skills and confidence to be themselves. 	<p>'The Boy in the Dress' or 'Bill's New Frock'</p> <p>SENSE DVD KS1 Enjoy and Achieves Section 1 Being Yourself Section 2 Being different Section 3 Friendship</p>

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Basic First Aid to take place this half-term.				
<p>November</p> <p>Session 3</p> <p>E-safety.</p> <p>2019 Link: Online Relationships</p> <p>Internet Safety and Harms</p>	<p>To know that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>To know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>To know that information and data is shared and used online.</p>	<p><i>Refer to 'Boz' and 'Baz' characters when questioning the children about appropriate and inappropriate actions/decisions around E-safety.</i></p> <p>Use the activities from the websites listed in resources to explore:</p> <ul style="list-style-type: none"> • How to have fun. • How to stay in control. • Know who to talk to. • How to report something. • Top tips for staying safe online. • Design E-safety posters for display in Centre. 	<ul style="list-style-type: none"> • Understand that the internet can be fun if used sensibly. • Understand what a 'trusted person' to communicate with means. • Understand how to report something. • Learn the top tips for staying safe online. 	<p>Lower RSE Group: https://www.thinkuknow.co.uk/5/7/ Digiduck's Big Decision http://www.childnet.com/ufiles/DigiDuck-eBook.pdf Upper RSE Group: https://www.thinkuknow.co.uk/8/10/ https://www.nspcc.org.uk/prevent-ing-abuse/keeping-children-safe/share-aware/teaching-resources/ http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter1 Five short safety cartoons with real children (smart crew) giving advice to the characters. http://www.childnet.com/ Lots of information on here</p>

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<p>December</p> <p>Session 4</p> <p>Safer Stranger.</p> <p>Safer Buildings.</p> <p>2019 Link:</p> <p>Being Safe</p>	<p>To understand how to keep themselves safe in public.</p> <p>To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>To know where to get advice e.g. family, school and/or other sources.</p>	<p><i>Refer to 'Boz' and 'Baz' characters when questioning the children about appropriate and inappropriate actions/decisions around stranger danger.</i></p> <ul style="list-style-type: none"> Use the idea of Safer strangers, safer buildings: http://www.childseyemedia.com/safety-code.pdf Watch the clip 'Teigan Gets Lost' http://www.childseyemedia.com/safety.html 	<ul style="list-style-type: none"> Understand what to do when they get lost in public. Understand the terms safer stranger and safer building. Understand what to do if approached by someone they don't know. 	<p>What to teach the kids: http://www.ncpc.org/topics/violent-crime-and-personal-safety/strangers</p>

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Session	LEARNING OBJECTIVE (linked to 2019 statutory guidance)	TEACHING AND LEARNING ACTIVITIES	LEARNING OUTCOMES • Children will:	RESOURCES
Fire Safety Visit and NSPCC visit to take place this half term.				
<p>January</p> <p>Session 5</p> <p>Growing up.</p> <p>2019 Link:</p> <p>Changing Adolescent Body</p>	<p>KS1 To identify and recognise how we have changed from a baby.</p> <p>KS2 To recognise physical and emotional changes.</p> <p>To know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>	<p>Lower RSE Group: Amazing Me P270/271 and I Can Do P28/283 from the 'Respect Yourself' File.</p> <ul style="list-style-type: none"> • Me as a baby activities examining photos and identifying skills. • Draw around a child and label the body parts. • 'What I Can Do' worksheet P287. • Cut and order pictures of people at different stages of life activity P288/289. • One thing I am proud of and one difference in my body since reception. <p>Upper RSE Group: Growing Up P294/295.</p> <ul style="list-style-type: none"> • Complete 'When I Grow Up' worksheet P301. • Will everything change or will some things stay the same? 	<ul style="list-style-type: none"> • Understand there are differences between boys and girls. • Recognise and respect differences. • Compare and contrast themselves with others. • Recognise physical and emotional changes. 	<p>Respect Yourself file</p> <p>https://www.healthforkids.co.uk/staying-healthy/as-i-grow/</p> <p>One to one session if required: http://www.bbc.co.uk/education/clips/z3vw82p Nitty Gritty video cartoons if we had to address puberty with individual/pair. Not really for a group more of an address an issue.</p> <p>What changes can't we control? Use 'Sort The Changes' sheet as a basis for discussion.</p>

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	To know about menstrual wellbeing including the key facts about the menstrual cycle.			
Session	LEARNING OBJECTIVE (linked to 2019 statutory guidance)	TEACHING AND LEARNING ACTIVITIES	LEARNING OUTCOMES • Children will:	RESOURCES
February Session 6 Families. 2019 Link: Families and People Who Care For Me	<p>To know that families are important for children growing up because they can give love, security and stability.</p> <p>To know the characteristics a healthy family life.</p> <p>To know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences.</p> <p>To know that marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong.</p> <p>To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>	<p><i>Refer to 'Boz' and 'Baz' characters and create their families.</i></p> <ul style="list-style-type: none"> Who do you think Boz and Baz live with? Create a family for them. Children may use the terms divorced, died, foster care etc. Refer to the 'I Belong in my Home' from P10/11 of http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit7.pdf Here is some information about 'My Family' - refer to teacher prepared information using format from P22/23. Watch musical piece - things you can do at home to make you feel good. http://www.bbc.co.uk/education/clips/zdxqxnbn 	<ul style="list-style-type: none"> 	<p>P10/11 and P 22/23 from http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit7.pdf</p>

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Session	LEARNING OBJECTIVE (linked to 2019 statutory guidance)	TEACHING AND LEARNING ACTIVITIES	LEARNING OUTCOMES • Children will:	RESOURCES
Road safety to take place this half term.				
<p>March</p> <p>Session 7</p> <p>Sleep.</p> <p>2019 Link:</p> <p>Mental wellbeing</p>	<p>To learn about the importance of good sleep.</p>	<p><i>Refer to 'Boz' and 'Baz' characters when questioning the children about appropriate and inappropriate actions/decisions.</i></p> <p>REFER to PSHE resources 'The Sleep Factor' - Teachers Guidance and KS2 Lesson Plan.</p> <ul style="list-style-type: none"> • Look at a picture of a person who looks to be getting a good night's sleep and draw out what could be helping or hindering them. • Discuss 'facts' related to sleep (referring to posters from the KS2 resources pack). • Discuss activities which might make going to sleep more difficult and suggest solutions. • Discuss ideas for a healthy bedtime routine. 	<ul style="list-style-type: none"> • Explain why sleep is important for a healthy lifestyle • Describe bedtime routines that help improve sleep • Identify how sleep patterns and needs might change during Puberty (Higher RSE group) 	<p>REFER to PSHE resources 'The Sleep Factor' - Teachers Guidance and KS2 Lesson Plan.</p> <p>Website 'Sleep for Kids - teaching children the importance of sleep':</p> <p>http://sleepforkids.org/html/cant.html</p> <p>Why do we need sleep YouTube clip:</p> <p>https://www.youtube.com/watch?v=_aAmaCeq9v4</p> <p>https://www.healthforkids.co.uk/staying-healthy/sleep/</p>

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<p>April</p> <p>Session 8</p> <p>Hygiene.</p> <p>2019 Link:</p> <p>Changing Adolescent Body</p> <p>Health and Prevention</p>	<p>To recognise the importance of hygiene.</p> <p>To know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>To know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>To know the facts and science relating to immunisation and vaccination</p>	<p><i>Refer to 'Boz' and 'Baz' characters when questioning the children about appropriate and inappropriate actions/decisions.</i></p> <p>Lower RSE Group: P352/353 - The Importance of Hygiene from the 'Respect Yourself' file.</p> <ul style="list-style-type: none"> Define clean and hygienic. Identify activities they do to keep clean and hygienic. Identify any times in the day or life when you need to take extra care of your cleanliness and hygiene. Model washing hands. Watch SENSE DVD KS1 Being Healthy Section 2 Hygiene Section 3 Keeping Clean <p>Upper RSE Group:</p> <ul style="list-style-type: none"> As above Watch SENSE DVD KS2 Being Healthy Section 2 Hygiene <p>Looking After My Teeth - Respect Yourself file P 84 - 92.</p>	<ul style="list-style-type: none"> To develop skills and confidence to take responsibility for themselves. To consider how their actions affect themselves and others. 	<p>Respect Yourself file</p> <p>SENSE DVD KS1 Being Healthy Section 2 Hygiene Section 3 Keeping Clean</p> <p>SENSE DVD KS2 Being Healthy Section 2 Hygiene</p> <p>https://www.bing.com/videos/search?q=ks1+hygiene+video&qpv=ks1+hygiene+video&view=detail&mid=D34B28AF10DF7E5BFA62D34B28AF10DF7E5BFA62&FORM=VRDGAR</p> <p>https://www.bing.com/videos/search?q=ks1+hygiene+video&qpv=ks1+hygiene+video&view=detail&mid=1595D3D49FE88DE8754A1595D3D49FE88DE8754A&FORM=VRDGAR Cartoon how to wash hands thoroughly</p>

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Police Cadets to take place this half term.				
<p>May</p> <p>Session 9</p> <p>Sun safety.</p> <p>2019 Link:</p> <p>Health and Prevention</p>	<p>To know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>	<p><i>Refer to 'Boz' and 'Baz' characters when questioning the children about appropriate and inappropriate actions/decisions around sun safety.</i></p> <p>Use the activities from the websites listed in resources to explore:</p> <ul style="list-style-type: none"> • What are burns? • What is the difference between sunburned and suntanned? Which is best? • Discuss danger of sunburn. • Wrap! Splat! Hat! Idea to help them remember how to protect themselves from the sun. • Whose job is sun protection? • Sun protection lesson. 	<ul style="list-style-type: none"> • To learn about the dangers of the sun. • To learn about the hottest part of the day. • To learn about the various steps to sun protection. • To recognise whose responsibility it is to keep sun protected. 	<p>http://www.nationalschoolspartnership.com/pdfs/SunAwarenessWeekResources.pdf</p> <p>http://www.sunsafeschools.co.uk/</p> <p>This is a register and get resources, it's an accreditation thing.</p> <p>http://www.nhs.uk/Livewell/skin/Pages/SunSafe.aspx#safety</p> <p>Useful, clear information for adults</p> <p>https://www.youtube.com/watch?v=YzYHwzSE1VY Slip Slop Slap 30 secs video</p> <p>https://www.youtube.com/watch?v=KdsciC4y7Nk 5 things to do before going out in sun - could create posters for this</p> <p>https://www.youtube.com/watch?v=T7ghJsZug6O</p>

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The 10 session headings are felt to be the most important for our pupils at Monkmoor and Harlescott Education Centres.

Session	LEARNING OBJECTIVE (linked to 2019 statutory guidance)	TEACHING AND LEARNING ACTIVITIES	LEARNING OUTCOMES • Children will:	RESOURCES
<p>June</p> <p>Session 10</p> <p>Drugs, Alcohol and Tobacco</p> <p>2019 Link:</p> <p>Drugs, Alcohol and Tobacco</p>	<p>To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	<p>The subject areas covered to include:</p> <ul style="list-style-type: none"> • <i>Staying healthy (not partaking in use of drugs, tobacco or alcohol)</i> • <i>Rules and risks</i> • <i>Smoking</i> • <i>The effects of alcohol</i> • <i>Legal and illegal drugs</i> • <i>Peer pressure</i> • <i>How to access help, advice and support</i> 	<ul style="list-style-type: none"> • Know the difference between legal and illegal drugs. • Know the risks associated with smoking, drug taking and alcohol. 	<p>https://www.healthforkids.co.uk/staying-healthy/alcohol/</p> <p>https://www.healthforkids.co.uk/staying-healthy/avoiding-smoking/</p> <p>http://www.nottinghamschools.org.uk/media/1169972/ks2-jed-ted-lessonplanslr.pdf Lesson plans with ideas and resources.</p> <p>https://www.twinkl.co.uk/resources/health-and-wellbeing-pshce-subjects-key-stage-1/healthy-living/substances Smoking focus.</p>

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In addition, we will offer the following through outreach provided by specialists in their field:				
Session	LEARNING OBJECTIVE (linked to 2019 statutory guidance)	TEACHING AND LEARNING ACTIVITIES	LEARNING OUTCOMES • Children will:	RESOURCES
<p>NOVEMBER Basic First Aid.</p> <p>2019 Link: Basic First Aid</p>	<p>To make a clear and consistent call to the emergency services.</p> <p>To have the knowledge and confidence to deal with common injuries.</p>	<p>Invite Dave Preece into school to deliver the 'Basic First Aid programme to suit the needs of our children with a focus on the following:</p> <ul style="list-style-type: none"> • How to make a call for an ambulance. • How to deal with minor common injuries. 	<ul style="list-style-type: none"> • Know how to phone for an ambulance in the event of an emergency. • Know how to deal with common injuries. 	<p>https://www.healthforkids.co.uk/getting-help/111-and-999/</p>
<p>JANUARY Fire safety.</p> <p>2019 Link: Being Safe Respectful Relationship</p>	<p>To understand that fire is a potential hazard.</p> <p>To understand how to keep themselves safe in a fire.</p>	<p>Invite Local Fire Service visit to Centre.</p> <ul style="list-style-type: none"> • Explore the fire engine. • Meet the fire fighters. • Discuss potential hazards in the home. • Learn what to do if you do have a fire. • Look at smoke alarms and examine their importance. • Discuss the idea of a 'Fire Plan' for the whole family 	<ul style="list-style-type: none"> • Understand how a smoke alarm works and how to react to one. • Know how to phone for the fire brigade in the event of a fire. 	<p>Additional resources about getting out and creating escape plans: http://www.glosfire.gov.uk/cd_re/s/site/teacher/ks1/t1_contents.htm</p>

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<p>FEBRUARY NSPCC.</p> <p>2019 Link:</p> <p>Respectful Relationships</p>	<p>To know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>To know how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>TO know how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>To know to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>To know where to get advice e.g. family, school and/or other sources.</p>	<p>Invite the NSPCC into school to deliver the 'Speak Out Stay Safe' programme to suit the needs of our children with a focus on the following:</p> <ul style="list-style-type: none"> • Talking about the Underwear Rule - a simple way for parents to help keep children safe from sexual abuse - without using scary words or even mentioning sex. • The rules of PANTS to teach children that their body belongs to them and them alone. • If you'd like to know more about the NSPCC's work, or take a look at the wide range of information and advice which is available for parents and carers, please visit their website nspcc.org.uk/preventing-abuse/keeping-children-safe/ 	<ul style="list-style-type: none"> • Understand the concept of a 'respectful relationship'. • Know the difference between appropriate and inappropriate touching. • Know who to ask for help. 	<p>www.nspcc.org.uk/pants</p>
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<p>MARCH Road safety.</p>	<p>To learn and use the rules for crossing the road safely.</p> <p>To understand how to keep themselves safe when travelling in a car (taxi).</p>	<p>Invite Ray Hughes into school to deliver the 'Stepping Out' programme modified to suit the needs of our children.</p> <p>http://think.direct.gov.uk/resource-centre/</p> <p>Includes lesson plans for KS1 and KS2 on the topics: Crossing the road safely with an adult (KS1/KS2). Crossing the road safely on your own (KS2). In car safety (KS1/KS2).</p>	<p>Crossing the road safely:</p> <ul style="list-style-type: none"> • Understand what 'stop, look and listen' means. • Understand why they need to follow rules for crossing the road and to be able to recognise safer places to cross. • To learn and use the Green Cross Code. <p>In car safety:</p> <ul style="list-style-type: none"> • Children to know that they should always be in a car seat/booster when travelling in a car. • To understand which side of a car they should get out of. 	<p>http://think.direct.gov.uk/resource-centre/</p> <p>Includes lesson plans for KS1 and KS2 on the topics: Crossing the road safely with an adult (KS1/KS2). Crossing the road safely on your own (KS2). In car safety (KS1/KS2).</p>
<p>APRIL Police Cadets 2019 Link: Respectful Relationships Basic First Aid</p>	<p>To learn the role of the police officer in society.</p> <p>To learn the importance of showing respect to those in a position of authority.</p>	<p>Invite Susan Davies into school to deliver the 'Police Cadets' programme over a 5 week period with a focus on the following:</p> <ul style="list-style-type: none"> • The role of the police officer • Road safety and the police vehicle • Forensics • First Aid • Behaviour 	<ul style="list-style-type: none"> • Know the importance of showing respect to those in a position of authority. • Know how to deal with common injuries. • Understand the varied role of the police officer. 	<p>Resources provided by Susan:</p> <ul style="list-style-type: none"> • Hats • Notebooks • Badges



In addition, we will offer the following through cross curricular teaching:

- **Science** - Teaching about the main external parts of the body and changes to the human body as it grows from birth to old age including puberty. How to eat healthily and balance this with physical exercise. <https://www.healthforkids.co.uk/staying-healthy/eating-healthily/>
- **Food and Nutrition** - Healthy eating.
- **Computing** - Ensuring pupils understand the concept of e-safety including how to use technology safety, responsibly, respectfully and securely, how to keep information private, and where to go for help and support.
We will also participate in the national incentive of 'E-Safety Week' in February each year.
- **PE** - Ensuring pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods, engage in competitive sport and lead healthy active lives.

In addition, we will offer the following through our half termly Student Forum:

- Insightful discussions around topics of relevance nationally, locally and relative to our pupils.