



Relationships and Health Education@Chacewater School

including Sex Education

Intent	<p>At Chacewater Primary School we enable children to become confident, capable and caring individuals with a knowledge and understanding of the value systems found in Britain. We teach them to have respect for other peoples' views, to celebrate the diversity in society and gain an understanding of relationships, health and sex education (RSE) at an age appropriate level.</p> <p>It is our intention that all children leave Chacewater Primary School being able to reflect on their own experiences; are able to develop a personal response to the fundamental questions of life; and be able to understand the importance of physical activity and diet for leading a healthy lifestyle. They will feel empowered to manage their mental health, developing their self-esteem and ability to express their own views and feelings. Our school ethos nurtures and cares for every child from the day they begin their education at Chacewater School.</p>
Implementation	<p>Relationships and Health Education (RHE) at Chacewater School is implemented using the Discovery Education programme. The programme consists of six broad themes:</p> <ul style="list-style-type: none"> Healthy and happy friendships; Similarities and differences; Caring and responsibility; Families and committed relationships; Healthy bodies, healthy minds; Coping with change. <p>Each theme contains age-appropriate content, developing themes in a 'spiral curriculum' so that pupils are building on their skills and understanding each year. Content sometimes overlaps or is repeated across topics; this is to enable pupils to develop, practise and apply knowledge and skills across different contexts and situations.</p>

	<p>Weekly lessons are designed to take approximately 30 minutes to one hour of teaching time, to suit the circumstances and needs of the pupils. Teachers can extend or develop learning across more than one lesson, or develop objectives from a lesson further if required. These themes are also embedded through all other lessons and the whole school day, with everyone supporting and encouraging the children they interact with to use the skills they are developing and to make links to other areas of learning. Puberty including menstruation is covered in the Summer term: coping with change. Sensitive arrangements are made to allow use of staff toilets and the supply of menstrual products during menstruation.</p> <p>On-line safety is supported further by the use of Natterhub. Natterhub is a safe, gated social media platform. Lessons focus on: on how to be safe on-line; how to develop healthy screen behaviours; how to manage wellbeing and build digital resilience. Lessons are scenario-based and teacher-led and use program 4.</p>
Impact	<p>Children can approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life. From exposure to a range of global issues and problems, children build up tolerance and a sense of responsibility of being a British Citizen. Children understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves.</p>

'L E A P' Into RHE at Chacewater

Locality - our local community is very important to us and we will make the most of local links available. Through exploration, investigation and enquiry we will make use of our local area of Chacewater and Cornwall and the people within it, so that children develop a sense of place, understand their heritage and can celebrate what makes our local area unique and special.

Engaging - we want all of the learning experiences we offer children to be memorable. Through thematic links when possible we will make sure learning is contextualised, is relevant and encourages a real 'thirst for learning'. We will have a broad offer of trips, residential visits and visitors which enhance our wider curriculum.

Aspiring and ambitious - we will ensure that our children understand that there is no limit to what they can achieve. We will embrace 'blue sky thinking' and our outcomes will reflect this. As much as we will celebrate our locality, we will also look beyond this, ensuring that we celebrate the diversity in the world that exists around us.

Powerful and purposeful - by making use of research, we will tailor our teaching to take account of ideas linked to the latest ideas around cognitive science and learning behaviours. We allow our children time to work collaboratively, share and discuss to empower them to become independent thinkers.

Chacewater School RHE Theme Map

	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
<u>Values</u>	<u>Respect</u>	<u>Liberty</u>	<u>Tolerance</u>	<u>Diversity</u>	<u>Law</u>	<u>Democracy</u>
<u>Themes</u>	Healthy and Happy Friendships	Similarities and Differences	Caring and Responsibility	Families and Committed Relationships	Healthy Bodies Healthy Minds	Coping with Change
	<p>THIS THEME explores friendships: their importance, what being a good friend means, and how to keep friendships positive and healthy. Pupils investigate their own values and identity (including their online identity), and develop skills to resolve difficulties within friendships, including maintaining and respecting personal boundaries and safe touch, managing peer pressure and the effects on friendships of change.</p>	<p>THIS THEME explores and celebrates the similarities and differences between people, exploring and encouraging ways to value and respect difference and diversity. It looks at the damaging effect that stereotypes can have, and how to identify and challenge them. It helps pupils recognise their own personal strengths and abilities, and develop self-respect.</p>	<p>THIS THEME focuses on special people. It explores why they are special and how they care for and keep one another safe. It examines pupils' increasing responsibilities towards themselves and others as they get older, including the role they can play and the difference they can make within their communities.</p>	<p>THIS THEME explores the importance and diversity of families, and the characteristics of healthy, positive family relationships. It enables pupils to recognise when they may feel unsafe within a family, and how to ask for help if they need it. It identifies the characteristics of a committed relationship, and at Year 6 explores human reproduction and other ways that people can start a family.</p>	<p>THIS THEME explores how to stay healthy, both physically and mentally. It explores ways to maintain wellbeing and prevent illness; how to develop a healthy, balanced lifestyle; and the consequences and effects of different habits and choices. It encourages the development of positive self-worth and recognition, what might affect or influence unhealthy ways of thinking, and how to overcome this.</p>	<p>THIS THEME explores how people grow and change from babies, through puberty to adulthood. At Key Stage 1, it examines ways in which children have grown and how they will continue to change, and how to develop resilience to change. At Key Stage 2, it identifies changes that will take place in children's bodies during puberty, and explores ways to manage the emotional effects of life changes, including transition to secondary school.</p>

<u>Year 1</u>	Forming friendships and how kind and unkind behaviours impact other people	Similarities and differences between people and how to respect and celebrate these	Identifying who our special people are and how they keep us safe	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts. NSPCC PANTS <i>*This group of lessons are repeated in Y2 and Y3</i>	Growing from young to old and how we have changed since we were born.
<u>Year 2</u>	Understanding what makes a happy friendship. Understand personal boundaries and safe/unsafe situations	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another through these.	The different types of family members and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicine.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
<u>Year 3</u>	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Exploring the importance of commitment in relationships and how families can change and alter over time, including through separation and loss.	Monitoring physical and mental wellbeing, through healthy eating sleeping and keeping clean.	Coping with feelings around changes in our lives.
<u>Year 4</u>	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to identify each relationship and understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal choices.	How our bodies change as we enter puberty , including hygiene and menstruation. NSPCC PANTS
<u>Year 5</u>	Identity and peer pressure in real life and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds, lifestyle habits (including alcohol,	How puberty changes can affect our emotions and feelings and ways to manage this;

			show care in the community.	Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.	tobacco and drugs) and their effects on wellbeing.	questions about puberty and change, including periods and wet dreams. NSPCC PANTS
<u>Year 6</u>	How relationships evolve as we grow, and how to cope with a wider range of emotions	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including secondary school	Sex education: adult relationships and human reproduction, including different ways to start a family. Maybe deferred to Summer 2	Being the best me: ongoing selfcare of bodies and minds, including ways to prevent and manage mental ill-health.	Transition and ways to manage the increasing responsibilities and emotional effects of life changes. Puberty is revisited NSPCC PANTS

Chacewater School Cross Curricular Map

	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
<u>Values</u>	<u>Respect</u>	<u>Liberty</u>	<u>Tolerance</u>	<u>Diversity</u>	<u>Law</u>	<u>Democracy</u>
<u>Whole School</u>	Mental Health Day	NSPCC Speak Out Halloween Safety Firework Safety Children in Need	Internet Safety Mental Health Week Neurodiversity Week	Walk to School Week Road Safety Comic Relief		
<u>EYFS</u>	Healthy eating: Staying healthy Food / Human body How have I changed?		Health & Prevention: Dentist - Brighter Smiles Basic first-aid: make a 999 call: Emergency Services visit			
<u>Year 1</u>			Health & Prevention: Dentist - Brighter Smiles Science: identify, name the basic parts of the human body	Healthy eating DT: Food and Nutrition		Basic first-aid: make a 999 call: RNLI
<u>Year 2</u>	Healthy Eating: Physical health & fitness: Science: importance of exercise, eating the right amounts of					Basic first-aid: Visit: Nurse

	different types of food, and hygiene Healthy Eating: DT: Food and Nutrition					
<u>Year 3</u>	Healthy Eating: Science: humans, need the right types and amount of nutrition Healthy Eating: DT: Food and Nutrition					Health & Prevention: Sun Safety; Eye Safety
<u>Year 4</u>	Health & prevention: dental health Science: identify the different types of teeth in humans Visit: Dentist Healthy Eating: DT: Food and Nutrition		Basic first-aid: make a 999 call; Geography: Rivers field trip - Water Safety	Health & prevention: Science: Electrical Safety Hearing Safety		
<u>Year 5</u>	Health & prevention: Mini Police Project: On-line Safety Science: describe the changes as humans develop to old age	Health & prevention: PE: Water Safety – Swimming	Physical Health: Junior Life Skills			Healthy Eating: DT: Food and Nutrition
<u>Year 6</u>	Healthy Eating; Drugs, alcohol & tobacco Science: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function			Physical health & fitness: Bike Ability	Healthy Eating: DT: Food and Nutrition	Health & prevention: Science: Electrical Safety / Eye Safety PE: Water Safety - Swimming

	First Aid					
	Physical Health: make a 999 call; concepts of basic first-aid					

<u>Chacewater School NatterHub Map</u>						
	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
<u>Values</u>	<u>Respect</u>	<u>Liberty</u>	<u>Tolerance</u>	<u>Diversity</u>	<u>Law</u>	<u>Democracy</u>
<u>Whole School</u>	<u>Acceptable Use Agreement</u>		<u>Internet Safety</u>			
<u>EYFS</u>			E-Safety: Digiduck			
<u>Year 1</u>	<p>Rockin' Rules: To identify, follow and understand why we need rules around screen time.</p> <p>My Online Avatar: To understand the</p>	<p>Villains in Our Fairy Tales: To describe ways that some people can be unkind online.</p> <p>Internet Quest: To identify devices that use the internet and use</p>	<p>My Wonderful Work: To understand that we have ownership of the work we create.</p> <p>My Online Profile: To understand what an online profile is.</p>	<p>Why I Should Check Before I Share: To be aware of information that should or shouldn't be shared online.</p> <p>Goodies and Baddies: To gain an understanding of what makes someone good or bad.</p>	<p>Sensible Screen Use: To learn when it is a good time to use screens.</p> <p>Online Communication vs Face-to-Face Communication: To understand that emojis can be an effective way to communicate online.</p>	<p>Be Kind and Caring: To understand how being unkind to someone can make them feel.</p> <p>Super Searchers: To know how to use search engines efficiently and safely.</p>

	function of avatars	them to find information.				
Year 2	<p>Devices and Screen Time: To understand why online and offline time need to be balanced.</p>	<p>Sticks and Stones: To understand the effect our words and actions can have on others.</p> <p>Online Navigators: To use keywords in search engines and demonstrate how to navigate a simple webpage to retrieve information</p>	<p>The Work of Others: To know that content on the internet may belong to other people and why it belongs to them</p> <p>Follow the Digital Footprint: To explain how information put online about me can last for a long time.</p>	<p>Protecting My Privacy: To describe and explain some rules for keeping information private.</p> <p>Fake Profiles: To find out how to spot a fake profile.</p>	<p>Be Brave; Stand Tall: To understand who is responsible for bullying behaviour.</p>	<p>Real and Reliable: To understand that some information we find online may not be true.</p>
Year 3	<p>Balance It: When Screen Time Goes on Too Long To identify and consider why a balance is needed when using screens.</p> <p>Chat It: Making New Friends Online To understand the risks associated with meeting and talking to</p>	<p>Feel It: Affect Reflect To explore cyberbullying and describe how our actions online affect others.</p> <p>Question It: Buy or Sell To understand that the internet can be used to buy and sell things.</p>	<p>Learn It: Other People's Projects To understand that other people's work belongs to them.</p> <p>Mind It: Identifying Information To understand that information about people is stored online.</p>	<p>Secure It: Choose Wisely: Should I Share To understand what information to safely share with trusted people.</p> <p>Think It: - Real-Life and Online Identity To identify and describe safe online sharing through the exploration of real-life and online identities.</p>	<p>Chat It: Trust Tips To know what to do when we feel uncomfortable or upset by familiar or unfamiliar people.</p> <p>Feel It: Look Closely To recognise different situations that are bullying.</p>	<p>Question It: Right or Wrong To explain the difference between a belief, an opinion and a fact.</p> <p>Think It: Plotting the Right Path To identify strategies to help solve problems.</p>

	people that I don't know.					
Year 4	<p>Balance It: Time on Technology To consider how time spent on technology can affect other activities.</p> <p>Chat It: The What and the Why To know how to communicate what I am doing online and explain why I have chosen to do so.</p>	<p>Feel It: Where on the Web? To identify some online technologies where bullying might take place.</p> <p>Question It: Opinions, Beliefs and Facts To understand the differences between opinions, beliefs and facts.</p>	<p>Learn It: Copyright Concerns We use technology to help us in different ways.</p> <p>Mind It: My Personal Information Online To describe how others can find out information about me by looking online.</p>	<p>Secure It: They Want To Be Me To understand how personal information can be used by others.</p> <p>Think It: Online Identities To understand how online and offline identities are different</p>	<p>Balance It: Sleep Matters To understand the importance of sleep for our physical and mental health.</p> <p>Chat It: Choosing a Safe Screen Name To know how to create a safe screen name.</p>	<p>Feel It: Pause Before You Post To understand the effect an online post can have.</p> <p>Question It: But Is It True? To understand that not all information online is factual.</p>
Year 5	<p>Balance It: Is Technology Bad for Our Health? I understand that using technology can negatively impact my health and wellbeing in different ways.</p> <p>Chat It: Recognising Negative Behaviour To recognise negative online behaviour and</p>	<p>Feel It: Banter or Bullying? To recognise when someone is upset, hurt or angry online.</p> <p>Question It: Searching Skills To understand what makes an effective online searcher.</p>	<p>Learn It: Search for Skills To understand the internet is a valuable tool for learning new skills.</p> <p>Mind It: Facts or Fiction To describe how information found online can be used to make judgements about individuals.</p>	<p>Secure It: Intrusive Apps To explain how apps or services may collect and share my private information.</p> <p>Think It: What Information Should You Share Online? To understand the risks associated with posting information online.</p>	<p>Balance It: Digital Wellness I have strategies I can use to promote digital wellness.</p> <p>Chat It: Feeling Left Out To understand how to deal with the emotions associated with feeling left out.</p>	<p>Feel It: Beat the Bullies To understand how to protect myself from negative behaviour online.</p> <p>Question It: Misinformation and Disinformation To explore how accurate and reliable the information we see online is.</p>

	know what to do if I encounter it.					
Year 6	<p>Chat It: Our Class Code of Conduct To understand the importance of respectful communication.</p> <p>Feel It: Getting Help and Reporting Concerns To understand how to react to concerns online and what help is available if we have a concern.</p>	<p>Question It: Using Search Engines Effectively To explore how search engines work and how results are selected and ranked.</p> <p>Think It: Permission to Be You! To understand what positive and negative online interactions look like and how we can respond to</p>	<p>Learn It: Technology for Good To understand the positive differences technology makes throughout the world.</p> <p>Mind It: My Online Reputation To understand how to create a positive online reputation.</p>	<p>Secure It: How to Password To understand how to use, manage and remember passwords.</p> <p>Secure It: Spot the Scams To describe and identify certain types of cybercrime.</p>	<p>Balance It: Online Temptations and Pressures I can identify and resist online temptations and pressures. Chat It: Think Before You Share To recognise the problems that can come with sharing information online.</p>	<p>Feel It: Gathering Evidence To know how to gather evidence of online bullying and what to do with the evidence.</p> <p>Question The Art of Persuasion To learn how to be a discerning consumer of digital content.</p>

Chacewater School Assembly Map

Week			Whole School Assembly (Monday & Friday)	KS Assemblies (KS2 Tuesday & KS1 Thursday)	Singing/Music (Every Wednesday)
					A: GUSTAV HOLST B: JOHN WILLIAMS
1			Welcome Back & Values	What's in the news?	"
2			RESPECT - Value Exploration	Respect - KS1 and KS2 focus	"
3			Positive Behaviour Choices	What's in the news?	"
4			How we stay safe	What's in the news?	"
5			Black History Month	What's in the news?	"
6			Our Brain and How We Learn	What's in the news?	"
7			HARVEST	HARVEST	"
Autumn 2 - LIBERTY					A: LOUIS ARMSTRONG B: TRACY CHAPMAN
1			LIBERTY - Value Exploration	Halloween and Bonfire Safety Diwali	"
2			Remembrance Day	What's in the news?	"
3			Children in Need	What's in the news?	"

4			NSPCC Speak Out Stay Safe	What's in the news?	"
5			Disability Awareness	What's in the news?	Christmas Songs
6			Human Rights	What's in the news?	"
7			Hanukkah	What's in the news?	"
Spring 1 - TOLERANCE					A: CELTIC MUSIC B: LOCAL BANDS
1			TOLERANCE - Value Exploration	Tolerance - KS1 AND KS2 exploration	"
2			Coping with Pressure (Mental Health Focus)	What's in the news?	"
3			Be Brilliant - 4Rs	Dr. Martin Luther King	"
4			Holocaust Memorial	What's in the news?	"
5			Protected Characteristics - UN Rights	What's in the news?	"
6			Mental Health Week	Safer Internet Day/Week	"
Spring 2 - DIVERSITY					A: DOLLY PARTON B: BRAHMS
1			DIVERSITY - Value Exploration	Diversity - KS1 and KS2 exploration	"
2			World Book Day	What's in the news?	"

3			Road Safety	What's in the news?	"
4			Red Nose Day!	What's in the news?	"
5			Ramadan	What's in the news?	"
6			Easter	What's in the news?	"
Summer 1 - LAW					A: MOZART B: BEETHOVEN
1			LAW - Value Exploration	LAW - KS1 and KS2 exploration	"
2			St. George's Day	What's in the news?	"
3			Monarchy!	What's in the news?	"
4			Curiosity	What's in the news?	"
5			Disability Awareness	What's in the news?	"
6			Climate Awareness	What's in the news?	"
Summer 2 - DEMOCRACY					A: NINA SIMONE B: BOB MARLEY
1			DEMOCRACY - Value Exploration	DEMOCRACY - KS1 and KS2 exploration	"
2			World Refugee Day	What's in the news?	"
3			Windrush Day	What's in the news?	"
4			Environment	What's in the news?	"

5			Environment	What's in the news?	"
6			Summer Show	What's in the news?	"
7			Managing Change	What's in the news?	"