



Relationship, Health and Sex Education at Chacewater School

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 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>RHSE 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>

	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.
Impact	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.

‘L E A P’ Into RHSE 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.

<u>Chacewater School RHSE Theme 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>Themes</u>	Healthy and Happy Friendships	Similarities and Differences	Caring and Responsibility	Families and Committed Relationships	Healthy Bodies Healthy Minds	Coping with Change
	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	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	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.	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	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	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

	respecting personal boundaries and safe touch, managing peer pressure and the effects on friendships of change.	abilities, and develop self-respect.		reproduction and other ways that people can start a family.	affect or influence unhealthy ways of thinking, and how to overcome this.	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.
<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.	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.
<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 show care in the community.	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, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and feelings and ways to manage this; questions about puberty and change, including periods and wet dreams.
<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.	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.

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>	BHF Fundraiser	NSPCC Speak Out Halloween Safety Firework Safety Children in Need	Internet Safety Mental Health Week	Walk to School Week Road Safety Comic Relief		
<u>EYFS</u>	Staying healthy Food / Human body How have I changed?		Visit: Dentist - Brighter Smiles Visit: Emergency Services			
<u>Year 1</u>		DT: Food and Nutrition	Dentist - Brighter Smiles RSPCA	Science: identify, name the basic parts of the human body		Visit: RNLI Visit: Fire Brigade
<u>Year 2</u>	Science: importance of exercise, eating the right amounts of different types of food, and hygiene			DT: Food and Nutrition		Visit: Nurse
<u>Year 3</u>	Science: humans, need the right types and amount of nutrition	DT: Food and Nutrition				Science: Sun Safety Eye Safety
<u>Year 4</u>	Science: identify the different types of teeth in humans Visit: Dentist DT: Food and Nutrition		Geography: Water Safety	Science: Electrical Safety Hearing Safety	Geography: Visit: Mountain Rescue	
<u>Year 5</u>	Science: describe the changes as humans develop to old age			PE: Water Safety – Swimming		DT: Food and Nutrition

Year 6	Science: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function First Aid		PE: Water Safety - Swimming	Bike Ability	DT: Food and Nutrition	Science: Electrical Safety / Eye Safety
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Chacewater School Assembly Map

Week	Date		Whole School Assembly (Monday)	KS Assemblies (KS1 Tuesday & KS2 Thursday)	Singing/Music (Every Wednesday)
Autumn 1 – RESPECT					A: GUSTAV HOLST B: JOHN WILLIAMS
1	5.9.22		Welcome Back & Values	What's in the news?	"
2	12.9.22		RESPECT - Value Exploration	Respect - KS1 and KS2 focus	"
3	19.9.22		Positive Behaviour Choices	What's in the news?	"
4	26.9.22		How we stay safe	What's in the news?	"
5	3.10.22		Black History Month	What's in the news?	"
6	10.10.22		Our Brain and How We Learn	What's in the news?	"
7	17.10.22		HARVEST	HARVEST	"
Autumn 2 - LIBERTY					A: LOUIS ARMSTRONG B: TRACY CHAPMAN
1	31.10.22		LIBERTY - Value Exploration	Halloween and Bonfire Safety Diwali	"
2	7.11.22		Remembrance Day	What's in the news?	"

3	14.11.22		Children in Need	What's in the news?	"
4	21.11.22		NSPCC Speak Out Stay Safe	What's in the news?	"
5	28.11.22		Disability Awareness	What's in the news?	Christmas Songs
6	5.12.22		Human Rights	What's in the news?	"
7	12.12.22		Hanukkah	What's in the news?	"
Spring 1 - TOLERANCE					A: CELTIC MUSIC B: LOCAL BANDS
1	3.1.23		TOLERANCE - Value Exploration	Tolerance - KS1 AND KS2 exploration	"
2	9.1.23		Coping with Pressure (Mental Health Focus)	What's in the news?	"
3	16.1.23		Be Brilliant - 4Rs	Dr. Martin Luther King	"
4	23.1.23		Holocaust Memorial	What's in the news?	"
5	30.1.23		Protected Characteristics - UN Rights	What's in the news?	"
6	6.2.23		Mental Health Week	Safer Internet Day/Week	"
Spring 2 - DIVERSITY					A: DOLLY PARTON B: BRAHMS
1	20.2.23		DIVERSITY - Value Exploration	Diversity - KS1 and KS2 exploration	"

2	27.2.23		World Book Day	What's in the news?	"
3	6.3.23		Road Safety	What's in the news?	"
4	13.3.23		Red Nose Day!	What's in the news?	"
5	20.3.23		Ramadan	What's in the news?	"
6	27.3.23 (Y6 Mock SATs)		Easter	What's in the news?	"
Summer 1 - LAW					A: MOZART B: BEETHOVEN
1	17.4.23		LAW - Value Exploration	LAW - KS1 and KS2 exploration	"
2	24.4.23		St. George's Day	What's in the news?	"
3	2.5.23		Monarchy! Coronation	What's in the news?	"
4	8.5.23 (Y6 SATs Week)		Curiosity	What's in the news?	"
5	15.5.23		Disability Awareness	What's in the news?	"
6	22.5.23		Climate Awareness	What's in the news?	"
Summer 2 - DEMOCRACY					A: NINA SIMONE B: BOB MARLEY
1	5.6.23		DEMOCRACY - Value Exploration	DEMOCRACY - KS1 and KS2 exploration	"
2	12.6.23		World Refugee Day	What's in the news?	"

3	19.6.23		Windrush Day	What's in the news?	"
4	26.6.23		Environment	What's in the news?	"
5	3.7.23		Environment	What's in the news?	"
6	10.7.23		Summer Show	What's in the news?	"
7	17.7.23		Managing Change	What's in the news?	"