

MOUNT PLEASANT PRIMARY SCHOOL

Health and Well-Being Policy and Scheme of Work

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| 1. Title of policy | Health and Well-Being |
| 2. Date adopted by Governors | Feb 2016 |
| 3. Name of Chair of Governors | Stewart Jarvis |
| 4. Name of Head teacher | Jo Hartill |
| 5. Person or team responsible for the document | Jo Hartill |
| 6. Planned date for review. | Feb 2020 |

Introduction

The purpose of this policy is to draw together key elements of our wider curriculum which engages pupils in the broad spectrum of 'health education'.

"Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity."

(World Health Organisation).

This policy clarifies the key areas that children need to be taught and have opportunities to explore, debate and discuss.

This policy replaces previous policies of, 'Sex and Relationships Education', and 'Drugs Education'.

This policy joins together the learning strands from a range of other policies and our wider curriculum covering:

- Citizenship (PSHE)
- Health and Hygiene
- Healthy lifestyles
- Healthy behaviours
- Economic well-being
- Emotional Health and well-being
- Physical Health and well-being
- Keeping Safe

The material content in the schemes of work (Appendix A) for each year group are divided into the areas of:

- Emotional Health and Well-Being
- Sex and Relationships Education
- Drugs and Alcohol Education
- Diet and Healthy Lifestyle
- Safety Education
- Character Education

and fully compliments the Rights Respecting School agenda.

Aims

The aims of our school are that the Governors and staff work together:

- for every child to develop an understanding of excellence, a desire for knowledge, an enquiring mind and an enjoyment of learning;
- to develop all children as responsible, caring members of the community;
- to develop all children as motivated individuals who strive for the highest possible achievements;
- to develop all children to have high self-esteem, who are respectful of themselves, others and the environment

This policy enables all of those aims to be met.

Roles and Responsibilities

All staff are expected to actively support, contribute to and be involved in the promotion of good health. The teaching of good health may be taught in pre-planned teaching and learning sessions, but other opportunities to develop a child's learning in this area may also arise at other non-planned times; eg during playtimes and lunchtimes, whilst on visits or when discussions are taking place during other curriculum activities.

Working in Partnership with Parents

At Mount Pleasant we understand and value the need to work closely with parents and carers to ensure that this scheme of work meets the needs of our pupils.

We value the important contribution made by parents and appreciate the need to engage parents and families in improving the health of all of our children.

We will continue to keep parents and carers informed about how we continue to support health-related education and how they can support their child.

This policy will be made available on our school website.

Working with other agencies and specialist services.

As a school, we already undertake a considerable amount of staff training with regard to Health and well-being education.

We actively seek the expertise of other specialist agencies to help, advise and support our work in school which already includes, School Nurse, Counsellor, Police Liaison Officer (PCSO), Road Safety Officer, Cycling Safety Team, Y6 Travel Transition Advisor, NSPCC/Childline, Escape/Esafety, My Mate Fancies You, St John's Ambulance, Fire Safety Officers, Crossing Patrol.

In the delivery of this policy we will continue to seek those who are willing to come into school to give further support and advice.

Assessment

The personal, social and emotional development of every child is very important to us. We monitor a child's characteristics to learning from entry to Nursery and use Learning Ladders for PSED (Personal, Social and Emotional development). Staff comment on a child's dispositions to learning as part of the end of year report, and where there are concerns about a child's development in these areas, a Learning Ladder for PSED will continue to be used as the child moves through school.

Time Allocation

The themes that are included in the Scheme of Work may be taught either discreetly or may be delivered as part of other work, for instance, some of the themes naturally link to the reading Curriculum, or to work on science or RE, some areas may be covered as part of our assembly themes which are linked to our Rights respecting School themes. Throughout the year, children are also involved in enterprise work or in fundraising activities which again would cover some areas of the schemes of work.

Resources and Learning Evidence

It is expected that much of the learning will be done through role-play, debate and discussions. Staff may use a variety of resources such as stories from different faiths and cultures, Fairy tales and fables. Internet resources such as, Newsround, Literacy Shed, or newspapers or radio reports may also be used.

Pupils may produce presentations to the class in the form of posters, or present assemblies. It is not expected that children will produce written evidence for each area covered.

Sex and Relationships Education

SRE at Mount Pleasant assists pupils to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships. From the early years, the content of this curriculum introduces an understanding of self and family, it develops through to children at the top end of KS2 having an understanding of body changes, puberty, personal hygiene and basic sex education. The final part of sex education is usually led by the school nurse and with the involvement of parents who are invited to meet with the school nurse prior to the delivery of the sex education content. Parents are offered the opportunity to withdraw their child from this final part of the programme should they wish to. This must be done by writing to the Headteacher.

It is important that through our teaching, we create a climate where children are able to confidently ask questions and explore, often through discussion and debate, things which may be of concern to them as they grow and develop. It must be remembered that as part of safeguarding children, any conversation regarding sex and/or relationships needs to be handled sensitively and carefully. Staff must be aware of the Guidance for Adults Working with Young People document, which offers good advice regarding handling sensitive subjects with young children.

Drugs Education

Drugs Education at Mount Pleasant provides opportunities for pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their actions and the actions of others.

Staff must be sensitive to the fact that children are very likely to have been present when parents have been smoking or drinking alcohol socially. It is important that children don't feel that their own parents should be condemned for drinking alcohol in moderation and socially.

Staff should also be sensitive to children where we know that family members may have a problem with alcohol or taking drugs. The main outcome for the learning in this subject area should be to alert children to the dangers of smoking or consuming alcohol or drugs, the legal restrictions on these and why they are in place.

Appendix A – Schemes of Work

Early Years (to be used in conjunction with the Early Years curriculum; Personal and Social Education)

| Theme | Ideas/Content |
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| Emotional Health and Well-Being | The child has been able to settle quickly into the new school environment. Help children to know how to ask for help and encourage them to be independent. Encourage children to work with others, help others and receive help from others. Ensure that the children are developing a vocabulary that they need to be able to express good and not so good feelings. Ensure that the children understand the rules for being safe and conforming in the school environment. |
| Sex and Relationships Education | Show children how important it is to co-operate with others and make friends. Encourage children to be able to communicate with confidence with an adult. |
| Drugs and Alcohol Education | Discuss with children what is safe to put in their mouths and what is not safe in the school environment. Discuss how medicines and cleaning materials are stored away from them in school and how they must not take anything that an adult hasn't given them, especially if they find medicines ect at home. |
| Diet and Healthy Lifestyle | The child understands that they have grown since being a baby and that they will continue to grow. They understand that to keep their body healthy as they grow they need to give it; plenty of exercise, fresh drinking water, healthy food. They understand that they should begin to do things for themselves (self-help skills) eg: washing their hands, washing their face, getting dressed, toileting, brushing their own teeth. |
| Safety Education | Road Safety; how to cross the road, importance of listening and following instruction when outside eg at Forest School or how important it is to hold a grown-ups hand. |
| Character Education | <u>Caring</u> : caring hands – caring hands are gentle hands, such as when holding or stroking an animal or pet, caring hands don't push or snatch or pull or smack. <u>Helping Others</u> : identify who helps us – teachers, adults, parents, older siblings. <u>Co-operation</u> : Working with others to complete a task together eg building a tower, use the Little Red Hen story or similar. <u>Courage</u> : Going to school, trying new things and meeting new people. <u>Cleanliness</u> : learning to wash our hands, when to wash our hands. Cleaning up our toys. <u>Fairness</u> : sharing and being fair to everyone. Taking turns and letting others go first. <u>Friendliness</u> : making new friends, saying hello and goodbye to people in our classroom. <u>Service project</u> : Helping in the classroom, to tidy away. <u>Patience</u> : waiting for your turn, not snatching or pushing when lining up. <u>Respect</u> : use stories to share the feelings between characters. Showing respect to other's religion or culture. <u>Courtesy</u> : showing good manners to others, when we eat, when we find a place to sit, when we are ready to listen. <u>Forgiveness</u> : Saying 'sorry'. <u>Determination</u> : Being a superhero! Trying our best to learn new things. <u>Self-discipline</u> : sitting still, listening to others and not shouting out. |

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| | <p><u>Gratitude</u>: saying, 'thank you'. <u>Honesty</u>: telling the truth.</p> |
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Year One

| Theme | Ideas/Content |
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| Emotional Health and Well-Being | <p>The child is able to recognise their own strengths and weaknesses.</p> <p>They know how to ask for help and how to be independent eg 3 Before Me</p> <p>They are able to work with others, help others and receive help from others.</p> <p>They are able to deal with changes and loss; change of house, new sibling born, change of class, loss of a pet or relative.</p> <p>They are developing vocabulary that they need to be able to express good and not so good feelings.</p> <p>They understand the rules for being safe; personal safety; crossing the road, staying close to an adult, staying safe on-line.</p> |
| Sex and Relationships Education | <p>The child knows how to communicate their feelings safely, show that they are happy, sad or angry and can recognise how other people show their feelings.</p> <p>The child understands the differences between secrets and surprises. They understand when they should not keep a secret, that is, if or another person has been harmed or could be harmed.</p> <p>The child understands what is fair/unfair, kind/unkind, right/wrong.</p> <p>The child is able to clearly express their likes and dislikes.</p> <p>They understand that there are different types of teasing and that this is wrong. They know how to resist someone teasing them and when and how to tell an adult.</p> <p>They recognise that all animals have some similarities and some differences, they can understand the differences between mommy and daddy (avoid stereotyping here).</p> |
| Drugs and Alcohol Education | <p>The child can share their experiences of any personal eg asthma or family illness, their visit to a doctor or hospital and knows that taking medicines can help us to get better.</p> <p>They know that all medicines can also be called, 'drugs'.</p> <p>They know that some medicines are not for them and can be dangerous.</p> <p>They know that there are many chemicals in their home that they must not ingest or touch because they are dangerous, for example cleaning materials and toiletries and that all these things should be locked away or put out of their reach.</p> |
| Diet and Healthy Lifestyle | <p>The child understands that they have grown since being a baby and that they will continue to grow.</p> <p>They understand that to keep their body healthy as they grow they need to give it; plenty of exercise, fresh drinking water, healthy food.</p> <p>They understand that they should now do things for themselves rather than their parents still doing them for them (self-help skills) eg: washing their hands, washing their face, bathing/showering, getting dressed, toileting, brushing their own teeth.</p> |
| Safety Education | <p>Road Safety; finding a safe place to cross, crossing the road safely.</p> <p>They can name people who can help them; crossing patrol person, police, teachers etc.</p> |
| Character Education | <p><u>Caring</u>: for ourselves, our eyes and our ears.</p> <p><u>Helping Others</u>: who do you help? Helping at home with younger siblings, helping mom/dad with jobs, helping to care for a pet or visiting an elderly relative.</p> <p><u>Co-operation</u>: Working with others to complete a task together.</p> <p><u>Courage</u>: Going to school, staying with relatives overnight or a sleepover,</p> <p><u>Cleanliness</u>: being neat and tidy, clean hands, clean nails, clean uniform, clean clothes.</p> <p><u>Fairness</u>: sharing and being fair to everyone. Taking turns and letting others go first.</p> <p><u>Friendliness</u>: making new friends, joining an after-school club, or other social group.</p> |

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| | <p><u>Service project</u>: helping my school community – picking up litter, volunteering for jobs, tidying the cloakroom, taking pride in having a responsibility.</p> <p><u>Patience</u>: waiting for your turn, not snatching or pushing when lining up.</p> <p><u>Respect</u>: use stories to share the feelings between characters. Showing respect to other’s religion, culture, or seniority.</p> <p><u>Courtesy</u>: manners when eating, tidying away after yourself, caring for others, being a good friend, holding the door open or helping someone who may have fallen over or dropped something.</p> <p><u>Forgiveness</u>: making mistakes and dealing with it. Forgiving others when they have said, ‘sorry’.</p> <p><u>Determination</u>: Achieving challenges and targets; really working hard and achieving steady good learner regularly.</p> <p><u>Self-discipline</u>: controlling our feelings when we are angry. Knowing when not to shout out.</p> <p><u>Gratitude</u>: saying, ‘thank you’, writing messages of thanks.</p> <p><u>Honesty</u>: not telling lies, not cheating, not stealing.</p> |
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Year Two

| Theme | Ideas/Content |
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| Emotional Health and Well-Being | <p>Celebrate own strengths and set personal targets, goals and challenges.</p> <p>Learn how to manage their own feelings and what to do when they feel upset and angry.</p> <p>Understand people who keep us safe, in school, at home, on the internet, out of school; people we can trust.</p> |
| Sex and Relationships Education | <p>Children recognise how their behaviour affects other peoples and how their behaviour affects them.</p> <p>Share their views and opinions clearly about things that matter to them, through discussion with others.</p> <p>Know that there are different types of bullying, and the difference between bullying and someone just being unkind/teasing and what to do if they feel that they are being bullied.</p> <p>Understand what it means to be a good friend and that some friendships can last for many years. Understand that being a friend with someone on the internet is very different (and the dangers that that might bring).</p> <p>Recognise safe places to be and play, and who it is safe to play with.</p> <p>Know that adult humans form special relationships that may result in long-term relationships (marriage – but be aware of many family types) and that these adults may reproduce and have babies.</p> |
| Drugs and Alcohol Education | <p>The children can create rules for keeping safe at home:</p> <ul style="list-style-type: none"> • Never drinking or eating anything at home that they have not been given by an adult. Helping younger siblings know the dangers of eating or drinking dangerous substances; medicines, toiletries, cleaning materials. • Understand the use of and safe storage of medicines that are used in school. Understand the role of Mrs Round and the School Nurse. • Understand the role of people who help to keep us safe; doctors, dentists, pharmacist, nurse etc. |
| Diet and Healthy Lifestyle | <p>They understand that to keep their body healthy as they grow they need to give it; plenty of exercise, fresh drinking water, healthy food.</p> <p>They understand that they should now do things for themselves rather than their parents still doing them for them (self-help skills) eg: washing their hands, washing their face, bathing/showering, getting dressed, toileting, brushing their own teeth.</p> <p>They understand the importance of getting outside and enjoying fresh air and being regularly active.</p> |
| Safety Education | <p>Safety in our local environment; what are the immediate dangers around our school:</p> <ul style="list-style-type: none"> • The main road – can children identify the main safe crossing areas and do they know how to use them? • Canals – do children understand the dangers of being near the canal – water safety. • Merry Hill – do children understand who they should go to if they were to get lost whilst out with their parents. • Park – do children understand the rules if they were approached by strangers or if there were dogs running loose in the park. Would they know how to keep themselves safe? |
| Character Education | <p><u>Caring</u>: for others, family – helping parents with jobs around the house.</p> <p><u>Helping Others</u>: Recognising other family members who help us; grandparents who may take them out for a special treat.</p> <p><u>Co-operation</u>: Practicing conflict resolution through role play, encouraging one another to co-operate kindly and peacefully.</p> <p><u>Courage</u>: saying, 'hello' to new people and not being afraid to talk to a range of adults in school.</p> <p><u>Cleanliness</u>: Importance of food hygiene, how we eat together, clear away/dispose of food waste carefully.</p> <p><u>Fairness</u>: Sharing with others; their home, their classroom, their school environment such as toilets and cloakrooms.</p> <p><u>Friendliness</u>: practise meeting someone new, introducing ourselves confidently through role play.</p> <p><u>Service project</u>: helping my school and wider community – picking up litter, volunteering for jobs, tidying the cloakroom, taking pride in</p> |

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| | <p>having a responsibility.</p> <p><u>Patience</u>: playing board games together that require turn taking. Understand that sometimes adults are busy and that they have to wait for a response or attention.</p> <p><u>Respect</u>: Classroom and playground rules that help us show respect.</p> <p><u>Courtesy</u>: courtesy in the classroom and opportunities to show this.</p> <p><u>Forgiveness</u>: Mending a friendship – strategies that they could use, or encourage others to use.</p> <p><u>Determination</u>: Believe it, achieve it! Aim high – what is possible?</p> <p><u>Self-discipline</u>: active listening, steady good learner criteria – is it possible to always do this?</p> <p><u>Gratitude</u>: Thanking a visitor in the classroom or another child for speaking to the class.</p> <p><u>Honesty</u>: telling the whole truth; the law about telling the truth.</p> |
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Year Three

| Theme | Ideas/Content |
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| Emotional Health and Well-Being | Describe how they are affected, both positively and negatively, by things other people say, how others behave, images they see, news and media reports. Recognise and celebrate their own strengths and be proud of things they have achieved and done. |
| Sex and Relationships Education | Recognise and respond appropriately to a wider group of people, meeting and addressing strangers, being helpful and polite. Recognise that not all strangers mean them any harm but also being safe and understanding the notion of trusting others. Understand the range of family structures that exist in our society: Biological mom and dad, second marriages/partners, fostering/adopted children, living with extended family eg grandparents, same sex families, three or more generations living together, single parent families. |
| Drugs and Alcohol Education | What makes a healthy lifestyle in the UK and in other cultures: diet, exercise. In contrast; what makes an unhealthy lifestyle; fatty/processed foods, high sugar, smoking/drugs and alcohol intake. |
| Diet and Healthy Lifestyle | Being involved in the life of the school – representing the school in clubs and teams. Healthy breakfast, dinners and evening meals. Drinking water throughout the day. Identify the parts of the body that are important to look after: <ul style="list-style-type: none"> • Heart • Lungs • Skin (sun awareness) • Eye sight • teeth |
| Safety Education | <ul style="list-style-type: none"> • Safer cycling, wearing helmets. • Being safe inside and outside. • How the school carries out risk assessments and the range of risk assessments used – can children carry out a risk assessment for their classroom and spot all the dangers? • Use of fire drills, and emergency lighting, smoke alarms, fire alarms etc. • At home – are there smoke alarms fitted? • Being safe on-line. Filters and screening in school but what about at home? |
| Character Education | <p><u>Caring</u>: for others and family – looking after an elderly relative or younger sibling.</p> <p><u>Helping Others</u>: identify people who may need our help; charity groups, neighbours.</p> <p><u>Co-operation</u>: recognising what other may need from you – class mates, other people around you.</p> <p><u>Courage</u>: learning from our mistakes; having another go.</p> <p><u>Cleanliness</u>: looking after your teeth, brushing your teeth regularly, role of the dentist.</p> <p><u>Fairness</u>: understanding that there are often two sides to every story – role play to investigate this.</p> <p><u>Friendliness</u>: what do our friends need from us? Rules of friendship?</p> <p><u>Service project</u>: Fundraising for a community or charity event.</p> <p><u>Patience</u>: Taking time to stop and think before acting, considering the needs of others before yourself.</p> <p><u>Respect</u>: Showing respect to the school environment, showing respect in the home environment.</p> |

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| | <p><u>Courtesy</u>: courtesy in the classroom and opportunities to show this to others.</p> <p><u>Forgiveness</u>: Asking for forgiveness, why we should forgive others.</p> <p><u>Determination</u>: Believe it, achieve it! If at first you don't succeed, try, try again – Aesop Fables.</p> <p><u>Self-discipline</u>: Understand how our behaviour may change when we are excited or frightened and how to control extreme feelings.</p> <p><u>Gratitude</u>: Thanking a visitor in the classroom or another child for speaking to the class.</p> <p><u>Honesty</u>: role play scenarios, use stories such as The boy who cried wolf.</p> |
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Year Four

| Theme | Ideas/Content |
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| Emotional Health and Well-Being | Describe how they are affected, both positively and negatively, by things other people say, how others behave, images they see, news and media reports. Recognise and celebrate team and whole school achievement, and the achievements of others, be proud of what others have achieved. |
| Sex and Relationships Education | What constitutes a healthy relationship? Develop the skills to maintain a healthy, long-lasting friendship. Understand the use of compromise when with friends, the fact that it's not necessary to stop a friend having other close friends. Recognise and challenge stereotypes in relation to gender, age, colour, ethnicity, homosexuality. |
| Drugs and Alcohol Education | Explore attitudes to smoking and alcohol – what does the law say? Why are there laws about smoking and alcohol? How is advertising used or banned for these products? How does the labelling of these products try and support careful use or deter people from using them. |
| Diet and Healthy Lifestyle | Being involved in the life of the school – representing the school in clubs and teams. Healthy breakfast, dinners and evening meals. Drinking water throughout the day. Identify the parts of the body that are important to look after: <ul style="list-style-type: none"> • Heart • Lungs • Skin (sun awareness) • Eye sight • teeth |
| Safety Education | Water safety – swimming programme and the importance of learning to swim. Being safe at home and away from home – on holiday, people who can keep us safe – lifeguards. RNLI; sea and beach safety. |
| Character Education | <u>Caring</u> : for the environment and natures' part in it. <u>Helping Others</u> : helping in the classroom and around school, eg doing things without the need to be asked; tidy the cloakroom, pick up litter, help someone who is stuck. <u>Co-operation</u> : explore team building activities and opportunities, working together to achieve a group task. <u>Courage</u> : doing something that they haven't done before. Create a wish list or a 'proud moment' list. <u>Cleanliness</u> : personal hygiene – recognise that their bodies are about to, or have begun to change. Recognise the changes that will be needed to keep their 'changed' body clean. <u>Fairness</u> : School rules, and encouraging/reminding others to follow the rules. <u>Friendliness</u> : flexible friends, understand that sometimes people change or people have different friends to share different things with, eg they may have a friend that they like to play with at school, or a relative that they enjoy spending time with. Understand that friends on the internet are not the same as 'real' friends, and the associated dangers of meeting people on line. <u>Service project</u> : Fundraising for a community or charity event. <u>Patience</u> : Opportunities to play games that develop patience. Waiting for others. <u>Respect</u> : Greater opportunities to show respect; things that people wear because of their faith for instance, wearing our school uniform etc. |

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| | <p><u>Courtesy</u>: showing courtesy to others whilst out of school. The story of the Good Samaritan.</p> <p><u>Forgiveness</u>: feelings of guilt and forgiveness. Asking for forgiveness from others. How do we really show that we are sorry.</p> <p><u>Determination</u>: Believe it, achieve it! Never give up – examples from others who never gave up eg top athletes, or famous musicians.</p> <p><u>Self-discipline</u>: How do we make ourselves do something that we really don't want to do – explore the range of things that this could be and why we carry on and do it.</p> <p><u>Gratitude</u>: Thanking a visitor to the school or another child for speaking to the class.</p> <p><u>Honesty</u>: being honest with ourselves, what is great about us? What do we need to do differently/better?</p> |
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Year Five

| Theme | Ideas/Content |
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| Emotional Health and Well-Being | Understand how images in the media do not always reflect reality and can give a distorted or biased view of events. Develop an understanding national pride and what it means to belong to a group; Mount Pleasant, England, Great Britain and the culture of national sports events and supporters. Extend pupils' vocabulary to express deeper feelings clearly. |
| Sex and Relationships Education | Explore the concept of keeping something secret or confidential; when we should not agree to do this and when it is right to break a confidence or share a secret – role play and discussion. Recognise that some relationships can be dangerous and what to do if they feel pressured by others/peer groups, older children and adults. Revise NSPCC childline messages about safe relationships and safe touching. (biannually) |
| Drugs and Alcohol Education | Understand the law about age restrictions and why these are in place. Know the impact of drug taking, smoking and alcohol on the body – all are poisonous to the human body; understand how controlled medication can help our bodies. |
| Diet and Healthy Lifestyle | Changing and growing bodies; the importance of keeping their growing bodies healthy. Explore the dangers of diets and eating disorders; anorexia, bulimia, obesity. What is meant by healthy height and weight -research and presentations /debates? |
| Safety Education | First Aid – every child to be trained in First Aid. Explore how school responds to children's needs (trained staff), storage of medication etc. Fire Safety – understand the dangers involved and explore how school responds to reduce the risk of fire. Safer Cycling – wearing of helmets. Safe water activity – wearing buoyancy aid. Safety equipment – when cooking, what people wear in their jobs to keep then safe. |
| Character Education | <u>Caring</u> : for the community; understanding older generations and the limits on them physically and why they may need help. <u>Helping Others</u> : caring for others in the wider community and taking opportunities to help older people. <u>Co-operation</u> : Use Aesop's tale the Bundle of sticks. Explore opportunities to work together as a team to succeed in a task. <u>Courage</u> : facing our fears; explore what these could be and how we can go about developing our courage. <u>Cleanliness</u> : the impact of smoking and alcohol on our bodies in terms of damaging teeth, skin etc. <u>Fairness</u> : Seeing another point of view. Use scenarios for children to create and determine all the different views around the given subject. <u>Friendliness</u> : knowing your friend well; what would be the characteristics of your perfect friend and does this person actually exist? Understanding the need to compromise. <u>Service project</u> : Attending a community event – chapel visits for instance. Clean – up project at Saltwells, at the local park or around Mount Pleasant street. <u>Patience</u> : Opportunities to play games that develop patience. Waiting for others, taking turns. <u>Respect</u> : Greater opportunities to show respect; those who are in the armed forces and the discipline that they have to demonstrate every day. <u>Courtesy</u> : who should we be courteous to? What are the expectations about showing courtesy, eg standing up on the bus or train for someone older for example. How do people show courtesy to the Royal family? |

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| | <p><u>Forgiveness</u>: Positive role models in history who showed forgiveness for people who had hurt them, eg Nelson Mandela</p> <p><u>Determination</u>: Believe it, achieve it! People who inspire us – explore children’s ’thoughts on this. Create a display of who and why people inspire them.</p> <p><u>Self-discipline</u>: knowing the limits of expectations, eg in school, out of school.</p> <p><u>Gratitude</u>: Being thankful to others who help us everyday and what we take for granted, eg food that is provided, electricity, clean water etc.</p> <p><u>Honesty</u>: what is means to be ‘tactful’; when to say the truth and when not to!</p> |
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Year Six

| Theme | Ideas/Content |
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| Emotional Health and Well-Being | Understand how images in the media do not always reflect reality and can give a distorted or biased view of events. Understand how propaganda is used or bias towards political practices around the world, eg countries that ban the news or social media (North Korea), countries where the government control the media. Explore the use of media by extreme groups such as ISIS (must be approached with care – PREVENT policy) |
| Sex and Relationships Education | Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours including cyberbullying, use of prejudice-based language, homophobic language and how to respond and ask for help. NSPCC childline principles to be revised (bi-annual presentation) Use of My Mate fancies You to explore further relationships and transition to secondary school and getting to know and meet other children from other schools; making new friends. Know the main physical changes that take place during puberty, including menstruation and how to manage this. |
| Drugs and Alcohol Education | Understand which commonly available substances are legal and which are illegal, their effects and risks if taken, including death. How to resist peer pressure to behave in risky or illegal behaviours (PREVENT Policy) |
| Diet and Healthy Lifestyle | Understand the ‘high stakes’ of media and fashion magazine’s roles in promoting healthy bodies – good and bad propaganda and images. Explore the use of ‘air-brushing’ to create unreal images. Discuss/debate the use of slim fashion models. Understand the fixation of body images and how this can be harmful and unrealistic. Discuss, ‘A healthy body is’ |
| Safety Education | Y6 transition to secondary school and travel planning. Residential visits – safety rules for all activities. Understanding and recognising people who protect us and keep us safe: <ul style="list-style-type: none"> • Ourselves • Family • School • Police • Armed forces etc |
| Character Education | <u>Caring</u> : for the world community – understanding sustainability – promoting recycling around school. <u>Helping Others</u> : explore scenarios of how you would help if... <u>Co-operation</u> : helping younger children, reading with them at playtimes, showing them how to play games etc. <u>Courage</u> : stories of courage eg from the reading curriculum; identify the courage of the characters, children who were evacuated, people who were displaced and those today who are leaving their own countries eg Syria. <u>Cleanliness</u> : Clean up your act! Transition to secondary – a new start and how to set a good impression with new friends and teachers. <u>Fairness</u> : Understand the justice system and how this works in the UK. Everyone has the right to a fair trial (Magna Carta) <u>Friendliness</u> : Developing new friends and losing old friends. Dealing with the changes that this brings. <u>Service project</u> : Attending a community event. Representing the school. Clean – up project at Saltwells, at the local park or around Mount Pleasant street. <u>Patience</u> : Opportunities to play games that develop patience. Waiting for others, taking turns. <u>Respect</u> : Understand human rights and the principles of the Rights Respecting School. Support this across the school. |

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| | <p><u>Courtesy</u>: How to show respect and courtesy in a new environment eg new school. How to respond to different rules and expectations of behaviour in a different school.</p> <p><u>Forgiveness</u>: Solving conflicts fairly, problem solving and supporting others to do the same.</p> <p><u>Determination</u>: Believe it, achieve it! Achieving your own goals and potential. Discovering new talents, taking the opportunity to be involved in something new.</p> <p><u>Self-discipline</u>: being SMART on-line, saying 'no' clearly to yourself and others.</p> <p><u>Gratitude</u>: Being thankful and supportive to those who help us.</p> <p><u>Honesty</u>: Understanding honesty in others and when someone is only out for their own gain.</p> |
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