



The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

Relationship Education

HRSE Area	Relationships Education	Coverage and materials used	EYFS	KS1	LKS2	UKS2
Families and people who care for me	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 	<p>JIGSAW – whole school programme of differentiated materials</p> <p>PSHE Association KS1* H: Health and Wellbeing R: Relationships L: Living In the Wider World</p> <p>PSHE Association Programme of study for KS1-5 https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935</p> <p>*R8: To identify and respect the differences and similarities between people.</p> <p>*R9: Identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>*L4: That they belong to different groups and communities such as family and school</p> <p>Stonewall materials – assemblies and posters</p> <p>SACRE – Religious education in Y3 Jewish</p>	✓	✓	✓	✓
			✓		✓	✓ RE Y6
			✓		✓ All About Me Y3 Topic	✓ RE Y5
			✓	✓	✓	✓



The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

	<ul style="list-style-type: none"> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 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>families and Y4 Hindu families in Britain.</p> <p>Assembly on Marriage.</p> <p>Picture This materials – assemblies and posters</p> <p>UNICEF Rights Respecting Schools Award – WHOLE SCHOOL APPROACH Launch 1029-20</p> <p>*H13: About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>Visits from West Midlands Police – child criminal exploitation and child sexual exploitation.</p>	<p>✓</p>		<p>✓ NSPCC Assembly</p>	<p>✓ NSPCC Assembly</p>
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The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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 	<p>JIGSAW – whole school programme of differentiated materials</p> <p>Rights, Respecting Schools Programme UNICEF</p> <p>PSHE association:</p> <p>R2: To recognise that their behaviour can affect other people.</p> <p>R4: To recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R6: To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation.)</p> <p>R9: To identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>R11: That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>R12: To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise</p> <p>R13: To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>Acts of Kindness – the kindness cup – lessons and assemblies from RAK (Random Acts of</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>Stranger Danger</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>ICT and Online Safety</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>Wellbeing assemblies</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
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The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

	<p>situations and how to seek help or advice from others, if needed.</p>	<p>kindness website)</p> <p>Posters and displays in school – Abbey STOP and Abbey - Be a Buddy</p> <p>Abbey Badges – be a buddy not a bully (anti-bullying motto)</p> <p>HRSE/Wellbeing Assemblies- Managing Our Relationships:</p> <p>This term we will be focusing on how we manage our relationships with our peers. We know that if we continue with our work on 'positive mental health and wellbeing' by promoting kind behaviour towards others we will reap the rewards of positive, healthy relationships with our children. We will identify acts of kindness throughout our school day and children will be awarded the kindness cup each week in assembly. We will be good role models of kindness towards others too.</p> <p>We also need to equip children with the life skills to deal with challenging relationships. At play times and lunchtimes there are more relationship issues than at any other time in the school day. Children may squabble, fight, argue, disagree, bully or be unkind to other and this often results in feelings of anger, rejection, sadness etc.</p> <p>Through this series of class assemblies/activities and whole school assemblies we will have the following intended learning outcomes.</p> <p>Intended Learning Outcomes:</p>				
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The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

		<ol style="list-style-type: none">1. Be responsible for our own behaviour and know that our choices impact on others.2. Know the impact of kind behaviour towards others in promoting good mental health and wellbeing.3. Consider ways to improve our mental health and wellbeing through positive relationships with others.4. To understand that arguments, disagreements and squabbles are part of relationships and how we handle them is an important life skill.5. To understand that when we fall out with others we have a range of negative emotions which may include feelings of anger, sadness and frustration.6. To know how it feels to be calm.7. To ensure that all children have a breathing strategy (life skill) that they can practice to calm themselves.8. To use strategies such as; Brain, Buddy, Boss, Squabble Stoppers or Abbey S.T.O.P to deal with disagreements, unkind behaviour, bullying, squabbles and fights.				
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The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> 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. practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including 	<p>JIGSAW – whole school programme of differentiated materials</p> <p>Rights, Respecting Schools Programme UNICEF</p> <p>Agreed class rules</p> <p>R8: To identify and respect the differences and similarities between people.</p> <p>L3: That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed.)</p> <p>R13: Recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>R14: Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>Acts of kindness – Kindness cup</p> <p>RAK – see programme of work from the Random Acts Of Kindness website</p> <p>Abbey Friendship buddies programme</p> <p>Abbey PCSO programme and Safeguarding Champions</p> <p>E-Safety lesson on cyber bullying and how to behave appropriately online – Be Internet Legends, Purple</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">Abbey STOP</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">Class rules</p> <p style="text-align: center;">A2 Assembly</p> <p style="text-align: center;">Y1 All about me topic</p> <p style="text-align: center;">Purple Mash Computing Abbey STOP</p> <p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">RE Y3 - celebrations</p> <p style="text-align: center;">RE Y4- Muslims and Hindus</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">Be Internet Legends – Parent Zone Abbey STOP</p> <p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">Be Internet Legends – Parent Zone Abbey STOP</p> <p style="text-align: center;">✓</p>
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The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

	<p>cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>Mash, CEOP, Anti-Bullying Alliance, Safer Internet Day and NSPCC</p> <p>Anti Bullying Alliance links and materials. Links with school policy and behaviour policy</p> <p>Safer Internet Day – links to Safer Internet Centre website</p> <p>Sandwell safeguarding champions</p> <p>Abbey HRSE/Well-being assemblies'- KS1 Anti-Bullying. Intended outcomes:</p> <ul style="list-style-type: none"> • I can tell you what bullying is. • I understand how name-calling and put-downs can be bullying behaviours. • I understand that we are all different and understand why we celebrate diversity in our school. I am proud that I am unique. • I can tell you how someone who is bullying feels. • I know what to do if I am bullied. • I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one. • I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied. • I can picture myself dealing with a situation calmly and strongly. • I can use calming activities to manage my emotions <p>Abbey HRSE/Well-being assemblies'- KS1 Anti-Bullying. Intended outcomes:</p> <ul style="list-style-type: none"> • I can tell you what bullying is. 		<p>A2 Assembly</p>		<p style="text-align: center;">✓</p>
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The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

		<ul style="list-style-type: none">• I understand how name-calling and rumour-spreading can be bullying behaviours.• I understand that we are all different and understand why we celebrate diversity in our school. I am proud that I am unique.• I can tell you how someone who is bullying feels.• I can explain the difference between direct and indirect types of bullying.• I can explain some of the ways in which one person (or group of people) can have power over another.• I know some of the reasons why people use bullying behaviours.• I know some ways to encourage children who use bullying behaviours to make other choices.• I know what to do if I am bullied.• I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.• I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.• I can picture myself dealing with a situation calmly and strongly.• I can use calming activities to manage my emotion.				
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The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. 	<p>Be Internet Legends Parent Zone – Y5 and Y6</p> <p>JIGSAW – whole school programme of differentiated materials</p> <p>Rights, Respecting Schools Programme UNICEF</p> <p>School SMART message – used at the start of every computing lesson</p> <p>Anti Bullying Alliance links and materials. Links with school policy and behaviour policy</p> <p>Safer Internet Day – links to Safer Internet Centre website</p> <p>Advice for parents via school website (dedicated online safety area) and updates on the Abbey Lens – Parent Zone, NSPCC etc</p> <p>Abbey PCSO programme</p> <p>E-Safety lesson on cyber bullying and how to behave appropriately online – using ABA, CEOP, SID etc</p> <p>Sandwell Safeguarding champions</p> <p>CEOP/Think you know lessons and assemblies</p> <p>CEOP and PREVENT button on school website</p> <p>Internet safety week and activities in class that come from Thinkuknow. (Education programme from National Crime Agency (NCA)-Child Exploitation Online Programme (CEOP), which protects children both online and offline. https://www.thinkuknow.co.uk/</p>	<p>✓</p>	<p>✓ Purple Mash</p>	<p>✓ Y3 Interland</p>	<p>✓ Be internet Ledgens</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>Internet Legends and SMART Message</p>
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The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

		<p>H12: Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety.</p> <p>H15: To recognise that they share a responsibility for keeping themselves and others safe, when to say "yes / no / I'll ask / I'll tell."</p> <p>Abbey computing curriculum – Year 6 Internet Legends.</p> <p>Picture News - Fake and deepfake news</p> <p>Safer internet day</p>				
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)? 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. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe 	<p>JIGSAW – whole school programme of differentiated materials</p> <p>Rights, Respecting Schools Programme UNICEF</p> <p>NSPCC safeguarding presentation – whole school</p> <p>KS1 Y2 NSPCC PANTS presentation and EYFS Pantosaurus materials</p> <p>KS2 Whole school safeguarding assembly – NSPCC PANTS rule</p> <p>Stranger danger</p> <p>Loud Mouth Theatre – safeguarding themed plays and workshops</p> <p>NSPCC and the O2 Gurus talk to parents</p> <p>Safeguarding Champions training and assemblies delivered to children</p>	<p>✓</p> <p>EYFS Pantosaurus NSPCC materials</p>	<p>✓</p> <p>School Nurse PANTS talk NSPCC</p>	<p>✓</p> <p>Consent – STOP – respectful relationships</p>	<p>✓</p> <p>Consent – STOP – respectful relationships</p>



The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

	<p>physical, and other, contact.</p> <ul style="list-style-type: none"> • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 	<p>Abbey Junior PCSO – safeguarding assemblies and road safety</p> <p>NSPCC speakers – PANTS talks Year 2</p> <p>Safeguarding: NSPCC PANTS rule with film https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/</p> <p>School council – video advice to other pupils see website</p> <p>School nurse team – PANTS Y2</p> <p>PSHE Association – Consent (age appropriate) and respectful relationships – when to say ‘no I don’t like that’. Abbey STOP message – “Stop, I don’t like that”.</p> <p>H16: What is meant by "privacy"; their right to keep things private; the importance of respecting others' privacy.</p> <p>R3: The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. R10: To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.</p> <p>H13: About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>Consent: PSHE Association lesson plans https://www.pshe-</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
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The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

		<p>association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key</p> <p>My Body Belongs to Me/My Body Safety Rules – poster – My body safety resources (e2publishing)</p> <p>Brook Advisory - healthy sexual behaviour traffic light tool https://legacy.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool</p> <p>CEOP button, Abbey Let's Start STOP (start telling other people)</p> <p>Abbey HRSE/Well-being programme – Coping with Change KS1 and KS2</p> <p>Intended Learning Outcomes:</p> <p>The Summer Term is an exciting one with children coming to the end of their academic year and celebrating their progress and achievements or maybe reaching a point where they recognise that they could have worked harder to achieve their goals. Change may be welcomed or come with a degree of anxiety. Children will be aware of the imminent changes that face them; namely: moving classes, teachers, friends, buildings, schools or continuing their learning journey to secondary schools.</p> <p>Through this unit we want children to; understand and manage their feelings, have a range of strategies to cope with them and understand that change is positive, developmental and necessary. To cope with change is a 'life skill'.</p>				
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The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

		<ul style="list-style-type: none">• Children will consider some ways in which change is positive, developmental and necessary.• They will consider the many changes that have happened in their own lives and their feelings in relation to these changes.• They will have opportunities to explore feelings and responses to unwelcome or imposed change.• They will think about the links between feelings, thoughts and behaviours and deepen their self-awareness and empathy with others as a result.• They will know that a degree of apprehension about change is normal and that humans have a range of strategies for coping flexibly with it.• Children will have the opportunity to make a plan to change an aspect of their behaviour, and learn that we cannot make other people change, we can only change ourselves. I can tell you about a plan I have made to change something about my behaviour. I can think about and plan to overcome obstacles.• They will explore the importance of belonging and how change can threaten this.• to face new challenges positively by collecting information, looking for help, making responsible choices and taking action.• Use some key vocabulary: boredom, adapt, anticipation, resentment, excitement, frightened, anxious, nervous, making a plan, belonging, accepted, rejected and left out.				
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The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

Physical health & mental well-being

HRSE Area	Physical Health and Mental Well-being	Coverage	EYFS	KS1	LSK2	UPK2
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 	<p>Abbey Spring 2 HRSE/Well-being assemblies Healthy Bodies and Healthy Minds – Mental Health</p> <p>These plans and activities have been based on work from a group of teachers at the Anna Freud National Centre for Children and Families. The activities focus around the three parts of the animated film:</p> <ol style="list-style-type: none"> Mental health Talking Listening <p>Intended outcomes:</p> <ol style="list-style-type: none"> Give children consistent and child friendly language to talk about mental health and wellbeing. Ensure children know who the trusted adults in their life are and how to ask them for help and support (S.T.O.P. Start Telling Other People). Ensure children understand the difference between a small, everyday feeling and a big feeling. 	✓	✓ ✓	✓ ✓	✓ ✓



The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

		<p>4. Give children the skills and techniques to be good listeners.</p> <p>Working with Anna Freud Society / Place2Be</p> <p>Autumn 1 Whole school Abbey Well-being HRE assemblies – Managing my emotions – Using the Red Beast for KS1 and Emotion Tools for KS2 -</p> <p>JIGSAW – whole school programme of differentiated materials</p> <p>Rights, Respecting Schools Programme UNICEF</p> <p>Anti-bullying week / Activities / Policy</p> <p>Signposting services to students (in school) and parents (website)</p> <p>Beam (for students aged 5 plus) and Kooth (aged 11 plus)</p> <p>Parental support work conducted in school.</p> <p>Abbey PCSOs</p> <p>Friendship Buddies</p> <p>Safeguarding champions</p>				
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The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

		<p>School Council</p> <p>PE Curriculum</p> <p>Consistent Approaches for staff - Emotion coaching for staff with Kirsty Evans (teachers, LSPS and LTS) and Ghulam Abdulla Engendering Compassion (ACE) training and J Sharp – Survival in school PTSD training.</p> <p>PSHE Association</p> <p>R1: To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>H4: About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>H1: What constitutes, and how to maintain, a healthy lifestyle.</p>				
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The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

	<ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, 	<p>H1: What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest</p> <p>R13: Recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</p> <p>H13: About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
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The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

	<p>the problems can be resolved if the right support is made available, especially if accessed early enough.</p>					
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The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

		physical activity, rest.				
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The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

<p>Physical health and fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>Abbey PE curriculum and approach– head, hearts and hands</p> <p>Early Years physical fitness and core strength programme</p> <p>School sports premium funding</p> <p>Support from external sports providers</p> <p>Competitive sports opportunities</p> <p>After school clubs</p> <p>Active lunchtimes and clubs</p> <p>Whole School assemblies – sports days, Olympics – links with Change4Life</p> <p>Healthy Sandwell website</p> <p>Walk to school week – WOW project Walk =, Once A Week – Healthy Sandwell</p> <p>UNICEF RRS award</p> <p>Science lessons – links the whole school curriculum. Year 2 – Year 5 and Year 6 – healthy lives topics.</p> <p>Spring 1 HRSE/Well-being assemblies KS1 and KS2 Healthy Bodies and Healthy Minds - During this set of classroom wellbeing assemblies, we look at what it means to 'Keep ourselves Healthy'. We will look at essential life skills that we all need to apply</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>Y2 Healthy Lifestyles Topic</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>Y6 Healthy Lifestyles Topic</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
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The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

		<p>to keep our minds and bodies healthy: Week 1 Keeping Healthy and overview of the wellbeing assemblies and a contribution from children. What do they understand about keeping healthy? Healthy minds and healthy bodies. Week 2 Teeth - how to keep our teeth clean Week 3 Personal Hygiene Week 4 Basic First Aid and defence against infection Week 5 Exercise Week 6 Healthy Food choices</p> <p>PSHE association H1: What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest.</p> <p>H2: To make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p>H13: About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>H14: About the ways that pupils can help the people who look after them to more easily protect them.</p>				
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). 	<p>JIGSAW – whole school programme of differentiated materials</p> <p>PSHE Association:H1: What constitutes, and how to maintain, a healthy lifestyle including</p>	✓	✓	✓	✓
						Autumn Y6 Science



The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

	<ul style="list-style-type: none"> the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>the benefits of physical activity, rest, healthy eating and dental health.</p> <p>Positive body image.</p> <p>Dental Hygiene – Colgate free toothbrushes.</p> <p>Well-being HRE assemblies and class sessions on how to care for your teeth.</p> <p>Dog, Duck and Cat/DECCA – resources about alcohol.</p> <p>Sandwell Health - Fizz Free February resources and whole school assembly</p> <p>Change 4 Life resources – understanding sugar</p> <p>HRSE assemblies – Healthy Bodies and Healthy Minds Spring 1 – Healthy eating (balanced meals, healthy lunchboxes and healthy snacks and preparing balanced meals)</p> <p>Year 2 and Year 5 Science topics – healthy snacks and lunch boxes</p> <p>Lunch Time Supervisors supporting early years and KS1 with healthy food choices and balanced meals – links with SIPs education – school meal provider.</p> <p>School nursing teams – Y3 Eatwell Plate</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>
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The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

<p>Drugs, alcohol and tobacco</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<p>JIGSAW – whole school programme of differentiated materials</p> <p>Science curriculum – Year 5 and Year 6</p> <p>Early years – keeping safe around the home</p> <p>DECCA lessons – see link to website for free resources</p> <p>Dog, Duck and Cat resources – alcohol and peer pressure</p> <p>Sandwell Health - Smoke free school gates signage and resources – assembly whole school</p> <p>PSHE Association/Science lessons: H11: That household products, including medicines, can be harmful if not used properly.</p> <p>Planning effective drug and alcohol education: Mentor-ADEPIS research and briefing papers with ideas for lessons. http://mentor-adepis.org/planning-effective-education/</p>		<p>✓</p> <p>Assembly Smoke Free Schools</p> <p>✓</p> <p>Household products -science</p>	<p>✓</p> <p>Science</p>	<p>✓</p> <p>Y6 Science</p>
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The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

		<p>their own health and that of others; to</p> <p>School nursing teams:</p> <p>Reception – Hands and Teeth – prevention of the spread of germs plus oral hygiene.</p>				
<p>Basic first aid</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary? • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>JIGSAW – whole school programme of differentiated materials</p> <p>Rights, Respecting Schools Programme UNICEF</p> <p>Abbey Spring 1 HRSE/Well-being assemblies Healthy Bodies and Healthy Minds – Mental Health – first aid lessons with St. John’s ambulance. How to make a 999 call.</p> <p>PSHE Association: L10: About the "special people" who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need help, including dialling 999 in an emergency.</p> <p>PCSO team and Abbey Junior PCSO training</p> <p>Fire brigade services resources and visits Y4</p> <p>Y5 Basic First Aid Certificate</p> <p>St Johns Ambulance, Red Cross and West Bromwich Albion resources.</p>	✓	✓	✓	✓
				✓	✓	✓
					✓	✓
					Topic – St Johns Ambulance	Y5 Spring Science



The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

		<p>https://www.nhs.uk/conditions/first-aid/</p> <p>Healthy Kids, Healthy Careers (Sandwell initiative).</p> <p>Links with Healthy Sandwell</p>				
<p>Changing adolescent body</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>JIGSAW – whole school programme of differentiated materials – See resources for UPK2 re key facts about the menstrual cycle</p> <p>Free products in school for children who have started the menstrual cycle – leaflet/advice.</p> <p>Positive body image.</p> <p>Rights, Respecting Schools Programme UNICEF</p> <p>Early Years The World Around Us - We talk about ourselves from a baby to now and how we have changed. The children draw around their body and begin to name main parts. Children are taught the differences between each other and their lifestyles.</p> <p>KS1 Science - We teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other.</p> <p>KS2 Science - We teach about life processes and the main stages of the human life cycle in</p>	<p style="text-align: center;">✓</p> <p>Babies and how we grow</p>	<p style="text-align: center;">✓</p> <p>How animals grow</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p>School Nurse Team</p> <p>Jigsaw</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p>School Nurse Team</p> <p>Betty for schools links</p>



The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

		<p>greater depth.</p> <p>In Year 5 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care.</p> <p>By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.</p> <p>We arrange a meeting for all parents and carers of children in Year 5 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.</p> <p>The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation</p> <p>School nurse team:</p>				
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The Federation of Abbey Infant and Abbey Junior School – Health, Relationship and Sex Education 2020

		<p>Year 5 – Puberty and Body Changes</p> <p>Year 6 – Healthy Relationships – this does not contain any content that requires consent</p> <p>Healthy Kids, Healthy Careers curriculum (coming in 2019/20).</p> <p>Bettyforschools.co.uk – website - advice and guidance for girls about menstruation. Free resources for 8 – 12 year olds</p>				
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