

Relationship Education including Sex Education, PSHE, Equality, Mental Health and British Values

Team 2

At Horn's Mill, children have access to a number of resources to ensure that their personal development needs are met. Teachers use these resources throughout the year to ensure that children's understanding of RSE, Equality and British Values develops progressively, and that growing independence is observed in their ability to look after their own well-being and mental health.

Some concepts within MyHappyMind are re-visited each year. Children access open ended tasks and discussion at their developmental level at that time, and build on their skills and understanding each year.

MyHappyMind – Mental Health Curriculum

Happy Breathing takes place in all year groups on a daily basis:

- Children understand the ways in which they can look after their brains
- Children understand how happy breathing helps them
- Children learn how to slow their breathing down and be still
- Our brain helps us with many jobs and sometimes it gets tired
- There are two main ways for our brain to rest; sleeping and happy breathing
- Happy breathing is a special way to relax our brain and it also helps to relax our bodies

Module 1: Meet your Brain

- Your brain and your mind are different
- Children learn that their brain is an organ and that it has many functions. They learn that the brain controls most of what we do and that, it is an amazing thing!
- *Neuroplasticity*: Children formulate a basic knowledge of the concept of neuroplasticity i.e. That the brain can grow and change when you practice and work on something.

Module 2: Celebrate:

- What the different types of character strengths
- How children can learn to spot different strengths in themselves and others
- Which character strengths the children identify with

Module 3: Appreciate

- What happens in our brain when we give and receive gratitude?
- The types of gratitude that children should try to take the time to notice
- Children are encouraged to think about what they appreciate about themselves or their top strengths - developing self esteem
- children are encouraged to stop and reflect about who in their lives they appreciate and why
- children are encouraged to stop and think about the simple, everyday experiences that they should appreciate e.g. eating, listening

Modules 4: Relate

- The importance of being able to relate or get along with others in order to have positive relationships.
- The need to be able to see other perspectives in order to build relationships.
- Children learn *Active listening* - ensure that children are really understanding other points of view rather than jumping to conclusions.
- *Stop, Understand, Consider* - this is all about taking the time to pause, and think about what someone else's point of view.

Module 5: Engage

- reflect about who in their lives they appreciate and why
- children are encouraged to stop and think about the simple, everyday experiences that they should appreciate e.g. eating, listening

MyHappyMind – Relationship Curriculum (Year 1 and 2)

Lesson 1 – My Family and Me

Recognise who is in my family

Recognise that there are different types of families

Understand how their families help and care for them

Lesson 2 – Exploring Feelings

Identify different types of feelings and how they might look in themselves and others

How to tell someone when they are feeling different types of emotions

Lesson 3 – Fabulous Friendships

Identify what makes a good friendship

Identify when friendships feel good

Identify when friendships go through a wobble and know what to do when this happens

Lesson 4 – Keeping Safe

Identify situations that are safe and not safe in real life

Know where to go if they are not sure of what is safe or unsafe

Christopher Winter – RSE - Horn's Mill Governors have agreed that in addition to legal requirements, out of respect for some groups' cultural beliefs, families will be given the informed opportunity to excuse their children from the lessons in red.

Lesson 1: Differences

Learning Intention

To introduce the concept of gender stereotypes

To identify differences between males and females

Learning Outcomes

Understand that some people have fixed ideas about what boys and girls can do

Describe the difference between male and female babies

Lesson 2: Male and Female Animals

Learning Intention

To explore some of the differences between males and females and to understand how this is part of the lifecycle

Learning Outcomes

Describe some differences between male and female animals

Understand that making a new life needs a male and a female

Lesson 3: Naming Body Parts

Learning Intention

To focus on sexual difference and name body parts

Learning Outcomes

Describe the physical differences between males and females

Name the different body parts

No Outsiders – Equality Curriculum

These lessons are enhanced with a weekly assembly, using the No Outsiders theme.

"The Great Big Book of Families" Mary Hoffman and Ros Asquith LO: to understand what diversity is

"Can I join your club?" John Kelly and Steph Laberis LO: to welcome different people

"How to be a lion" Ed Vere LO: To know what makes a good friend

British Values

Democracy

- I can express and justify my opinion
- I know mine and others' views count
- I can understand the importance of teamwork.
- I can make choices and begin to understand and respect the democratic process

Rule of Law

- I know what is right/ wrong and can apply this in my life

"Amazing" Steve Anthony *LO: To have self confidence*
 "Blown Away" Rob Biddulph *LO: To be able to work with everyone in my class*
 "The first Slodge" Jeanne Willis *LO: To understand how we share the world*
 "The Great Big Book of Families" Mary Hoffman *LO: To understand what diversity is*
 "The Odd Egg" Emily Gravett *LO: To understand what makes someone feel proud*
 "Just Because" Rebecca Elliot *LO: To feel proud of being different*
 "What the Jackdaw Saw" Julia Donaldson *LO: To communicate in different ways*
 "All are Welcome" by Alexandra Penfold and Suzane Kauffman *LO: To know I belong*

- I understand the need for rules
- Mutual Respect, Tolerance and Diversity**
- I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc.
 - I know that people have things in common but everyone is unique.
 - I can identify and respect the similarities and differences between people.
- Individual Liberty**
- I am developing an awareness of my own needs, views and feelings
 - I can talk about how I feel
 - I can be sensitive to and respect the feelings of others

Money and Me! – Finance Curriculum

https://schools.beano.com/lesson_plan_category/moneyandme/

All About Money

- **Challenge:** Identify why money is important and what we did before it was invented.
- **More Challenging:** Describe different uses for money and how currency has changed over time.
- **Mega Challenge:** Explain why currency has changed over time and why modern currency is more useful.

Christopher Winter – Drugs and Alcohol

Lesson 1: Risk

Learning Intention

To explore substances that are safe and unsafe

Learning Outcomes

To know what is safe and unsafe

To know when something is too risky

Lesson 2: Hazardous Substances

Learning Intention

To be able to identify hazardous substances

Learning Outcomes

To know that some things we put in our bodies can harm us

To know some rule about keeping safe

Lesson 3: Safety Rules

Learning Intention

To consider safety rules for at home and at school

Learning Outcomes

To be able to follow safety instructions and rules and home and at school