

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

## Team 1

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 – Relationship and Sex Education

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: Different Friends

##### Learning Intention

To understand that we are all different but can still be friends

##### Learning Outcomes

Know that we can be friends with people who are different to us

#### Lesson 2: Growing and Changing

##### Learning Intention

To discuss how children grow and change

##### Learning Outcomes

Understand that babies need care and support

Know that older children can do more by themselves

#### Lesson 3: Families and Care

##### Learning Intention

To explore different types of families and who to ask for help

To identify who can help when families make us feel unhappy or unsafe

##### Learning Outcomes

Know there are different types of families

Know which people we can ask for help

### No Outsiders – Equality Curriculum

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

**"My Grandpa is Amazing"** Nick Butterworth *LO: To recognise that people are different ages*

**"That's not how you do it"** Arianne Hofman-Maniyar *LO: To accept that people are different*

### 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

**"My World Your World"** by Melanie Walsh LO: *To understand that we share the world with lots of people*

**"Want to Play Trucks?"** By Ann Stott and Bob Graham LO: To find ways to play together

**"Ten Little Pirates"** Mike Brownlow LO: *To play with boys and girls*

**"Max the Champion"** Sean Stockdale LO: *To understand that our bodies work in different ways*

**"Hair, It's a family Affair"** Mylo Freeman LO: To be proud to be me

**"Elmer"** David McKee LO: *To like the way that I am*

**"Going to the volcano"** Andy Stanton LO: *To join in – I know we are all different, how we can play together and all join in*

**"Errol's Garden"** Gillian Hobbs LO: *I know I can ask for help with my ideas/I know how to ask for help*

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

- 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

## **Christopher Winter – Drugs and Alcohol**

### **Lesson 1: Staying Healthy**

#### **Learning Intention**

To identify how to stay healthy

#### **Learning Outcomes**

To understand how to look after our bodies

### **Lesson 2: Medicines**

#### **Learning Intention**

To explore how and when to take medicines safely

#### **Learning Outcomes**

To know how medicines get into our bodies

To know why people use medicines

To understand that some people need to take medicines all the time to stay healthy

### **Lesson 3: Who gives us medicines?**

#### **Learning Intention**

To identify who should be able to give us medicines

#### **Learning Outcomes**

Know when we should take medicines and who should give them to us

Know the rules about medicines