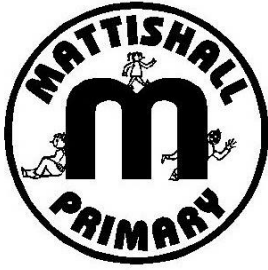


'Life Skills'

*Relationships Education, Relationships and
Sex Education and Health Education
(RSHE)*

at





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September 2023

'Life Skills' (RSHE) Curriculum at Mattishall Primary School

Our school prides itself on delivering effective; age-appropriate Life Skills (Relationships, Sex and Health Education) that meet the needs of all our pupils within an inclusive and supportive learning environment; using non-biased resources. RSHE is taught by experienced and skilled teaching staff who are committed to preparing your child to live and learn safely in the modern world, negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

Our 'Life Skills' teaching delivers a 'spiral curriculum' that enables pupils to build on prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage appropriate manner. As such, some themes are repeated in a subsequent year to enable a deeper exploration of the related issues. At the beginning of each academic year each class sets up a 'Working Agreement'. They also have an 'Ask it Basket' or 'Question Box' that the children can use. This allows for anonymity if required. All questions are responded to sensitively by staff.

As a school we use the 'RSE Solution' curriculum. This resource was carefully written by a local advisor who has worked very closely with the Department of Education on the current RSHE statutory guidance. (This guidance became statutory in September 2020). The content of this resource is split into 6 units: My Feelings, My Body, My Relationships, My Beliefs, My Rights and Responsibilities and Asking for Help. As well as using the RSE resource we will continue to use other resources to support other learning areas that are not covered such as inviting the Norfolk Road Safety Team in to support Road Safety; the Police to support learning about stranger danger, anti-social behaviour etc; NHS Sun Safe team and oral hygienist; NSPCC workshops and assemblies plus many more. In addition to this we have a Computing, Physical Education and British Values curriculum in place that supports many of the outcomes. We also have an active School Council, Year 3, 4 & 5 Friendship Squad, Year 5/6 Reception/Year 1 buddy system and Year 6 play Leaders.

As a school we have also participated in a Learn Equality, Live Equal (LELE) programme. This supports learning within the Equal Opportunities Act.

We would like to take this opportunity to reassure you that none of the teaching materials or strategies should shock pupils. All lessons will be taught using a distancing technique which will be in a non-judgemental and non-biased manner, to allow your child the opportunity to consider the information and develop their own values, attitudes and opinions about the topic. As well as providing you with an overview of the content, teachers will let you know what your child has been learning via the weekly learning reflection when appropriate. We would encourage you to discuss your child's learning with them at home. This is an opportunity for you to share your family values in relation to the topics, building strong channels of communication about emotions, the human body and relationships with your child.

We have included 'Top tips for talking to your child' and some recommended books' within this information leaflet.

It is up to us to use the DfE guidance to create our own curriculum. We will be sharing different areas of the curriculum with you in chunks over the year. We have chosen to share the coverage of the 'My Body/ Adolescent Changing Body' curriculum this half term. In the meantime, please feel free to contact the school if you would like to discuss our 'Life Skills' curriculum on an individual basis. We welcome any suggestions or updates from yourselves that address the current needs of our children including any useful resources you would like to suggest. Please contact Mrs Findlay via the office email or in person.

Yours sincerely,

C Findlay

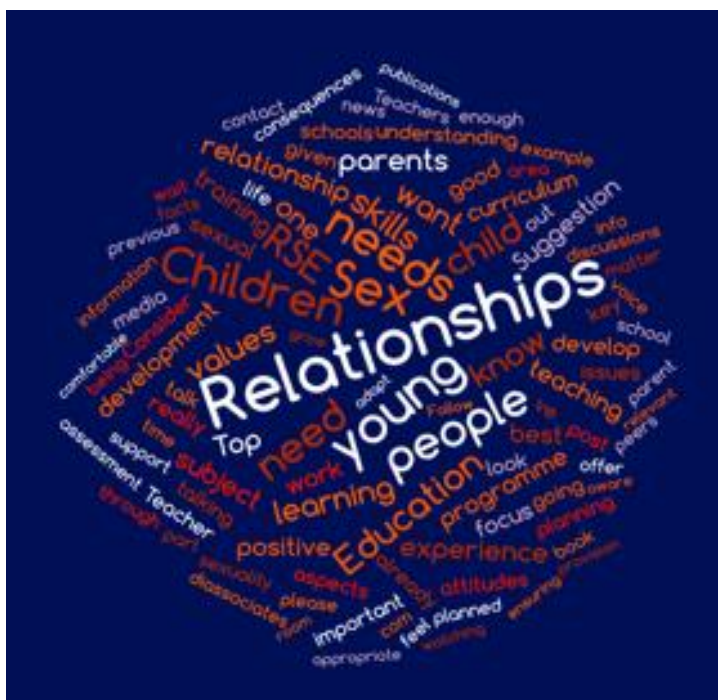
A Chapman

Mrs Findlay

Mr Chapman

Deputy Headteacher & RSHE/Life Skills lead

Headteacher



RSHE DfE Statutory Guidance 2020

Relationships Education

By the end of Primary School . . .

<p><i>Families and people who care for me</i></p>	<p>Pupils should know</p> <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.• 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><i>Caring friendships</i></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 situations and how to seek help or advice from others, if needed.

<p style="text-align: center;">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 cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 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 style="text-align: center;">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 style="text-align: center;">Being safe</p>	<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 physical, and other, contact. 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.

Physical health and mental wellbeing: Primary

By the end of Primary School ...

Pupils should know

- 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.
- 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, the problems can be resolved if the right support is made available, especially if accessed early enough.

Mental wellbeing

<p><i>Internet safety and harms</i></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
<p><i>Physical health and fitness</i></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><i>Healthy eating</i></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content); • 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><i>Drugs, alcohol and tobacco</i></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><i>Health and prevention</i></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination.
<p><i>Basic first aid</i></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><i>Changing adolescent body</i></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.

RSHE/Life Skills Whole School Curriculum Map 2023-2024

EYFS (Reception)						
Term 1		Term 2		Term 3		
RSE Solutions	My Relationships	My Feelings	My Rights and Responsibilities	My Body	My beliefs	Asking for Help
<p>We recognise the strong links between Personal, Social, Emotional Development in the EYFS Curriculum and Life Skills. However, there are links with other Areas of Learning such as Communication and Language, Understanding the World (e.g. People and Communities), Physical Development (healthy eating and exercise).</p>						
Year 1						
Term 1		Term 2		Term 3		
RSE Solutions	My Relationships	My Feelings	My Rights and Responsibilities	My Body	My beliefs	Asking for Help
Year 2						
Term 1		Term 2		Term 3		
RSE Solutions	My Relationships	My Feelings	My Rights and Responsibilities	My Body	My beliefs	Asking for Help
Year 3						
Term 1		Term 2		Term 3		
RSE Solutions	My Relationships	My Feelings	My Rights and Responsibilities	My Body	My beliefs	Asking for Help
Year 4						
Term 1		Term 2		Term 3		
RSE Solutions	My Relationships	My Feelings	My Rights and Responsibilities	My Body	My beliefs	Asking for Help
Year 5						
Term 1		Term 2		Term 3		
RSE Solutions	My Relationships	My Feelings	My Rights and Responsibilities	My Body	My beliefs	Asking for Help

RSHE/Life Skills Whole School Curriculum Map 2023-2024

Year 6						
RSE Solutions	Term 1		Term 2		Term 3	
	My Relationships	My Feelings	My Rights and Responsibilities	My Body	My beliefs	Asking for Help
Enrichment Activities/Awareness week events						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Black History Month Norfolk Road Safety sessions	Friendship/Anti-Bullying Week NSPCC Speak Out Stay Safe	Children's Mental Health Week Safer Internet Day	NSPCC Pants	Mental Health Week Sun Safety Week Healthy Eating Week	Pride Month Water Safety Week Transition
5 Steps to wellbeing						
	Connect with People Around You	Acts of Kindness	Keep Learning every day	Take Notice	Be Active	

Enrichment Activities following our annual needs assessment may include: Road Safety, financial Literacy, enterprise, charities (Including FOODBANK, NSPCC etc.), school council. sun safety, fire safety, water safety, Friendship Squad, play leaders, peer mentors, police support; knife crime, county lines, stranger danger, anti-social behaviour, prevent. Y6 Crucial Crew visit.

Other supporting and linked curriculum subjects; Science, English, Computing, RE and PE (REAL PE/GYM, Dance, athletics),

TEACHERS HAVE THE PROFESSIONAL CHOICE TO TEACH THINGS AT DIFFERENT TIMES OF THE YEAR IF REQUIRED BASED ON THE NEEDS ASSESSMENT OF THEIR CURRENT COHORT of CHILDREN.



TOP TIPS FOR TALKING TO YOUR CHILD

about their;

feelings, bodies, relationships, puberty and sex

Talking to your child about their feelings, bodies, relationships, puberty and sex is important; building good channels of communication throughout childhood can help your child to communicate with you as future issues of increasing importance arise and may help to reduce risk taking behaviours as they approach adulthood.



Your child needs to know that it's OK to talk, and that you're happy to talk about it. They'll learn this through your body language, tone and manner when you talk, so try to behave as though you would in any other normal, everyday topic of conversation.

Simple strategies to make talking about bodies, relationships, puberty and sex more comfortable:

- Start off by talking about something that you both find more comfortable, such as feelings and emotions.
- Ask them what they think their friends know/think about the topic, as this provides a way to talk about your child's views indirectly.
- Avoid 'The Chat'. Talk about these issues little and often, over everyday events like washing up or watching TV. This can help to normalise the conversation, and ease uncomfortable feelings.
- Don't leave it too late. Start talking about puberty before you feel your child is approaching it so that you already have strong channels of communication established in readiness.
- Be prepared to listen. Your child will want to have their voice heard without feeling judged and feeling listened to will encourage them to come to you to talk about issues in the future.
- If they ask you a question that you are not sure how to answer, that is OK. Suggest that you find out the answer together and then you will both know!
- Try to listen calmly, even if what they say surprises or concerns you. Try to remember that it is good that they are comfortable to discuss issues with you, and that they need to trust you will not respond negatively.

Make sure they know that they can always talk to you anytime, about anything.

If you need any further support please do not hesitate to contact the school.

What are the key things you think your child needs to learn in, 'Life Skills', in order to keep them safe and healthy in the real world?

The following suggestions were made by parent/carers November 2022:

- Mental wellbeing - talk about feelings openly
- Know where to get help when needed
- Understanding inclusivity of all
- Sex and puberty / development
- Safe touch/consent
- Online Safety
- Awareness of the positives/negatives of social media
- Awareness of diversity and the wider world including others needs
- Recognising what healthy relationships look like
- Understanding your identity
- Road safety; crossing the road, bike safety skills,
- Learning what to do in an emergency and the emergency numbers to call
- The importance of physical activity
- The importance of hygiene importance i.e.: handwashing, oral hygiene, good/bad germs
- The importance of different food groups and a balanced diet
- Drug/alcohol information
- Stranger danger
- Know what to do if lost
- COVID guidance
- Form good relationships with others including staff and peers
- Being able to talk about feelings and recognise feelings of others
- Understanding what type of foods our bodies need to be healthy
- Understand environmental factors and impact
- Managing feelings and behaviours
- Understand conflict resolution
- Explore charity work
- Develop empathy for others
- Develop independence and resilience

**Needs assessment for the children of Mattishall Primary School
November 2022**

(All staff, governors and parent/carers and children were invited to contribute)

Opportunities children have in our local community

<p>Good school with staff that care about individual children A school that listens to and supports ongoing family circumstances. Being culturally aware Play areas Opportunities for family holidays School residential trips Good Education - schools, colleges, university, nurseries Choice of local high schools, colleges Age-appropriate learning Technology Sports clubs out of school Sports clubs in school Transport Services; leisure centre, cinema, village green, swimming pool, churches, doctors Location; beaches, forest, nature Personal roles within school, community and wider world (School Council, Play Leader, Lunchtime helper, Friendship Squad, Rainbows, Brownies, Beavers, Cubs, Scouts) Enrichment in school; after school clubs, residential trips, visits to places of interest, theatre trips, visitors in school, sport events, growing plants/trees Local museums Libraries Youth Club Close to Norwich (City) Close to Dereham (Town) Employment opportunities Gaming Religious Freedom Family life Peers/friendships Siblings Exam pressures To fail/to be independent</p>	<p>Community/village life Shops Social club, cafes, pub Village park/play area Lovely walks/public rights of way</p>
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Risks/Challenges children may face in our local community

Walking to and from school
Footpaths
County lines
Living in a sexualised world
Limited diversity
T.V. (Language/visuals used)
Non-Age appropriate games
Roads
Drugs & Alcohol
Anti-social behaviour
Portrayal of humans
Social media
Image
Identity - Who am I?
Like and accept themselves
Peer pressure
Bullying and coercive behaviour (Inc. online)
Confidence
A need to be wanted
Affluent white community
Young carers
Gossip
Vulnerable to abuse
Limited diet
Bereavement
SEN(D)
Gangs
Being influenced/encouraged by older peers/role models into inappropriate behaviour
Pollution
Crime
Unemployment v helicopter parents
Family Break-up
Domestic Violence
Poor health
Lack of multiculturalism/diversity
Poor transport links
Small, 'insular' local community
Everybody knows everybody's business.

Local 'hang outs' - bus stop, bottom of school field
Parking outside school and drop off/collection times
Use of social media/online
Limited public transport
Limited street lights
Financial difficulties
Obesity/underweight
Limited support groups
Statutory Assessments (SATs/Exams)
Living up to expectations
Cycling on narrow country roads