



INDEPENDENT JEWISH DAY SCHOOL

an ACADEMY

Head Teacher
Mrs Jodi Schajer NPQH PGCE BA Hons

Relationship and Health Education ("RHE") Policy

This policy has been written in conjunction with the Directors and Principal of the IJDS Academy.

This policy will be reviewed and renewed every three years by the Headteacher and Directors together with the Principal of the school.

The Independent Jewish Day School Academy is under no legal duty to provide Sex Education, and the directors of the IJDS have chosen not to offer sex education. Relationship and Health education is compulsory in all primary schools, therefore parents do not have a right to withdraw their child from Relationship Education.

Teaching of Relationship and Health Education at Independent Jewish Day School Academy is by class teachers, SLT, outside visitors, special assemblies and themed weeks; all approved by Directors in advance. This is always delivered within the context of the ethos of the school and Kodesh staff and visiting educators play a major role in its delivery

This policy is in line with the DfE Statutory Guidance 2019 and should be read in conjunction with;

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)

כי נר מצוה ותורה אור

Principal Rabbi Eliezer Zobin M.A.

46 Green Lane, Hendon, London NW4 2AH Tel: 020 8203 2299 Email: office@ijds.co.uk Site: www.ijds.co.uk

Charity number 287148; Company number 7718480



- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [National Citizen Service](#) guidance for schools

Introduction

The importance and value of healthy, respectful relationships is fundamental to Jewish thought. Indeed, Hashem creates Adam and Eve in the Garden of Eden as a couple when he recognises the importance of the mutual support they can offer each other.

The principles of “Ve Ahavta Lreacha Kamocha”, of Love Your Neighbour as you do Yourself, sit at the very centre of everything in which we believe. Treating others with respect and kindness is key to what we teach the pupils of IJDS.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations at some point in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help and to know where to access support.

High quality, evidence based and age appropriate teaching of these subjects can help to prepare pupils for the opportunities and experiences of adult life. They will enable us to enhance the moral, spiritual, social, cultural and mental development of pupils at school and in our community.

Our RHE curriculum is based on delivering the DfE SEAL (Social and Emotional Aspects of Learning) Programme, through class time, PHSE sessions, assemblies, themed weeks and workshops. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a well-planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed their knowledge so that they can confidently use it in real life situations.

Pupils with Special Educational Needs and Disabilities

Relationship and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with SEND who represent a large minority of pupils in general. The starting point for this is to provide high quality teaching, differentiated and personalised to meet those needs.

We are aware as a school that some groups of pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Some key aspects of the RHE programme will be taught through Life Skills, which is differentiated and personalised to meet their needs.

Directors

As well as fulfilling their legal obligations, the Directors will also make sure that

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;

- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- The teaching of RHE is within the Jewish context of the school and is delivered appropriately in this regard

Relationships Education – An Overview

The focus in our school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of Primary School, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – are the forerunners of teaching about consent, which takes place at Secondary School.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are

likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of Primary School, many children will already be using the internet. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers will include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. As IJDS is an orthodox Jewish school, pupils are taught about the importance of the family unit. They are taught about the holiness of the traditional family unit and how marriage and commitment are so important. However at the same time families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them. Children at Independent Jewish Day School will be taught that there are many different kinds of families, with more specific teaching in Year 5 & Year 6 about what these might look like. The children at the IJDS will also be taught what is the traditional Jewish view and balanced debate might take place. It is expected that all different kinds of families will be treated respectfully across the school community.

A growing ability to form strong and positive relationships with others depends on an individual's deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'middot'). In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth,

pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. We encourage this through our school values of; Ready, Respect, Safe and Kind.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. This is further supported with our work with Place2Be and the Independent Jewish Day School Academy being a recognised Centre of Kindness.

Through Relationships Education (and RHE), we will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries, ensuring young people understand that they have a right to privacy especially regarding their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong.

At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the end of Primary School; DfE **IJDS Programme of Study**

Families and people who care for me	<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. KS1 Autumn 1• 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. EYFS, KS1, KS2 Autumn 1• 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. EYFS, KS1, KS2 Spring 2- Kodesh
	<ul style="list-style-type: none">• 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. EYFS, KS1, KS2 Summer 1• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. KS2 Kodesh• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. EYFS, KS1, KS2 Summer 1 & Summer 2

Caring friendships

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends. **EYFS, KS1 & KS2 Autumn 2**
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. **EYFS, KS1 & KS2 Autumn 1**
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. **EYFS, KS1 & KS2 Spring 2**
- 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. **KS2 Summer 1**
- 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. **KS2 Summer 1 & 2**

Respectful relationships

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), 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.

This is taught through school rules and values, anti-bullying week, NSPCC talk and Streetwise assemblies and workshops on anti-bullying, stay safe and speak out, e-safety as well as lessons in Summer 1

<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>This is taught through e-safety week, workshops led by Streetwise, IT lessons throughout the school.</p>
<p>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). EYFS, KS1 & KS2 Autumn 2, & School Values • 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. Spring workshops NSPCC • that each person is in charge of their own body, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Spring workshops NSPCC • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Autumn 1, e-safety week, streetwise workshops • how to recognise and report feelings of being unsafe or feeling bad about any adult. Spring workshops NSPCC • how to ask for advice or help for themselves or others, and to keep trying until they are heard. Spring workshops NSPCC, anti-bullying week, Streetwise workshops, assemblies

	<ul style="list-style-type: none"> • how to report concerns or abuse, and the vocabulary and confidence needed to do so. Spring workshops NSPCC, anti-bullying week, Streetwise workshops, assemblies • where to get advice e.g. family, school and/or other sources. Spring workshops NSPCC, anti-bullying week, Streetwise workshops, assemblies
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Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Should this be the case, children will be encouraged to ask parents. Any questions asked will be answered as sensitively as possible, taking into account the pupil's individual family background and the ethos of the school

Meeting these objectives does require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods will take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Depending on the topic, teachers may require support and training in answering questions that are better not dealt with in front of a whole class. If this is the case, this will be provided by SLT.

Health Education

Physical health and mental wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

It is important to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Through effective teaching we aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. We want to create an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

DfE Guidelines by the end of Primary School: [SEAL Programme/IJDS curriculum](#)

Mental wellbeing	Pupils should know <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.
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| | <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, the problems can be resolved if the right support is made available, especially if accessed early enough. <p>This is taught through EYFS, KS1 & KS2 Spring 1, Mental Health awareness week, anti-bullying week, school values & assemblies.</p> |
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<p>Internet safety and harms</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>This is taught through e-safety week, anti-bullying assemblies and workshops, IT themed weeks.</p>
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<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.
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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). • 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>This is taught through Science across EYFS, KS1 & KS2, school nurse led assemblies and workshops</p>
Drugs, alcohol and tobacco	<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>Year 6 Junior Citizenship Scheme run by Police and Streetwise sessions on peer pressure.</p>
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as unexplained 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>This is taught through Science in EYFS, KS1 & KS2</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>Year 6 Junior Citizenship training on First Aid Summer 2</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 These will be taught in single sex sessions • about menstrual wellbeing including the key facts about the menstrual cycle. <p>Year 5 & Year 6 sessions led by Head of Kodesh and Headteacher, to boys and girls separately in Summer 2.</p>

Appendix A

EYFS

Term	DfE requirements	SEAL Programme of Study
AUTUMN 1	Relationships Education - Respectful Relationships	<ul style="list-style-type: none"> - I know the people in my class and that I belong to my class - I like belonging to my class and I know that people in my class like me. - I like the way that we are all different and can tell you something special about me. - I can tell if I am happy, sad, angry or scared and can let people know how I am feeling. - I know that it is ok to have any kind of feeling but it is not ok to hurt others - I know that everybody has feelings - I can share in a group, taking turns and join in with others play - I can be kind and welcoming to new people and visitors - I know the class rules and expectations of behaviour.
AUTUMN 2 Developing social skills of friendship, working well with others, managing anger and resolving conflict	Relationships Education - Caring Friendships	<ul style="list-style-type: none"> - I know how to be friendly and can say I am sorry if I have been unkind - I can share toys, take turns in the classroom, wait for my turn to speak, ask for help when I am stuck - I can express my feelings when I am angry and make myself feel better if I am sad - I can make-up with others if I have fallen out with a friend and can think of ways to sort out things if I disagree with someone - I can tell when others are feeling angry
SPRING 1 Develop motivation and self - awareness	Mental Health and Well being	<ul style="list-style-type: none"> - I know that I can do more things now than I could when I was younger - I know that I will be able to do more things when I am older - I know that we are all good at different things and I can tell you what I like doing - I can tell you what I am planning on doing to achieve my goals - i can focus my attention and work hard to achieve my goal - I can tell you what I have done and what worked well.
SPRING 2	Relationship Education	<ul style="list-style-type: none"> - I can tell you when I am feeling proud, what I like doing and what I don't like doing

Managing feelings and empathy	- Being Safe	<ul style="list-style-type: none"> - I can tell you when I am feeling excited and I can talk about this - I can say what I need and can stand up for my own rights without hurting others - I can relax and stay calm
SUMMER 1 Understanding relationships	Relationship education - Families and people who care for me	<ul style="list-style-type: none"> - I can tell you when things are unfair and how it feels - I can tell you how I feel if I am missing someone or have lost something that I care about - I can talk about how I can feel better when I am feeling sad or missing someone - I can recognise when others are feeling sad, happy or angry - I know some ways that I can make things fair
SUMMER 2 Managing change and associated feelings	Mental Health and Well being	<ul style="list-style-type: none"> - I can tell you how I have changed and what I can now do that I couldn't do at the start of the year - I can sometimes tell you how change makes me feel - I know that if I am feeling bad it helps to do something different - I know that sometimes when people are not very nice to me it is because they don't feel very good inside
Themed weeks and assemblies	<ul style="list-style-type: none"> - Mental Health and well being - E-safety - Anti bullying - Eco/Fairtrade - Being healthy 	<ul style="list-style-type: none"> - I know that I can take steps to regulate and that I can identify my emotions - I know that people can feel different emotions inside - I know how to be safe online and how to get help - I know that bullying is wrong, that there are different types and how I can get help - I know how to change my behaviour for the good of the community - I know that there are steps that I can take to have a healthy lifestyle and to protect myself from some kinds of harm.

Term	DfE requirements	SEAL Programme of Study
AUTUMN 1 Developing empathy and self awareness		<ul style="list-style-type: none"> - I know that I belong to a community and that I feel safe and content within my class - I can tell you how I am the same as and different from my friends - I know different ways to calm myself down when I am feeling angry, scared or upset - I can sometimes tell if others are feeling sad, angry or scared - I can think of some ways to solve problems that can happen in my class. - I know what I have to do myself to make the classroom and school a safe and fair place for everyone. - I know and follow playground and class rules. - I know that I can include everyone, even those who are not my friends.
AUTUMN 2 Developing empathy and self awareness		<ul style="list-style-type: none"> - I can tell you what being a good friend means to me and I can listen well to other people - I know that people don't always see things in the same way - I can work well in a group with others who are not necessarily my friends - I know when I am starting to feel angry, and what happens on the inside and the outside of my body when I start to get angry - I know how to calm myself down and how to get help - I know how to make up with my friends if we have had a falling out and can use peaceful problem solving.
SPRING 1 Developing motivation and self awareness		<ul style="list-style-type: none"> - I know that we learn in different ways - I can plan a goal and decide how I want to achieve it, breaking it down into small steps - I can think of different ideas and solutions to problems that might arise - I can choose between my ideas and give reasons for each one
SPRING 2 Managing feelings and empathy		<ul style="list-style-type: none"> - I can tell you about my gifts and talents and tell you about something that makes me feel proud - I know when I learn best and I can tell you what I have learnt - I can tell you the things that I am good at and the things that I find more difficult - I can tell you some of the things that make me feel anxious and can use more words to express my feelings - I can explain some things that help me to stop worrying - I know how to stand up for myself

SUMMER 1 Relationships		<ul style="list-style-type: none"> - I know the people who are important to me and can tell when I am cared for - I understand that being unkind and hurting someone doesn't make me feel better - I can think of things to make me feel better if I feel hurt - I can make myself feel better without hurting others - I can share people I care about - I understand that people can make choices about friends
SUMMER 2 Managing Change		<ul style="list-style-type: none"> - I know what it means when something is not your choice - I can tell you about changes that I can make happen and that I can make changes quickly and easily although some changes are hard and can take a long time.
Themed weeks and assemblies	<ul style="list-style-type: none"> - Mental Health and well being - E-safety - Anti bullying - Eco/Fairtrade - Healthy eating 	<ul style="list-style-type: none"> - I know that mental wellbeing is a normal part of daily life, in the same way as physical health - I know simple self-care techniques, including the importance of rest, time spent with friends and family - I know that there are different uses of technology and there are age restrictions for safety reasons - I know that bullying is wrong and can have lasting effects on others and must be stopped - I know how to change my behaviour for the good of the community and that I can have a voice through school council. - I know that there are steps that I can take to have a healthy lifestyle both physically and mentally

Kitta Bet

Term	DfE requirements	SEAL Programme of Study
AUTUMN 1		- I feel good about the ways that we are similar and different in the class and I feel good about my

Developing empathy and self awareness		<p>strengths</p> <ul style="list-style-type: none"> - I can recognise when others have different emotions and I know how to make people feel better - I can help to make my class a good, positive and safe place to learn
AUTUMN 2 Developing empathy and self awareness		<ul style="list-style-type: none"> - I can make others feel good by giving compliments and know what to say when I receive one. - I can see things from someone else's point of view - I can make decisions as a group about how best to work together and can reflect on this - I know that sometimes anger can build up and that it can become overwhelming. - I can use my ability to see things from another point of view to make a conflict situation better.
SPRING 1 Developing motivation and self awareness		<ul style="list-style-type: none"> - i can tell you some of my strengths as a learner - I can resist distractions and work for the satisfaction of finishing a task - I can overcome feelings of boredom and frustration - I can tell you why I have been successful, what has gone wrong and why, what went well with my plan and what I might do differently next time
SPRING 2 Managing feelings and empathy		<ul style="list-style-type: none"> - I can tell you when I am being impulsive and when I am thinking or planning things - I can recognise when I am proud of myself and why and help others to feel proud of themselves - I can change my behaviour if I stop and think about what I am doing - I can tell when it is right to stand up for myself
SUMMER 1 Relationships		<ul style="list-style-type: none"> - I can tell when I love or care for someone and they love and care for me - I can tell when I am feeling jealous and I know that this is not a positive emotion to have - I recognise when I am feeling proud of my friends and why - I can talk about my feelings when I am feeling lonely, or when I have something that is important to me to share
SUMMER 2 Managing Change		<ul style="list-style-type: none"> - I can tell you about how I have changed, what changes are natural and happen by themselves - I can plan to overcome obstacles that might come in my way and can talk about this plan
Themed weeks and assemblies	<ul style="list-style-type: none"> - Mental Health and well being - E-safety 	<ul style="list-style-type: none"> - I know that there is a normal range of emotions and that we may experience them all in different levels at different times in life - I know where and how to get support for myself or my friends

	<ul style="list-style-type: none"> - Anti bullying - Eco/Fairtrade - Healthy eating -School Nurse.... 	<ul style="list-style-type: none"> - I know where to get help for things that happen online. - I know that bullying is wrong and can take different forms, can have lasting effects on others and must be stopped - I know how to change my behaviour for the good of the community and that I can have a voice through school council. - I know that there are steps that I can take to have a healthy lifestyle both physically and mentally
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Kitta Gimmel

Term	DfE requirements	SEAL Programme of Study
AUTUMN 1 Developing empathy and self awareness		<ul style="list-style-type: none"> - I know that I am valued at school and know how to make others feel valued in the school - I know that I feel a range of emotions and can recognise these in others - I can manage my feelings and can usually calm myself down if necessary - I understand my rights and responsibilities in school.

		- I understand why there are different rules in different places.
AUTUMN 2 Developing empathy and self awareness		- I know how to look and sound friendly, be a good listener, give and receive compliments, see things from different points of view - I know what my anger triggers are, how bodies change when we start to get angry and why it is important to calm down before anger overwhelms.
SPRING 1 Developing motivation and self awareness		- I know that I am responsible for my own learning and behaviour - I can break down a goal into a number of steps and wait for the result - I know how others can help me to achieve my goals and how I can help others - I know when to keep trying and when to try something else - I understand that some thoughts help me to reach my goals and some are a barrier - I can recognise when I have reached my goal or been successful with my learning
SPRING 2 Managing feelings and empathy		- I know about myself, how I learn and I can extend my learning - I can tell you what surprised feels like, if I like being surprised or if I like things being the same - I can explain what being hopeful and disappointed mean - I can think about my worries and decide what I might do about them and I can tell when I should share a worry - I know that most people have worries and I can stop and think before I act - I know how to be assertive.
SUMMER 1 Relationships		- I take responsibility for my behaviour - I can say when I might feel guilty - I understand how I might hurt others - I can tell you how I can make someone happy and ways to make amends if I have done something unkind. - I know how to make choices and take responsibility for the choices that I make
SUMMER 2 Managing Change		- I know that change can be really good and can tell you about some changes that have made our lives much better. I know that everybody goes through many different sorts of changes all of the time. I can tell you about some of the things that have changed in my life and how I feel about them. - I know that even changes that we want to happen can sometimes feel uncomfortable - I can understand sometimes, why other people are behaving as they are when they are finding

		change difficult - I know some ways of dealing with the feelings that can arise from change.
Themed weeks and assemblies	<ul style="list-style-type: none"> - Mental Health and well being - E-safety - Anti bullying - Eco/Fairtrade - Healthy eating 	-

Kitta Daled

Term	DfE requirements	SEAL Programme of Study
AUTUMN 1 Developing empathy and self awareness		<ul style="list-style-type: none"> - I know what it feels like to be new to a group and how to ensure others are not made to feel unwelcome - I can predict how I am going to feel in a new situation or meeting new people - I know how it feels to do or start something new and some ways to cope with these feelings - I can help to make a class charter

<p>AUTUMN 2 Developing empathy and self awareness</p>		<ul style="list-style-type: none"> - I can tell you many ways to identify positive friends in others - I can take on different roles in a group and contribute equally in those roles respectfully - I can use peaceful problem solving techniques to sort out difficulties, trying to find a 'win-win' solution.
<p>SPRING 1 Developing motivation and self awareness</p>		<ul style="list-style-type: none"> - I can use my strengths as a learner and am aware of how my feelings can influence my learning - I can foresee obstacles and plan to overcome them when setting my goals. - I recognise when learning is difficult and when I need to persevere. - I can manage my frustrations by using a number of strategies and I can tell you how I keep going. - I can identify advantages and disadvantages of the goals I set for myself and can make a choice about what to do based on my predictions of the likely consequences - I accept responsibility for my actions and learning when the outcomes are positive and negative.
<p>SPRING 2 Managing feelings and empathy</p>		<ul style="list-style-type: none"> - I recognise when I find something difficult and so something about it or cope with how that makes me feel - I understand why we sometimes fight or run away when we feel frightened or threatened - I know why it is sometimes important to stop and think when we feel angry or upset - I can use strategies to help me cope with feelings of disappointment, hopelessness - I can choose when to show or hide my feelings and can tell if I have hidden my feelings. - I can choose to act assertively and can express myself assertively in a variety of ways.
<p>SUMMER 1 Relationships</p>		<ul style="list-style-type: none"> - I can tell you things that hurt my feelings - I know when I feel guilty and use this when I make a choice - I know ways to celebrate those we care about and can tell you about people I no longer see but that I remember with care
<p>SUMMER 2 Managing Change</p>		<ul style="list-style-type: none"> - I know that what we feel and think affects what we do. I can tell you why I behave as I do when I am finding change difficult - I can tell you how I would feel if a change that didn't want to happen to me was imposed on me - I know some reasons why change can be uncomfortable and scary - I can tell you about a plan that I have made to change something about my behaviour - I can tell you how important it is for everyone to feel as if they belong to a group

Themed weeks and assemblies	<ul style="list-style-type: none"> - Mental Health and well being - E-safety - Anti bullying - Eco/Fairtrade - Healthy eating 	
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Kitta Heh

Term	DfE requirements	SEAL Programme of Study
AUTUMN 1 Developing empathy and self awareness		<ul style="list-style-type: none"> - I have worked with and talked to everyone in my class - I have some strategies to cope with uncomfortable feelings and can calm myself down if necessary - I work well in a group and can tell you what helps my group to work well together - I understand the need for rules in society and why we have the rules that we have in school
AUTUMN 2 Developing empathy and		<ul style="list-style-type: none"> - I know that my relationships are all different and that different ways of behaving are appropriate to the different relationships - I can accept and appreciate people's friendships and try not to demand more that they are able

self awareness		<p>it wish to give</p> <ul style="list-style-type: none"> - I can see situations from other's perspectives - I can tell you what a good leader should do and when I am in a group I can tell people if I agree or disagree with them and why - I can tell you things that I or other people sometimes do in or say in conflict situations that usually make things worse.
SPRING 1 Developing motivation and self awareness		<ul style="list-style-type: none"> - I know the skills and attributes of an effective learner, and can try to develop these skills. - I know what some of the people in my class like or admire about me. - I can set my self long term goals, breaking them down into smaller steps in terms of personal behaviour. - I can tell you what I need to learn next and can be a critical friend to myself and to others.
SPRING 2 Managing feelings and empathy		<ul style="list-style-type: none"> - I can tell the difference between showing I am proud and boasting, knowing that boasting can generate feelings in others. - I can explain how I am feeling even if I have mixed feelings. - I understand that sometimes the feeling part of my brain takes over and I might make mistakes. - I can understand how my strong feelings might build up and how I might be overwhelmed by my feelings, and can then use calming strategies.
SUMMER 1 Relationships		<ul style="list-style-type: none"> - I can think about what embarrasses me and can learn more about myself than before - I can tell you when I felt embarrassed and know what to do to not make that feeling worse. - I can use some strategies to manage my feelings and can choose when to share my feelings.
SUMMER 2 Managing Change		<ul style="list-style-type: none"> - I can understand how it might feel when a change takes you away from familiar people and places. - I am aware that I have a 'spark point' and recognise when I might over-react and that I might behave in a certain way when I am feeling uncomfortable. - I know that it is natural to be wary of change and can tell you why. - I know that all feelings, including uncomfortable ones have a purpose and give us information.
Themed weeks and assemblies	<ul style="list-style-type: none"> - Mental Health and well being - E-safety - Anti bullying 	

	- Eco/Fairtrade - Healthy eating	
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Kitta Vav

Term	DfE requirements	SEAL Programme of Study
AUTUMN 1 Developing empathy and self awareness		<ul style="list-style-type: none"> - I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed. - I can explain how to go about solving a problem and can give you an example of a problem that I have solved. - If I don't agree with something in school I know how to go about trying to change things.
AUTUMN 2 Developing empathy and self awareness		<ul style="list-style-type: none"> - I know that sometimes, differences can be a barrier to friendship. - I try to recognise when or other people are pre-judging people and I make an effort to overcome my own assumptions. - I understand how it feels to be excluded or treated badly because of being different in some way. - I can consider the short and long term consequences of my behaviour in order to make a wise choice, even when I am feeling angry and I know that I am responsible for the choices I make

		<p>and the way that I behave.</p> <ul style="list-style-type: none"> - I know how my behaviour is linked to my thoughts and feelings and can try to stop and get an accurate picture before I act. - I can say and do things to make difficult situations better, using my problem solving skills to peacefully help others to resolve conflict.
<p>SPRING 1 Developing motivation and self awareness</p>		<ul style="list-style-type: none"> - I can recognise when I am using an excuse instead of finding a way around the problem. - I can recognise and celebrate my own achievements - I know that if at first I don't succeed it is worth trying again - I can consider the consequences of possible solutions for reaching my goal for myself, others and the school community.
<p>SPRING 2 Managing feelings and empathy</p>		<ul style="list-style-type: none"> - I can use some strategies to help me when I am feeling unsure. - I can feel positive even when things are going wrong - I can avoid situations that are likely to hurt my feelings or make me angry - I can recognise when I am feeling worried and can do something about my worries. - I know when and how to stop before I act. - I can disagree with someone without falling out with them and can cope when others might disagree with me. - I can listen to others, stand up for myself and make my own choice. - I can understand that the majority view is not always the right view and that I do not have to succumb to peer pressure. - I can make my own judgement about whether to take risk.
<p>SUMMER 1 Relationships</p>		<ul style="list-style-type: none"> - I have helped someone to feel good about themselves. - I understand that there are different emotions when people leave or move away and that different people show their feelings in different ways. - I can change friends with others without hurting feelings and take care to not do that. - I can recognise stereotyping, try to challenge stereotyping in myself and others. - I can support others who are unhappy and can forgive others. - I can understand that change might bring about changing friendships and this might be good opportunity. - I can use peaceful problem solving skills to support myself and others through emotional situations.

<p>SUMMER 2 Managing Change</p>		<ul style="list-style-type: none"> - I can try to understand why people might behave the way that they do when they are facing difficult changes and challenges - I know that people might have mixed feelings about moving schools and I can try to understand how they might be feeling or thinking even if it is different to myself. - I know that when I move to secondary school some things will stay the same and some will be different and that people might behave in different ways. - I know that sometimes there can be positive outcomes from changes that we didn't welcome initially. - I know how change can interfere with our feelings of belonging and can make us feel insecure and unconfident.
<p>Themed weeks and assemblies</p>	<ul style="list-style-type: none"> - Mental Health and well being - E-safety - Anti bullying - Eco/Fairtrade - Healthy eating 	