



stori



Ariennir gan
Lywodraeth Cymru
Funded by
Welsh Government

Prosiect Sbectrwm Sesiynau Ysgolion Cynradd



Spectrum Project Primary School Sessions



Spectrum Project

As part of the drive by the Welsh Government to tackle Violence against Women, Domestic Abuse and Sexual Violence, the Stori's Spectrum Project is fully funded by the Welsh Government to deliver sessions on Healthy Relationships and VAWDASV topics in all secondary and primary schools in Wales.

All Spectrum sessions:

- Promote the importance of **healthy relationships** and raise the awareness of children, young people and adults about the issues of Violence against Women, Domestic Abuse and Sexual Violence.
- Are delivered by **qualified** and experienced **teachers**, sessions can be delivered in Welsh or English and all resources are **bilingual**.
- Are **cross curricular** and are designed to promote peer discussion, using a range of techniques.
- Use material that are **thought provoking** but are not designed to be so emotive as to cause distress.
- Are designed to **promote discussion not disclosure**.
- Conclude with information for young people on where they can access **help** and **support** both inside and outside the school.
- Deliver training for school **staff/parents/guardians and governors** on:
 - raising awareness of domestic abuse
 - understanding the implications of domestic abuse on a child
 - looking at a whole school approach to tackling Violence against Women, Domestic Abuse and Sexual Violence.



Summary of Project work in schools

Spectrum Project – Primary Schools				
School Sessions			Additional Resources	
Foundation Phase	KS2	Staff	Free resources online (HWB Website)	Free Support Resources e.g. bookmarks, posters, support cards, information booklets
3 Lessons	3 Lessons	Training for schools		Free online resources (Spectrum website)
Peer Education	Peer Education Programme	Training for schools governors and parents		



Spectrum Project Primary Sessions

Nursery and Reception		
Sessions	Session Title	Duration
Standard Sessions	1. Gender Roles and Expectations	45 minutes
	2. Recognising Emotions	45 minutes
	3. Safety Zone	45 minutes

Year 1 and 2		
Sessions	Session Title	Duration
Standard Sessions	1. Gender Stereotyping	1 Hour
	2. Identifying Emotions	1 Hour
	3. Safety Zone	1 Hour
Optional Additional Sessions	Peer Education – Year 6 Teaching Year 2	½ Day



Spectrum Project Primary Sessions

Year 3 and 4		
Sessions	Session Title	Duration
Standard Sessions	1. Family Relationships	1 Hour
	2. Healthy & Unhealthy Relationships	1 Hour
	3. Safe Adults, Safe places	1 Hour

Year 5 and 6		
Sessions	Session Title	Duration
Standard Sessions	1. Healthy Relationships	1 Hour
	2. Chance or Choice	1 Hour
	3. Safety Zone	1 Hour
Optional Additional Sessions	Peer Education – Year 6 Teaching Year 2	2 Days
	Gender Stereotyping	1 Hour
	Traditional Hurtful Practice (FGM)	1 Hour
	Appropriate & Inappropriate pictures	1 Hour



Curriculum for Wales Links

Health and Well-being Area of Learning and Experience

What matters in this Area has been expressed in five statements which support and complement one another and should not be viewed in isolation.

Engagement with this Area will help to foster a whole-school approach that enables health and well-being to permeate all aspects of school life.

Specific considerations for this Area

How can settings and schools support learners to recognise that relationships or aspects of relationships may not always be safe or healthy?

It is important that learners understand what may constitute an unhealthy or abusive relationship. They will need to recognise unwanted attention and learn how to respond appropriately. Learners should understand the importance of privacy and consent. They should be given opportunities to develop the knowledge and skills needed to seek help for themselves and others, and who to approach for support in a variety of situations, ranging from friends, family and teachers to external agencies and organisations such as Childline, Women's Aid, NSPCC, the police, counselling services and charities, health professionals, Child Exploitation and Online Protection (CEOP), etc. Safe behaviours may include appropriate touch, personal space and positive verbal communication, including consent. Unsafe behaviours may include physical, emotional, verbal, sexual and online abuse. Learners need to know that they have rights, including human rights and those in the United Nations Convention on the Rights of the Child (UNCRC), and that these should protect them from harm. They should understand the importance of equity and of recognising one another's rights in developing safe relationships.

Cross cutting themes

Local, national and international contexts in this Area

The drivers and influences of learners' health and well-being may vary depending on local context.

Learning should be informed by local, national and global trends, issues and factors which affect different aspects of learners' health and well-being.

Human rights education and diversity in this Area

Learning in this Area specifically looks to provide opportunity for learners to develop knowledge and understanding of rights – individual rights, the rights of others, the impacts of rights on themselves and others, and the need to respect the rights of others. It also advocates learners being given the opportunity to experience exercising of their rights.



Key Stage:	Foundation Phase – Nursery and Reception
Lesson:	Lesson 1 - Introduction to Gender stereotypes
Lesson Duration:	Approximately 45 minutes

Lesson Aim:

To begin to discuss and question gender stereotypes and expectations.

Lesson Objectives:

- Understand the value of being different than others
- Begin to consider and challenge gender related stereotypes.

Statements of what matters

Developing physical health and well-being has lifelong benefits.

From this understanding, learners can develop positive, informed behaviours that encourage them both to care for and respect themselves and others. These behaviours support learners’ sense of self-worth, their overall mood and energy levels.

How we process and respond to our experiences affects our mental health and emotional well-being.

Having an awareness of our own feelings and emotions is the foundation upon which empathy can be developed. This can enable us to act in a way which supports the mental health and emotional well-being of others. Supporting learners to develop strategies which help them to regulate their emotions can contribute towards good mental health and emotional well-being.

Our decision-making impacts on the quality of our lives and the lives of others.

This Area can help learners to understand how decisions and actions impact on themselves, on others and on wider society, both now and in the future. It can also help learners understand the factors that influence decision-making, thus placing them in a better position to make informed and considered decisions.

Healthy relationships are fundamental to our well-being.

This Area can help learners understand and value how feelings of belonging and connection that come from healthy relationships have a powerful effect on health and well-being.

Key links with other Areas

Expressive Arts

- Explore different forms of communication and relationships, which can support mental health and emotional well-being.



Humanities

- Understanding of identity, communities, societies, social norms and values, and social influences.

Languages, Literacy and Communication

- Effectively communicate which in turn provide a foundation for developing healthy relationships.

Science and Technology

- Knowledge and understanding of biology, physical development, biological and sexual relationships and the link between physical and emotional health

Health and Well-being

- Develops sense of self, builds confidence, and explores different forms of communications and relationships which can support mental health and emotional well-being
- Deepen learners knowledge and understanding of identity, communities, societies, social norms, values and influences
- Provides learners with the skills to effectively communicate which in turn provide a foundation for healthy relationships
- Help learners understand their thoughts, feelings and emotions

Literacy and Numeracy Framework

The following aspects of the numeracy + literacy framework are covered:

<u>Nursery:</u>	<u>Reception:</u>
L (O) Speaking	L (O) Speaking
L (O) Listening	L (O) Listening
L (O) Collaboration and discussion	L (O) Collaboration and discussion
L (R) Reading Strategies	L (R) Reading Strategies
L (R) Comprehension	L (R) Comprehension
L (R) Response and Analysis	L (R) Response and Analysis
N (M) Temperature	N (M) Temperature
	N (M) Area, Volume angle and position



RSE Code

<u>Relationships and identity</u>	<u>Phase 1</u>
Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.	<p>Recognising how people value different things and have different families, friends and communities.</p> <p>Experiencing inclusive behaviours, language and role modelling that show respect for others, whatever their gender.</p>

<u>Sexual health and well-being</u>	<u>Phase 1</u>
Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own.	

RSE Code

<u>Empowerment, safety and respect</u>	<u>Phase 1</u>
Ability to interact with others in a way that is fair.	Beginning to recognise that other people have thoughts, feelings and opinions that are different.

Introduction - Whole class activity

Purpose of activity – To begin to understand the value of being different from others.

Key Activities + Purpose

- Introduction - To begin to understand the value of being different than others.



- Station 1: Toys - For children to begin to understand that toys are for everyone and shouldn't be categorised into boy's toys and girl's toys.
- Station 2: Colouring – To discuss the characters of the book, read in the introduction and discuss key points
- Station 3: Elephant Decorating – To consider stereotypical colours and patterns used for clothing
- Closing Activity: Gender in the Workplace - To understand that gender roles can be reversed, both are equal while also being different.

Requirements:

- Teachers present in all sessions at all times. In the Foundation Phase we work on the ratio of 1 member of staff to 8 children, this allows us to deliver the Foundation Phase as set out by the Welsh Government.

Follow on Resources, Activities + Games

Please follow link on www.spectrumproject.co.uk



Key Stage:	Foundation Phase Nursery and Reception
Lesson:	Lesson 2 – Recognising Emotions
Lesson Duration:	Approximately 45 minutes

Lesson Aim:

To begin to discuss and identify our emotions.

To understand that we all feel different emotions but there are some emotions we shouldn't feel all the time.

To begin to understand that we do feel angry at times and there are different techniques we can use to control our anger

Lesson Objectives:

- For pupils to begin to be able to express and recognise emotions
- To increase emotional literacy
- To raise pupil's self esteem
- For children to feel safer.
- To know the difference between feeling negative and positive emotions and what to do if they are having constant negative emotions.
- To recognise that support is available always.

Curriculum for Wales Links

Statements of what matters

Developing physical health and well-being has lifelong benefits.

From this understanding, learners can develop positive, informed behaviours that encourage them both to care for and respect themselves and others. These behaviours support learners' sense of self-worth and their overall mood.

How we process and respond to our experiences affects our mental health and emotional well-being.

Learners can be enabled to recognise that feelings and emotions are neither fixed nor consistent.

Supporting learners to develop strategies which help them to regulate their emotions can contribute towards good mental health and emotional well-being.

By learning how to communicate their feelings, learners will be better placed to create a culture where talking about mental health and emotional well-being is normalised.

Healthy relationships are fundamental to our well-being.

Learners need to recognise when relationships are unhealthy and need to be aware of how to keep safe, and seek support for themselves and others.



Learners will be encouraged to understand that, throughout their lives, they will experience a range of relationships.

Key links with other Areas

Expressive Arts

- Enable learners to develop a sense of self, build confidence
- Explore different forms of communication and relationships

Languages, Literacy and Communication

- Effectively communicate which in turn provide a foundation for developing healthy relationships.

Science and Technology

- Knowledge and understanding of the link between physical and emotional health

Health and Well-being

- Develops sense of self, builds confidence, and explores different forms of communications and relationships which can support mental health and emotional well-being
- Provides learners with the skills to effectively communicate which in turn provide a foundation for healthy relationships
- Help learners understand their thoughts, feelings and emotions

Nursery:

- L (O) Speaking
- L (O) Listening
- L (O) Collaboration and discussion
- L (R) Comprehension
- L (R) Response and Analysis
- N (NR) Review

Reception:

- L (O) Speaking
- L (O) Listening
- L (O) Collaboration and discussion
- L (R) Reading Strategies
- L (R) Comprehension



RSE Code

<u>Relationships and identity</u>	<u>Phase 1</u>
An awareness of how to communicate wants and needs in relationships, and begin to respect those of others.	

<u>Sexual health and well-being</u>	<u>Phase 1</u>
Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own.	Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.

<u>Empowerment, safety and respect</u>	<u>Phase 1</u>
Beginning to recognise that other people have thoughts, feelings and opinions that are different.	



Key Activities + Purpose

- Introduction - To begin to discuss and identify our emotions.
- Activity 1: Emoji dice and playdough
- Station 2: Sometimes I am angry - For children to identify anger as an emotion and suggest ways to deal with anger.
- Station 3: For pupils to begin to be able to express and recognise emotions, to increase emotional literacy.
- Closing Activity: Discuss the activities and what they have learnt.

Requirements:

Teachers present in all sessions at all times. In the Foundation Phase we work on the ratio of 1 member of staff to 8 children, this allows us to deliver the Foundation Phase as set out by the Welsh Government.

Follow on Resources, Activities + Games

Please follow link on www.spectrumproject.co.uk



Key Stage:	Nursery and Reception
Lesson:	Lesson 3 – Safety Zone
Lesson Duration:	Approximately 45 minutes

Lesson Aim:

To begin to recognise situations which are safe or unsafe. To understand what support is available to them and why some young people may find it difficult to ask for help.

Lesson Objectives:

- For children to be able to access support when needed.
- To raise pupil’s self-esteem and confidence
- For Children to feel safer.
- To know the difference between feeling safe and managing risk and feeling unsafe.

Planning for Learning

Links within this area of learning and experience

Developing physical health and well-being has lifelong benefits.

Developing relationships and working collaboratively through team games.

How we process and respond to our experiences affects our mental health and emotional well-being.

The importance of communicating feelings in relationships.

Our decision-making impacts on the quality of our lives and the lives of others.

Accessing support and information to ensure personal safety in relationships.

Links with other areas of learning and experience

Languages, Literacy and Communication

The role of language in communicating and expressing emotions in relationships.



Literacy and Numeracy Framework

The following aspects of the numeracy + literacy framework are covered:

<p><u>Nursery:</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Comprehension L (R) Response and Analysis L (W) Meaning, purposes, readers N (NS) Use number facts and Relationships</p>	<p><u>Reception:</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Reading Strategies L (R) Comprehension L (R) Response and Analysis L (W) Meaning, purposes, readers N (NS) Use number facts and Relationships</p>
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Digital Competence Framework

	Nursery	Reception	Year 1	Year 2
Online behaviour and cyberbullying	<i>identify when they are angry, worried or frightened and know who to ask for help</i>	<i>discuss words and feelings that could upset people –</i>		

RSE Code

<u>Relationships and identity</u>	<u>Phase 1</u>
Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important.	



<u>Sexual health and well-being</u>
Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.

<u>Empowerment, safety and respect</u>	<u>Phase 1</u>
Recognising the right to be free from harmful, abusive and bullying behaviour. Ability to share with a trusted adult when faced with harmful behaviours.	An awareness that everyone has the right to be safe and no one is allowed to harm anyone else.

Key Activities + Purpose

- Introduction – To begin to identify situations where people may feel safe or unsafe.
- Activity 1 (whole class): People who help us – For children to understand who they could approach for help in an emergency and how those people can help.
- Activity 2 (whole class): People who help us – For children to learn how to contact the emergency services.
- Closing Activity: Watch and discuss the Spectrum Project ‘Max’ animation (see Spectrum Project website). For children to understand the different avenues of support and how to access support when we feel unsafe.

Requirements:

- Teachers present in all sessions at all times. In the Foundation Phase we work on the ratio of 1 member of staff to 8 children, this allows us to deliver the Foundation Phase as set out by the Welsh Government.

Follow on Resources, Activities + Games

Please follow link on www.spectrumproject.co.uk



Key Stage:	Foundation Phase Year 1 / 2
Lesson:	Lesson 1 - Gender Roles and Expectations
Lesson Duration:	1 Hour

Lesson Aim:

To begin to discuss and question gender stereotypes and expectations.

Lesson Objectives:

- Understand the difference between male and female
- Begin to consider gender difference and expectation as influenced by culture and society
- Begin to consider and challenge gender related stereotypes.

Links within this area of learning and experience

How we engage with different social influences shapes who we are and our health and well-being.

How social attitudes and norms can impact on relationships in positive and harmful ways.

How different social groups and societies present norms of different relationships. Developing relationships within different social groups.

Links with other areas of learning and experience

Humanities

Understanding of rights, respect and equity.

Languages, Literacy and Communication

Using literature to explore relationships.



Literacy and Numeracy Framework

The following aspects of the numeracy + literacy framework are covered:

<p><u>Nursery:</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Reading Strategies L (R) Comprehension L (R) Response and Analysis N (M) Temperature</p>	<p><u>Reception:</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Reading Strategies L (R) Comprehension L (R) Response and Analysis N (M) Temperature N (M) Area, Volume angle and position</p>
<p><u>Year 1</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Response and Analysis N (NR) Represent & communicate N (M) Time</p>	<p><u>Year 2</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Reading Strategies L (R) Comprehension L (R) Response and Analysis N (NR) Identify processes and connections N (NR) Represent and Communicate</p>

Digital Competence Framework

N/A

RSE Code

<u>Relationships and identity</u>	<u>Phase 1</u>	
<p>Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.</p>	<p>Recognising how people value different things and have different families, friends and communities.</p>	<p>Experiencing inclusive behaviours, language and role modelling that show respect for others, whatever their gender.</p> <p>Recognising learners' rights to be treated fairly, kindly and with respect.</p>



<u>Sexual health and well-being</u>	<u>Phase 1</u>		
The use of accurate terminology for all body parts.	Awareness of how human bodies change as they grow.	A recognition that everyone's body is unique and special to them.	Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own.

<u>Empowerment, safety and respect</u>	<u>Phase 1</u>
Ability to interact with others in a way that is fair.	<p>Beginning to recognise that other people have thoughts, feelings and opinions that are different.</p> <p>An awareness of everyone's right to privacy, personal boundaries and which parts of the body are private.</p>

Key Activities + Purpose

- Introduction - To begin to discuss and question gender stereotypes and expectations
- Station 1: Babies - For children to begin to understand gender differences, and to begin to question some stereotypical gender differences
- Station 2: Dollies - To begin to discuss and question gender stereotypes and expectations.
- Station 3: Role of Gender Stereotypes - To consider adjectives characteristics usually attributed to boys and girls, to show a man in role that challenges Gender Stereotypes.
- Closing Activity: Gender in the Workplace - To understand that gender roles can be reversed, both are equal while also being different.

Requirements:

- Teachers present in all sessions at all times. In the Foundation Phase we work on the ratio of 1 member of staff to 8 children, this allows us to deliver the Foundation Phase as set out by the Welsh Government.

Follow on Resources, Activities + Game

Please follow link on www.spectrumproject.co.uk



Key Stage:	Foundation Phase Year 1 / 2
Lesson:	Lesson 2 – Recognising Emotions
Lesson Duration:	1 Hour

Lesson Aim:

To begin to discuss and identify our emotions.

To understand that we all feel different emotions but there are some emotions we shouldn't feel all the time.

To begin to consider how children might feel in a difficult or uncomfortable situation and who they could approach for help in any uncomfortable situation.

Lesson Objectives:

- For pupils to begin to be able to express and recognise emotions
- To increase emotional literacy
- To raise pupil's self esteem
- For children to be able to access support when needed.
- For children to feel safer
- Recognise the difference between feeling safe and controlling risk and feeling unsafe

Planning for Learning

Links within this area of learning and experience

Developing physical health and well-being has lifelong benefits.

- Developing relationships and working collaboratively through team games.

How we process and respond to our experiences affects our mental health and emotional well-being.

- The importance of communicating feelings in relationships.

Links with other areas of learning and experience

Languages, Literacy and Communication

- The role of language in communicating and expressing emotions in relationships.



Literacy and Numeracy Framework

The following aspects of the numeracy + literacy framework are covered:

<p><u>Nursery:</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Comprehension L (R) Response and Analysis N (NR) Review N (D) Collect and Record Data, Present and Analyse Data, Interpret Results</p>	<p><u>Reception:</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Reading Strategies L (R) Comprehension L (R) Response and Analysis N (NS) Use number facts and relationships</p>
<p><u>Year 1</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Reading Strategies N (NS) Use Number Facts and Relationships N (D) Collect and Record Data, Present and Analyse Data, Interpret Results</p>	<p><u>Year 2</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Reading Strategies N (NS) Use Number Facts and Relationships</p>

Digital Competence Framework

	Nursery	Reception	Year 1	Year 2
Online behaviour and cyberbullying			use appropriate words and feelings, <i>e.g. discuss words and acts.</i>	



RSE Code

<u>Relationships and identity</u>	<u>Phase 1</u>
Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.	An awareness of how to communicate wants and needs in relationships, and begin to respect those of others.

<u>Sexual health and well-being</u>	<u>Phase 1</u>
Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own.	Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.

<u>Empowerment, safety and respect</u>	<u>Phase 1</u>
Beginning to recognise that other people have thoughts, feelings and opinions that are different.	An awareness that everyone has the right to be safe and no one is allowed to harm anyone else. Ability to speak up for each other.

Key Activities + Purpose

- Introduction - To begin to discuss and identify our emotions.
- Activity 1: Feely Bags - For pupils to be able to identify and describe how relationships can make them feel
- Station 1: Who can Support? - To begin to consider how children might feel in a difficult or uncomfortable situation and who they could approach for help if the situation was an emergency.



- Station 2: Safety Planning - For children to develop a basic safety plan.
- Station 3: Help and support - For pupils to understand that a good friend can help and encourage people to get support when required, to understand that although it may sometimes seem scary to access support it is always there.
- Closing Activity: Distribute the support cards and discuss the day activities and what they have learnt.

Requirements:

- Teachers present in all sessions at all times. In the Foundation Phase we work on the ratio of 1 member of staff to 8 children, this allows us to deliver the Foundation Phase as set out by the Welsh Government.

Follow on Resources, Activities + Games

Please follow link on www.spectrumproject.co.uk



Key Stage:	Foundation Phase Year 1 / 2
Lesson:	Lesson 3 – Safety Zone
Lesson Duration:	1 Hour

Lesson Aim:

To begin to recognise situations which are safe or unsafe.

To understand what support is available to them and why some young people may find it difficult to ask for help.

Lesson Objectives:

- For children to be able to access support when needed.
- To raise pupil’s self-esteem and confidence
- For Children to feel safer.
- To know the difference between feeling safe and managing risk and feeling unsafe.

**Curriculum for Wales
Statements of what matters**

Developing physical health and well-being has lifelong benefits.

From this understanding, learners can develop positive, informed behaviours that encourage them both to care for and respect themselves and others. These behaviours support learners’ sense of self-worth, their overall mood

How we process and respond to our experiences affects our mental health and emotional well-being.

Learners can be enabled to recognise that feelings and emotions are neither fixed nor consistent.

Having an awareness of our own feelings and emotions is the foundation upon which empathy can be developed. This can enable us to act in a way which supports the mental health and emotional well-being of others. Supporting learners to develop strategies which help them to regulate their emotions can contribute towards good mental health and emotional well-being.

Our decision-making impacts on the quality of our lives and the lives of others.

This Area can help learners to understand how decisions and actions impact on themselves, on others and provide thinking skills necessary to consider their decision-making in terms of possible risks.

Healthy relationships are fundamental to our well-being.

This Area can help learners understand and value how feelings of belonging and connection that come from healthy relationships have a powerful effect on health and well-being.



Learners need to recognise when relationships are unhealthy and need to be aware of how to keep safe, and seek support for themselves and others. Learners will be encouraged to understand that, throughout their lives, they will experience a range of relationships

Key links with other Areas

Expressive Arts

- Enable learners to develop a sense of self, build confidence
- Explore different forms of communication and relationships

Humanities

- Understanding of rights, respect and equality

Languages, Literacy and Communication

- Effectively communicate which in turn provide a foundation for developing healthy relationships.
- Allow learners to explore texts related to health and well-being.

Health and Well-being

- Develops sense of self, builds confidence, and explores different forms of communications and relationships which can support mental health and emotional well-being
- Provides learners with the skills to effectively communicate which in turn provide a foundation for healthy relationships
- Help learners understand their thoughts, feelings and emotions



Literacy and Numeracy Framework

The following aspects of the numeracy + literacy framework are covered:

<p><u>Nursery:</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Comprehension L (R) Response and Analysis L (W) Meaning, purposes, readers N (NS) Use number facts and Relationships</p>	<p><u>Reception:</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Reading Strategies L (R) Comprehension L (R) Response and Analysis L (W) Meaning, purposes, readers N (NS) Use number facts and Relationships</p>
<p><u>Year 1</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Reading Strategies L (R) Comprehension L (R) Response and Analysis L (W) Meaning, purposes, readers N (NS) Use number facts and Relationships</p>	<p><u>Year 2</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Reading Strategies L (R) Comprehension L (R) Response and Analysis L (W) Meaning, purposes, readers N (NS) Use number facts and Relationships</p>

RSE Code

<p><u>Relationships and identity</u></p>	<p><u>Phase 1</u></p>	
<p>Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.</p>	<p>Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important.</p>	<p>Recognising learners' rights to be treated fairly, kindly and with respect.</p>



<u>Sexual health and well-being</u>	<u>Phase 1</u>
Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own.	Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.

<u>Empowerment, safety and respect</u>	<u>Phase 1</u>
<p>Recognising the right to be free from harmful, abusive and bullying behaviour.</p> <p>An awareness of how to recognise positive and harmful behaviours, including bullying.</p> <p>Ability to share with a trusted adult when faced with harmful behaviours.</p>	<p>An awareness that everyone has the right to be safe and no one is allowed to harm anyone else.</p> <p>Ability to speak up for each other.</p>

Key Activities + Purpose

- Introduction - To begin to discuss safety.
- Station 1: Safe or Unsafe? - To begin to recognise how children might feel in different situations and who they could approach for help.
- Station 2: Support hunt - For children to Understand the different avenues of support.
- Station 3: Barriers to support - For pupils to understand the reasons why some children find it difficult to ask for help, to understand that although it may sometimes seem scary to access support it is always there.
- Closing Activity: Discuss our safety zones

Requirements:

- Teachers present in all sessions at all times. In the Foundation Phase we work on the ratio of 1 member of staff to 8 children, this allows us to deliver the Foundation Phase as set out by the Welsh Government.
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Follow on Resources, Activities + Games

Please follow link on www.spectrumproject.co.uk



Key Stage:	Key Stage 2 Year 3 and 4
Lesson:	Lesson 1 – Family Relationships
Lesson Duration:	1 Hour

Lesson Aim:

For pupils to develop a greater understanding of how we develop healthy/unhealthy relationships within families.

Lesson Objectives:

- To understand that they have relationships with their family members, some of whom live in their homes and some that live outside the home
- To understand how we develop healthy/unhealthy relationships and the impact of unhealthy relationships
- To understand that how people communicate can influence people’s feelings
- To understand that how people behave can influence people’s feelings
- To understand what qualities make up a healthy relationship

Planning for Learning

Links within this area of learning and experience

How we process and respond to our experience affects our mental health and emotional well-being

The importance of empathy and compassion in developing positive relationships
The importance of communicating feelings in relationships

Our decision-making impacts on the quality of our lives and the lives of others

Decision making in the context of different relationships

How we engage with different social influences shapes who we are and our health and well-being.

How social attitudes and norms can impact on relationships in positive and harmful ways

Healthy Relationships are fundamental to our sense of belonging and well-being

Learners will be encouraged to understand that, throughout their lives, they will experience a range of relationships. They will also be encouraged to develop their abilities to form, nurture and maintain relationships



Planning for Learning

Links with other area of learning and experience

Humanities

Understanding of rights, respect and equity

Languages, Literacy and communication

The role of language in communicating and expressing emotions in relationships

The importance of communication in developing and maintaining relationships



Literacy and Numeracy Framework

<p><u>Year 3</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Reading Strategies L (R) Comprehension L (R) Response and Analysis L (W) Meaning, Purposes and Readers L (W) Language N (NR) Identify processes and connections N (NS) Use number facts and Relationships</p>	<p><u>Year 4</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Reading Strategies L (R) Comprehension L (R) Response and Analysis L (W) Meaning, Purposes and Readers L (W) Structure and organisation L (W) Language L (W) Handwriting, Grammar, Spelling, Punctuation N (NR) Identify processes and connections N (NS) Use number facts and Relationships</p>
<p><u>Year 5</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Reading Strategies L (R) Comprehension L (R) Response and Analysis L (W) Meaning, Purposes and Readers L (W) Language N (NR) Identify processes and connections N (NS) Use number facts and Relationships</p>	<p><u>Year 6</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Reading Strategies L (R) Comprehension L (W) Meaning, Purposes and Readers L (W) Language N (NR) Identify processes and connections N (NS) Use number facts and Relationships</p>

The following aspects of the numeracy + literacy framework are covered:

The following aspects of the numeracy + literacy framework are covered:



RSE Code

<u>Relationships and identity</u>	<u>Phase 2</u>		
Ability to form and maintain relationships, which are equitable, respectful and kind with a range of others.	How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships.	Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these.	Recognising how people's relationships with others shape who they are and their happiness.

<u>Empowerment, safety and respect</u>	<u>Phase 2</u>
Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.	How to be a good friend and advocate for others.

Key Activities + Purpose

- Activity 1: What is a family? - For pupils to recognise that families can come in all shapes and sizes and that families may communicate in different ways not all of these ways are healthy
- Activity 2: My Family - For pupils to be able to have the opportunity to share what is unique or special within their family
- Activity 3: Healthy Relationship soup – For pupils to understand what qualities make a healthy relationship
- Closing Activity: Recap on what we've learnt

Requirements:

- Teachers present in all sessions at all times.

Follow on Resources, Activities + Games

Please follow link on www.spectrumproject.co.uk



Key Stage:	Key Stage 2 – Year 3 and 4
Lesson:	Lesson 2 – Healthy & Unhealthy Relationships
Lesson Duration:	1 Hour

Lesson Aim:

For pupils to understand that some family relationships are unhealthy.

Lesson Objectives:

- To develop an understanding of how to be ‘fair’ in a relationship
- To recognise what behaviours are healthy and unhealthy within a relationship
- To begin to understand the term domestic abuse (DA).
- For pupils to understand that victims of DA and VAW are not to blame.
- To begin to identify sources of support for those affected by DA

Statements of what matters

Links within this area of learning and experience

How we process and respond to our experience affects our mental health and emotional well-being

The importance of empathy and compassion in developing positive relationships

The importance of communicating feelings in relationships

Our decision-making impacts on the quality of our lives and the lives of others

Accessing support and information to ensure personal safety in relationships

Decision making in the context of different relationships

How we engage with different social influences shapes who we are and our health and well-being

How social attitudes and norms can impact on relationships in positive and harmful ways

Healthy relationships are fundamental to our sense of belonging and well-being

Key links with other area of learning and experience

Expressive Arts



- The importance of the Expressive Arts and related pedagogies in exploring relationships

Humanities

- Understanding of rights, respect and equity

Languages, Literacy and communication

- The role of language in communicating and expressing emotions in relationships
- The importance of communication in developing and maintaining relationships

Literacy and Numeracy Framework

The following aspects of the numeracy + literacy framework are covered:

<p><u>Year 3</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Reading Strategies L (R) Comprehension L (R) Response and Analysis L (W) Meaning, Purposes and Readers L (W) Language N (NR) Identify processes and connections N (NS) Use number facts and Relationships</p>	<p><u>Year 4</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Reading Strategies L (R) Comprehension L (R) Response and Analysis L (W) Meaning, Purposes and Readers L (W) Structure and organisation L (W) Language L (W) Handwriting, Grammar, Spelling, Punctuation N (NR) Identify processes and connections N (NS) Use number facts and Relationships</p>
<p><u>Year 5</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion</p>	<p><u>Year 6</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion</p>



L (R) Reading Strategies	L (R) Reading Strategies
L (R) Comprehension	L (R) comprehension
L (R) Response and Analysis	L (W) Meaning, Purposes and Readers
L (W) Meaning, Purposes and Readers	L (W) Language
L (W) Language	N (NR) Identify processes and connections
N (NR) Identify processes and connections	N (NS) Use number facts and Relationships
N (NS) Use number facts and Relationships	

Digital Competence Framework

NO LINK



RSE Code

<u>Relationships and identity</u>	<u>Phase 2</u>			
<p>Ability to form and maintain relationships, which are equitable, respectful and kind with a range of others.</p>	<p>How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships.</p>	<p>Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these.</p> <p>Understanding positive behaviours in relationships and what can happen when relationships breakdown.</p> <p>An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time.</p>	<p>Recognising how people's relationships with others shape who they are and their happiness.</p>	<p>Valuing and recognising the contributions of everyone; and the importance of sex and gender equality.</p> <p>Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.</p>

<u>Sexual Health and Wellbeing</u>	<u>Phase 2</u>
<p>Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.</p>	



<u>Empowerment, safety and respect</u>	<u>Phase 2</u>		
<p>Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.</p> <p>Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.</p>	<p>Understanding of the right for everyone to be free from harm or abuse.</p> <p>An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play.</p> <p>How to seek support for oneself, and offer support to others.</p> <p>How to be a good friend and advocate for others.</p>	<p>Recognising which steps to take to keep safe from harm both in offline and online friendships.</p> <p>Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example, gender norms.</p> <p>Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships offline and online.</p>	<p>Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment</p>

Key Activities + Purpose

- Activity 1: Fairness at Home - For pupils to understand that household jobs should be shared and that one adult should not be forcing the other adult to do all the jobs.
- Activity 2: Home behaviours - For pupils to recognise what behaviours are healthy and unhealthy in a family setting
- Activity 3: Support - For pupils to be able to identify appropriate sources of support, if they are effected by unhealthy relationships.
- Activity 4: Making Healthy Relationship keyrings - for pupils to be able to identify some characteristics of healthy relationships.

Requirements:

- Teachers present in all sessions at all times.

Follow on Resources, Activities + Games

Please follow link on www.spectrumproject.co.uk



Key Stage:	Key Stage 2 – Year 3 and 4
Lesson:	Lesson 3 – Safe Adults, Safe places
Lesson Duration:	1 Hour

Lesson Aim:

For pupils to understand the importance of speaking out when they need support.
To be able to identify what makes a Safe Adult.

Lesson Objectives:

- To understand that we can't be safe and scared at the same time
- To Identify the features of a 'safe adult'
- To begin to understand how we keep ourselves safe
- To encourage children to speak out and to identify sources of support

Statements of what matters

Key links within this area of experience

How we process and respond to our experience affects our mental health and emotional well-being

The importance of empathy and compassion in developing positive relationships
The importance of communicating feelings in relationships

Our decision-making impacts on the quality of our lives and the lives of others

Accessing support and information to ensure personal safety in relationships
Decision making in the context of different relationships

How we engage with different social influences shapes who we are and our health and well-being

How social attitudes and norms can impact on relationships in positive and harmful ways

Healthy relationships are fundamental to our sense of belonging and well-being

Learners need to recognise when relationships are unhealthy and need to be aware of how to keep safe, and seek support for themselves and others.



Key links with other area of learning and experience

Expressive Arts

- The importance of the Expressive Arts and related pedagogies in exploring relationships

Humanities

- Understanding of rights, respect and equity

Languages, Literacy and communication

- The role of language in communicating and expressing emotions in relationships
- The importance of communication in developing and maintaining relationships

Literacy and Numeracy Framework

The following aspects of the numeracy + literacy framework are covered:



<p><u>Year 3</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Reading Strategies L (R) Comprehension L (R) Response and Analysis L (W) Meaning, Purposes and Readers L (W) Language N (NR) Identify processes and connections N (NS) Use number facts and Relationships</p>	<p><u>Year 4</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Reading Strategies L (R) Comprehension L (R) Response and Analysis L (W) Meaning, Purposes and Readers L (W) Structure and organisation L (W) Language L (W) Handwriting, Grammar, Spelling, Punctuation N (NR) Identify processes and connections N (NS) Use number facts and Relationships</p>
<p><u>Year 5</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Reading Strategies L (R) Comprehension L (R) Response and Analysis L (W) Meaning, Purposes and Readers L (W) Language N (NR) Identify processes and connections N (NS) Use number facts and Relationships</p>	<p><u>Year 6</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Reading Strategies L (R) Comprehension L (W) Meaning, Purposes and Readers L (W) Language N (NR) Identify processes and connections N (NS) Use number facts and Relationships</p>



Digital Competence Framework

NO LINK

RSE Code

<u>Relationships and identity</u>	<u>Phase 2</u>	
Ability to form and maintain relationships, which are equitable, respectful and kind with a range of others.	How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships.	Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.

<u>Sexual Health and Wellbeing</u>	<u>Phase 2</u>
Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.	

<u>Empowerment, safety and respect</u>	<u>Phase 2</u>	
<p>Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.</p> <p>Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.</p>	<p>Understanding of the right for everyone to be free from harm or abuse.</p> <p>How to seek support for oneself, and offer support to others.</p> <p>How to be a good friend and advocate for others.</p>	<p>Recognising which steps to take to keep safe from harm both in offline and online friendships.</p> <p>Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships offline and online.</p>



Key Activities + Purpose

- Activity 1: Scared and Safe - For pupils to understand that we can't feel Scared and be Safe at the same time
- Activity 2: Safe Adults - For pupils to identify the features of a Safe Adult
- Activity 3: Safety Shield - For pupils to recognise "Safe Adults" in school and at Home and to understand what would make a "Safe Place"

Requirements:

- Teachers present in all sessions at all times.

Follow on Resources, Activities + Games

Please follow link on www.spectrumproject.co.uk



Key Stage:	Key Stage 2 – Year 5 and 6
Lesson:	Lesson 1 – Healthy Relationships
Lesson Duration:	1 Hour

Lesson Aim:

To begin to identify characteristics of healthy relationships.

Lesson Objectives:

- To begin to identify characteristics of healthy relationships.
- To begin to be able to distinguish between healthy and unhealthy relationships.
- To be able to identify some characteristics of unhealthy abusive relationships.
- To begin to understand the term domestic abuse (DA).
- To begin to understand that domestic abuse is perpetuated by a desire for power and control.
- For pupils to understand that victims of DA and VAW are not to blame.
- To begin to identify sources of support for those affected by DA

Statements of what matters

Developing physical health and well-being has lifelong benefits.

This Area can help learners to understand the factors that affect physical health and well-being.

From this understanding, learners can develop positive, informed behaviours that encourage them both to care for and respect themselves and others.

How we process and respond to our experiences affects our mental health and emotional well-being.

learners can be enabled to recognise that feelings and emotions are neither fixed nor consistent.

Having an awareness of our own feelings and emotions is the foundation upon which empathy can be developed.

Our decision-making impacts on the quality of our lives and the lives of others.

Learning and experience in this Area can enable learners to develop the critical thinking skills necessary to consider their decision-making in terms of possible implications, including risks, for themselves and others.

How we engage with social influences shapes who we are and affects our health and well-being.

This Area can help learners understand the important role of social influences on their lives. These influences are comprised of rules, social norms, attitudes and values that are created and reinforced by different social groups.



Healthy relationships are fundamental to our well-being.

This Area can help learners understand and value how feelings of belonging and connection that come from healthy relationships have a powerful effect on health and well-being.

Learners need to recognise when relationships are unhealthy and need to be aware of how to keep safe, and seek support for themselves and others.

Learners will be encouraged to understand that, throughout their lives, they will experience a range of relationships. They will also be encouraged to develop their abilities to form, nurture and maintain relationships.

Key links with other Areas

Expressive Arts

- Enable learners to develop a sense of self, build confidence
- Explore different forms of communication and relationships.

Humanities

- Understanding of rights, respect and equality.

Languages, Literacy and Communication

- Effectively communicate which in turn provide a foundation for developing healthy relationships.

Health and Well-being

- Develops sense of self, builds confidence, and explores different forms of communications and relationships
- Deepen learners knowledge and understanding of identity
- Supports understanding of rights respect and equality
- Provides learners with the skills to effectively communicate which in turn provide a foundation for healthy relationships
- Help learners understand their thoughts, feelings, and emotions



Literacy and Numeracy Framework

The following aspects of the numeracy + literacy framework are covered:

<p><u>Year 3</u></p> <p>L (O) Speaking</p> <p>L (O) Listening</p> <p>L (O) Collaboration and discussion</p> <p>L (R) Reading Strategies</p> <p>L (R) Comprehension</p> <p>L (R) Response and Analysis</p> <p>L (W) Meaning, Purposes and Readers</p> <p>L (W) Language</p> <p>N (NR) Identify processes and connections</p> <p>N (NS) Use number facts and Relationships</p>	<p><u>Year 4</u></p> <p>L (O) Speaking</p> <p>L (O) Listening</p> <p>L (O) Collaboration and discussion</p> <p>L (R) Reading Strategies</p> <p>L (R) Comprehension</p> <p>L (R) Response and Analysis</p> <p>L (W) Meaning, Purposes and Readers</p> <p>L (W) Structure and organisation</p> <p>L (W) Language</p> <p>L (W) Handwriting, Grammar, Spelling, Punctuation</p> <p>N (NR) Identify processes and connections</p> <p>N (NS) Use number facts and Relationships</p>
<p><u>Year 5</u></p> <p>L (O) Speaking</p> <p>L (O) Listening</p> <p>L (O) Collaboration and discussion</p> <p>L (R) Reading Strategies</p> <p>L (R) Comprehension</p>	<p><u>Year 6</u></p> <p>L (O) Speaking</p> <p>L (O) Listening</p> <p>L (O) Collaboration and discussion</p> <p>L (R) Reading Strategies</p> <p>L (R) Comprehension</p>



<p>L (R) Response and Analysis</p> <p>L (W) Meaning, Purposes and Readers</p> <p>L (W) Language</p> <p>N (NR) Identify processes and connections</p> <p>N (NS) Use number facts and Relationships</p>	<p>L (W) Meaning, Purposes and Readers</p> <p>L (W) Language</p> <p>N (NR) Identify processes and connections</p> <p>N (NS) Use number facts and Relationships</p>
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RSE Code

<u>Relationships and identity</u>	<u>Phase 2</u>			
Ability to form and maintain relationships, which are equitable, respectful and kind with a range of others	How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships.	Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these. Understanding positive behaviours in relationships and what can happen when relationships breakdown	Recognising how people's relationships with others shape who they are and their happiness	Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.

<u>Sexual health and well-being</u>	<u>Phase 2</u>
Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.	



<u>Empowerment, safety and respect</u>	<u>Phase 2</u>		
<p>Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.</p>	<p>Understanding of the right for everyone to be free from harm or abuse.</p> <p>An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play.</p> <p>How to seek support for oneself, and offer support to others.</p> <p>How to be a good friend and advocate for others.</p>	<p>Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships offline and online.</p>	<p>Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.</p>

Key Activities + Purpose

- Activity 1: Who do I have relationships with? - For pupils to recognise relationships are connections with other people.
- Activity 2: Needs and Wants - For pupils to be able to distinguish between desires and essential human rights. To begin to understand that when people’s relationships deny them basic human rights they may be abusive.
- Activity 3: Feely Bags - For pupils to be able to identify and describe how relationships can make them feel
- Activity 4: Healthy or Unhealthy Relationship - For pupils to distinguish between healthy and unhealthy (abusive or potentially abusive) relationships. To introduce the term domestic abuse.
- Closing Activity: Support Available

Requirements:

- Teachers present in all sessions at all times.

Follow on Resources, Activities + Games

Please follow link on www.spectrumproject.co.uk



Key Stage:	Key Stage 2 – Year 5 and 6
Lesson:	Lesson 2 – Chance or Choice
Lesson Duration:	1 Hour

Lesson Aim:

To reinforce the characteristics of healthy relationships.

Lesson Objectives:

- To reinforce the characteristics of a healthy relationship.
- To understand the controlling nature of abusive relationships and how children who witness abuse have no choice over their circumstances.
- For pupils to be able to identify appropriate sources of support, if they are affected by unhealthy relationships.

Statements of what matters

Developing physical health and well-being has lifelong benefits.

This Area can help learners to understand the factors that affect physical health and well-being.

From this understanding, learners can develop positive, informed behaviours that encourage them both to care for and respect themselves and others.

How we process and respond to our experiences affects our mental health and emotional well-being.

learners can be enabled to recognise that feelings and emotions are neither fixed nor consistent.

Having an awareness of our own feelings and emotions is the foundation upon which empathy can be developed.

Our decision-making impacts on the quality of our lives and the lives of others.

Learning and experience in this Area can enable learners to develop the critical thinking skills necessary to consider their decision-making in terms of possible implications, including risks, for themselves and others.

How we engage with social influences shapes who we are and affects our health and well-being.

This Area can help learners understand the important role of social influences on their lives. These influences are comprised of rules, social norms, attitudes and values that are created and reinforced by different social groups.

Healthy relationships are fundamental to our well-being.

This Area can help learners understand and value how feelings of belonging and connection that come from healthy relationships have a powerful effect on health and well-being.



Learners need to recognise when relationships are unhealthy and need to be aware of how to keep safe, and seek support for themselves and others.

Learners will be encouraged to understand that, throughout their lives, they will experience a range of relationships. They will also be encouraged to develop their abilities to form, nurture and maintain relationships.

Key links with other Areas

Expressive Arts

- Enable learners to develop a sense of self, build confidence
- Explore different forms of communication and relationships.

Humanities

- Understanding of rights, respect and equality.

Languages, Literacy and Communication

- Effectively communicate which in turn provide a foundation for developing healthy relationships.

Health and Well-being

- Develops sense of self, builds confidence, and explores different forms of communications and relationships
- Deepen learners knowledge and understanding of identity
- Supports understanding of rights respect and equality
- Provides learners with the skills to effectively communicate which in turn provide a foundation for healthy relationships
- Help learners understand their thoughts, feelings and emotions

Literacy and Numeracy Framework

The following aspects of the numeracy + literacy framework are covered:



Year 3

- L (O) Speaking
- L (O) Listening
- L (O) Collaboration and discussion
- L (R) Reading Strategies
- L (R) Comprehension
- L (R) Response and Analysis
- L (W) Meaning, Purposes and Readers
- L (W) Language
- N (NR) Identify processes and connections
- N (NS) Use number facts and Relationships
- N (D) Collect and record data. Present and analyse data interpret results

Year 4

- L (O) Speaking
- L (O) Listening
- L (O) Collaboration and discussion
- L (R) Reading Strategies
- L (R) Comprehension
- L (W) Meaning, Purposes and Readers
- L (W) Language
- N (NR) Identify processes and connections
- N (NS) Use number facts and Relationships
- N (D) Collect and record data. Present and analyse data interpret results

Year 5

- L (O) Speaking
- L (O) Listening
- L (O) Collaboration and discussion
- L (R) Reading Strategies
- L (R) Response and Analysis
- L (W) Meaning, Purposes and Readers

- L (W) Language
- N (NR) Identify processes and connections
- N (NS) Use number facts and Relationships

Year 6

- L (O) Speaking
- L (O) Listening
- L (O) Collaboration and discussion
- L (R) Reading Strategies
- L (W) Meaning, Purposes and Readers
- L (W) Language

- N (NR) Identify processes and connections
- N (NS) Use number facts and Relationships



<p>N (D) Collect and record data. Present and analyse data interpret results</p>	<p>N (D) Collect and record data. Present and analyse data interpret results</p>
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RSE Code

<u>Relationships and identity</u>	<u>Phase 2</u>
<p>Ability to form and maintain relationships, which are equitable, respectful and kind with a range of others</p>	<p>How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships.</p> <p>.Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these. Understanding positive behaviours in relationships and what can happen when relationships breakdown</p> <p>Recognising how people’s relationships with others shape who they are and their happiness</p> <p>Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.</p>

<u>Sexual health and well-being</u>	<u>Phase 2</u>
<p>Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.</p>	



<u>Empowerment, safety and respect</u>	<u>Phase 2</u>		
<p>Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.</p>	<p>Understanding of the right for everyone to be free from harm or abuse. An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play. How to seek support for oneself, and offer support to others. How to be a good friend and advocate for others.</p>	<p>Recognising which steps to take to keep safe from harm both in offline and online friendships. Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships offline and online.</p>	<p>Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.</p>

Key Activities + Purpose

- Activity 1: Power and Control - For pupils to begin to understand that Domestic abuse is caused by the perpetrator wanting too much power and control for pupils to realise how power and control are used in abusive relationships.
- Activity 2: Whose Baby? - For pupils to understand that perpetrators of DA and VAW maintain control, victims have little power and control and as such should not perceive abuse as their fault.
- Activity 3: Sources of Support - For pupils to be able to identify appropriate sources of support , if they are effected by unhealthy relationships
- Activity 4/Closing: Spectrum Key Rings - For pupils to be able to identify some characteristics of healthy relationships.

Requirements:

- Teachers present in all sessions at all times.

Follow on Resources, Activities + Games

Please follow link on www.spectrumproject.co.uk



Key Stage:	Key Stage 2 – Year 5 and 6
Lesson:	Lesson 3 – Safety Zone
Lesson Duration:	1 Hour

Lesson Aim: To know that every child has a right to remain safe. To identify and know our safety zone.

Lesson Objectives:

- To understand whose job it is to keep us safe.
- To begin to understand how we can keep ourselves safe.
- To encourage children to speak out and to identify sources of support.

Statements of what matters

Developing physical health and well-being has lifelong benefits.

This Area can help learners to understand the factors that affect physical health and well-being.

From this understanding, learners can develop positive, informed behaviours that encourage them both to care for and respect themselves and others.

How we process and respond to our experiences affects our mental health and emotional well-being.

learners can be enabled to recognise that feelings and emotions are neither fixed nor consistent.

Having an awareness of our own feelings and emotions is the foundation upon which empathy can be developed.

Our decision-making impacts on the quality of our lives and the lives of others.

Learning and experience in this Area can enable learners to develop the critical thinking skills necessary to consider their decision-making in terms of possible implications, including risks, for themselves and others.

How we engage with social influences shapes who we are and affects our health and well-being.

This Area can help learners understand the important role of social influences on their lives. These influences are comprised of rules, social norms, attitudes and values that are created and reinforced by different social groups.

Healthy relationships are fundamental to our well-being.

This Area can help learners understand and value how feelings of belonging and connection that come from healthy relationships have a powerful effect on health and well-being.

Learners need to recognise when relationships are unhealthy and need to be aware of how to keep safe, and seek support for themselves and others.



Learners will be encouraged to understand that, throughout their lives, they will experience a range of relationships. They will also be encouraged to develop their abilities to form, nurture and maintain relationships.

Key links with other Areas

Expressive Arts

- Enable learners to develop a sense of self, build confidence
- Explore different forms of communication and relationships.

Humanities

- Understanding of rights, respect and equality.

Languages, Literacy and Communication

- Effectively communicate which in turn provide a foundation for developing healthy relationships.

Health and Well-being

- Develops sense of self, builds confidence, and explores different forms of communications and relationships
- Deepen learners knowledge and understanding of identity
- Supports understanding of rights respect and equality
- Provides learners with the skills to effectively communicate which in turn provide a foundation for healthy relationships
- Help learners understand their thoughts ,feelings and emotions



Literacy and Numeracy Framework

The following aspects of the numeracy + literacy framework are covered:

<p><u>Year 3</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Comprehension L (R) Response and Analysis L (W) Meaning, Purposes and Readers</p>	<p><u>Year 4</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Comprehension L (R) Response and Analysis L (W) Meaning, Purposes and Readers</p>
<p><u>Year 5</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Comprehension L (R) Response and Analysis L (W) Meaning, Purposes and Readers</p>	<p><u>Year 6</u> L (O) Speaking L (O) Listening L (O) Collaboration and discussion L (R) Comprehension L (R) Response and Analysis L (W) Meaning, Purposes and Readers</p>

RSE Code

<u>Relationships and identity</u>	<u>Phase 2</u>		
How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships.	Understanding positive behaviours in relationships and what can happen when relationships breakdown	Recognising how people's relationships with others shape who they are and their happiness	Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.

<u>Sexual health and well-being</u>	<u>Phase 2</u>
Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.	



<u>Empowerment, safety and respect</u>	<u>Phase 2</u>		
<p>Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online. Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.</p>	<p>Understanding of the right for everyone to be free from harm or abuse. An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play. How to seek support for oneself, and offer support to others. How to be a good friend and advocate for others.</p>	<p>Recognising which steps to take to keep safe from harm both in offline and online friendships. Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships offline and online.</p>	<p>Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.</p>

Key Activities + Purpose

- Activity 1: Who keeps us safe? - For pupils to understand what Safeguarding means and who has a responsibility to keep them safe.
- Activity 2: How can you keep yourself safe? – For pupils to realise they have a responsibility to keep themselves safe and must make sensible decisions.
- Activity 3: What stops us telling people when we feel unsafe? Pupils are encouraged to think how different attitudes can affect the way we act and feel.
- Activity 4: Every child has a right to feel safe. For pupils to know they can speak up and identify appropriate sources of support. They should all have a safety zone.

Requirements:

- **Teachers present in all sessions at all times.**

Follow on Resources, Activities + Games

Please follow link on www.spectrumproject.co.uk

