

Our Nine Acres focus areas:

**Relationships Education**

Our main focus for Relationships Education for the children of Nine Acres is that we need to teach children what stable and healthy relationships should look like. We need to teach the children not only how to build a healthy relationship but also how to cope with any instabilities and emotions that occur when a relationship we have built has gone.



**Sex Education**

Our Sex Education aims to teach children how to deal with risky behaviours presented to them or other children and how to say 'no' in a safe way. We also understand the importance of teaching children how to protect themselves online.




**Health Education**

Health Education at Nine Acres has a strong focus on alcohol and drugs misuse, we have also recently focused around vaping as this is a local issue. Mental health is also a significant part to Health Education at Nine Acres, it is important that we take time to teach children how to cope with a range of emotions whilst also giving them a safe place to express how they are feeling in order for them to show responses with self-control.




Unit	Key themes	Y1	Y2	Y3	Y4	Y5	Y6
Me and my relationships.	<b>Feelings</b>	I can name a variety of feelings and explain how they might make me behave.	I can express my feelings in a safe, controlled way most of the time.	I can identify and accept other viewpoints.	I can identify how body language can be used to show feelings.	I can give a range of examples of our emotional needs and explain why they are important.	I can give examples of how understanding my emotional needs can help me.
	<b>Getting help</b>	I know when I need help and who to go to for help.	I can tell you some ways that I can get help if someone teases me.	I can tell you some ways that I can get help if I am being bullied and what I can do.	I can explain what I could do if someone was upsetting me or if I was being bullied.	I can give an example of how to say 'no' to someone without being aggressive.	I can explain what an inappropriate touch is. I can suggest ways of getting help if someone experiences an inappropriate or illegal touch.
	<b>Friendship</b>	I can explain what a friend is.	I can give ideas about what makes a good friend and tell you how I try to be a good friend.	I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.	I can give examples of ways that I have tried to help others who have fallen out.	I can give examples of the qualities of a good friend and explain why these are important to me.	I can explain the impact that friendships have on the quality of life.
	<b>Rules and assertiveness.</b>	I can tell you some different classroom rules.	I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules.	I can give examples of when I've had to think about a rule and stick to it – and how I have helped other people in my class stick to this.	I can explain what being assertive means and give a few examples of ways of being assertive.	I can give examples of how and say when I have needed to use my assertiveness skills.	I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. I know the difference between an active and passive bystander. I can give examples of negotiation and compromise.
<p><b>Why do we do this for our children?</b></p> <p>At Nine Acres we want our children to leave here knowing what a positive relationship is and what it looks like and understands the importance of these relationships in our lives. We want children to be in control of their emotions and be able to identify when they or someone else needs help. This will allow our children to communicate with a range of people, skills that will help them later in the workplace. In Year 1 children start of identifying (feelings, friends, rules and who can help) and this develops into expressing their feelings in Year 2 around these topics. Year 3 is where children begin to look at themselves and reflect on how they can contribute to a positive relationship. This then leads on to children then applying this reflection to help other people develop their relationships in Year 4. Year 5 and 6 focus on the importance of positive relationships in our lives and how they can make a huge impact.</p>							
Valuing differences.	<b>Recognising, valuing and celebrating difference.</b>	I can say ways in which people are similar as well as different.	I can recognise when someone is being left out and identify ways to help them.	I can give examples of different community groups.	I can 5 ways that people are different, including religious or cultural differences.	I can say how differences can sometimes cause conflict but also can be something to celebrate.	I can reflect on and give reasons why some people show prejudiced behaviour and what actions would occur because of this.
	<b>Developing tolerance.</b>	I can explain what fair and unfair means.	I can explain what the words respect and tolerance mean.	I can talk about examples in our classroom of respect and tolerance.	I can explain what stereotypes mean and give examples.	I can explain why it's important to challenge stereotypes that might be applied to me or others.	I can explain how stereotyping may limit some peoples thinking about what they can do.

**Why do we do this for our children?**  
Due to our location on the Isle of Wight children here are often not regularly exposed to wider range of cultures. This is why we introduce tolerance and respecting differences from Year 1. Children will start off just identifying similarities and differences in Year 1 which leads them onto recognising when someone is being left out due to these differences in Year 2. KS2 is when we will start to explicitly introduce different community groups which children will develop from just identifying them in Year 3 to understanding how they are different in Year 4, recognising how these differences can cause conflict in Year 5 before finally looking into prejudice behaviour based on these differences in Year 6. Every year group will be taught how nobody should be treated any differently due 'a difference'. Throughout every year group respect will be embedded through this being one of our nine school values. We want the children of Nine Acres to develop into tolerant adults who are aware of a much broader cultural lifestyle outside of the Isle of Wight.

<p>Keeping myself safe.</p> 	<p><b>How our feelings can keep us safe.</b></p>	<p>I can say what I can do if I have strong, but not so good feelings, to help me stay safe.</p>	<p>I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. I can give examples of touches that are ok or not okay and identify a safe person to tell if I felt 'not okay' about something.</p>	<p>I can say what I could do to make a situation less risky or not risky at all.</p>	<p>I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, and celebrities) but that people have choices about whether they take risks.</p>	<p>I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.</p>	<p>I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</p>
	<p><b>Medicine safety.</b></p>	<p>I can give examples of how I keep myself healthy. I can explain what medicine is.</p>	<p>I can explain that medicine can be helpful or harmful and explain how they can be used safely.</p>	<p>I can explain some of the risks of cigarettes and alcohol.</p>	<p>I can explain why smoking and drinking alcohol is particularly harmful for a young person's body.</p>	<p>I can identify the percentage of young people that smoke in the UK and explain why people think it is higher.</p>	<p>I can explain how actions decrease when young people understand the risk.</p>
	<p><b>Staying safe online.</b></p>	<p>I know how to use the internet safely by asking permission.</p>	<p>I can how to keep my personal details safe online.</p>	<p>I can say why keeping my personal details safe online is important.</p>	<p>I can explain why information I see online might not always be true.</p>	<p>I can give some examples of how mobile phones can be positive or negative.</p>	<p>I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.</p>
	<p><b>Influences</b></p>	<p>I understand who helps me make decisions.</p>	<p>I understand the term 'influence'.</p>	<p>I am aware that things around me could influence my behaviour and decisions.</p>	<p>I can give examples of positive and negative influences, including things that could influence me when I am making decisions.</p>	<p>I can give examples of consequences of decisions and explain how these can be either positive or negative.</p>	<p>I can confidently make decisions even when I am aware of various influences around me.</p>


**Why do we do this for our children?**  
Keeping children safe is a fundamental part of PSHE learning at Nine Acres. We feel it is vital that we teach children how to take care of themselves and their emotions. We also understand the importance of educating our children on how to use medicine safely as well as the risks of drugs and alcohol is crucial. Internet safety is also imperative to teach at Nine Acres as our parents are not educated in this themselves. In Year 1 we start identifying simple rules to help us stay safe and identifying key people who can help keep us safe. Year 2 follows on from this by explaining how to stay safe and beginning to understand how people can be influenced to make decisions. Year 3 develops this further by looking at risks and how things may influence us to take more risks and Year 4 introduces the ideas of positive vs negative influences and how to weigh up these choices when making a decision especially when it regards our safety. As older children, in Year 5 and 6 they start to look at the importance of using mobile phones safely and will learn how their decisions regarding their safety could affect people around them. When children leave Nine Acres we want them to be functional, independent adults who understand how to look after themselves and keep themselves safe.

<p>Rights and responsibilities.</p> 	<p><b>Responsibilities.</b></p>	<p>I can explain how to look after myself. I can name and identify my local environment.</p>	<p>I can give some examples of how I look after myself and my environment. I can explain why I need to look after my environment.</p>	<p>I can explain when I've helped to look after someone or something and how this made me feel.</p>	<p>I can explain that people have rights and responsibilities and give examples of these two things. I can identify something that I do that helps look after my environment.</p>	<p>I can give examples of some of the rights and responsibilities I have as I grow older, at home and school. I can explain the immediate benefits of looking after my environment</p>	<p>I can explain what 'environmentally sustainable' living means and give an example of my responsibilities within this.</p>
	<p><b>Decisions about spending money.</b></p>	<p>I can say some ways that I can look after money.</p>	<p>I can explain how I spend money.</p>	<p>I can explain how money is a limited resource.</p>	<p>I can explain how decisions about money might affect communities such as schools.</p>	<p>I can explain that local councils have to make decisions on how money is</p>	<p>I can explain the advantages and disadvantages of different ways of saving money.</p>

						spent on things we need in the community.	
	<b>Helping and being helped.</b>	I can give examples of things that help me to be settled and calm.	I can explain how my responsibilities grow as I get older.	I can say how I can help the people who help me and how I can do this.	I can give examples of how I've helped people who help me and how I can help myself. I can express how this makes me feel.	I can explain how a bystander can have a positive or negative effect on behaviour by working together to stop or change that behaviour.	I can explain how people's social media profiles often give a biased view of them. I can explain why people might do this and how social media can affect how a person feels about themselves.



**Why do we do this for our children?**

Nine Acres is based in an area with the highest 10% deprivation in the UK. This is why it is essential that we teach the children here how to take on responsibilities and be able to make decisions about spending money. This will help to ensure that children leaving Nine Acres will be able to grow up with big aspirations, get a job and be able to become financially stable adults. KS1 begins by introducing responsibility and allowing children to recognise how to look after themselves and their money. KS2 builds on from this by understanding how our responsibilities change as we grow older and how money is a limited resource that we need to be responsible for. This then allows children in upper key stage 2 to further discuss how their decisions regarding money and other responsibilities may affect people both immediately but also in the long run.

Being my best. 	<b>Keeping healthy</b>	I can identify healthy and unhealthy foods.	I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day. I can name different parts of my body that are inside me and help turn food into energy. I know what I need to get energy.	I can tell you a choice I can make that helps keep me healthy.	I can give a few examples of things that I can take responsibility for in relation to my health and give an example of something I have done which shows this.	I can explain the benefits of looking after myself both now and in the future.	I can give examples of an emotional and a physical risk.
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**Why do we do this for our children?**

Keeping healthy is an essential part of children growing up and being the best they can be, which is what we want children to be able to understand throughout their time at Nine Acres. We feel it is essential that we teach children how to make healthy food choices themselves and children will develop this knowledge by beginning to identify healthy and unhealthy foods. This then develops into being able to explain simply why certain foods are healthy/unhealthy. Children then look at their choices and how their choices can affect their health, linking back to their learning of responsibilities. To follow from this, children will then focus on the benefits of keeping themselves healthy. In Year 6 children will develop this further by looking at how risks can affect our health both emotionally and physically by giving examples of these.

Growing and changing.  	<b>Getting/receiving help</b>	I can identify an adult I can talk to at both home and school if I need help.	I can give examples of how to give support and feedback to someone.	I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.	I can identify unsafe secrets that make me feel uncomfortable and who I can talk to about it.	I am able to identify when I need help and can identify trusted adults in my life who can help me.	I can give an example of a secret that should be shared with a trusted adult.
	<b>Becoming independent</b>	I can tell you some things I can do now that I couldn't do when I was a toddler. I can identify what I can do when I find something difficult.	I can tell you who helps us grow. I can explain how setting a goal will help me achieve something.	I can tell you what I'm looking forward to when I am older. I can identify a skill or talent that I have developed.	I can explain why increasing independence brings increasing responsibility.	I can explain how increased independence has helped me to show responsibility.	I can explain ways to overcome problems and challenges.
	<b>Body parts</b>	I can name some body parts which are inside my body and some which are outside. I can tell you what some of my body parts do.	I can tell you some body parts that are the same and different between boys and girls.	I can tell you what is needed to make a new human being. I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.	I can label some parts of the boys that only boys have and only girls have.	I can talk about how some parts of the body change during puberty.	I can identify physical changes related to puberty. I can tell you some emotional changes related with puberty and how people may feel when their bodies change.

	<b>Relationships</b>	I can identify people who I have good relationships with.	I can explain what makes a positive relationship.	I can explain what makes a negative relationship.	I can tell you who can get married and how old they have to be. I can explain why people get married.	I can explain why some people choose to have a civil ceremony or live together instead of getting married.	I can give an example of something that someone can do or say that can make a person feel good or not so good about themselves.
	<b>Managing difficult feelings.</b>	I can explain it feels when you lose something.	I can explain how it feels when you have to say goodbye to someone or something.	I can identify difficult feelings someone might have as they go through puberty.	I can list some of the reasons why a teenager might have difficult feelings.	I can explain what resilience is and how it can be developed. I can list ways that I can prepare for changes.	I can identify how having resilience can help develop my confidence. I can cope with strong emotions in response to change.

**Why do we do this for our children?**

Children in primary school are constantly growing and changing and we want our children to be as prepared and ready for known upcoming changes and we want to equip them with the skills to be able to cope with these changes and any feelings that may come with them. Changes in relationships is a key part of this so we start in Year 1 by identifying people who the children have good relationships with and by recognising how these people may have helped us from a young age. Year 2 looks into what constitutes a positive relationship and how these positive relationships help us to grow more and support us at difficult times. KS2 focuses more on the changes that children go through so that it is age appropriate for when children may start to go through puberty. KS2 also looks further into how our relationships with people may change or become negative and also identifying strategies to manage our feelings during these times. Children will leave Year 6 with an understanding of how and why their body changes, what we can do to create positive and negative relationships and have a range of strategies to overcome challenges and manage difficult feelings. Transition is a vulnerable time for many of our children, which is why we have a big focus of how to cope with changes and emotions in Summer 2 around change especially in Year 6 and Year 2.

**PSHE/Citizenship experiences at Nine Acres:**

- Visits and donations made to the foodbank.
- Regular visits to a local care home.
- Anti-bullying week.
- Homeless experience.
- Internet safety day.
- Whole school move up for transitions (3 weeks)
- Eco-monitors
- Nine Acres economy – job experience.
- Pupil leaders.