

GREENSIDE FILM FACTORY
SMSC - at the heart of Greenside!

Greenside has a World Ready & Test Ready Experiential Learning Model (through Film & the Arts)
We believe in: Breaking Boundaries and that 'Learning is Everything & Everything is Learning'
SMSC is at the heart of everything we do at Greenside - this vision drives our curriculum and how we learn.
We inspire, nurture & challenge our students to be kind, to be leaders by engaging with the world & 'big questions' and to make the world a better place.

Our SMSC programme is delivered across the 9.00am - 9.30am slot each Monday - Thursday and it is also implicit & explicit in all we do, how we behave and in what we learn. It is part of our 8-year journey based on 'big questions' and our World Ready learning.

Our learning takes place through STAR Days, Film Crew Days, Specialisms and SMSC.
Our holistic and linked learning approach weaves together RHE, World Religions and other strands of Student Personal Development.
This ensures information is appropriate, relevant and set within a social context.

- [RHE - DfE Primary Guide for Parents/ carers \(this is a document directly written for parents/ carers\)](#)
- The TEFAT Relationships and Health Education Policy April 2021 [TEFAT - Approved RHE Policy](#)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education [statutory guidance 2020](#).
- Statutory [guidance](#) for Relationships Education.
- Statutory [guidance](#) for physical health and mental wellbeing.
- Specific guidance for students with SEND [SEND Code of practice 0 - 25](#)
- [Keeping Children Safe in Education \(statutory guidance\)](#)
- [Equality Act 2010 and schools](#)
- [Mental Health and Behaviour in schools \(advice for schools\)](#)
- [Sexual violence and sexual harrassment between children in schools \(advice for school\)](#)

Consultation:

**In June 2021 we completed a Google Form consultation and meeting with Parents/ Carers (Nursery - Y6) on our draft document.
Staff worked with this version in July 2021 ready for implementation in September 2021.
A review is due in June 2022.**

Section A: World Ready Section B: SMSC Section C: Relationship Programme
Section D: Health Programme Section E: Relationship & Sex Education statement

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**GREENSIDE FILM FACTORY
World Ready Skills
2022 - 2023**

A. World Ready Skills

The Fab Five!

Independence	Organization	Resilience	Reflection	Team Work
<ul style="list-style-type: none"> • Good listening skills • Following instructions • Working without distraction • Knowing what to do when stuck or finished 	<ul style="list-style-type: none"> • Knowing what you need to do • Knowing how to achieve it • Being ready for learning e.g. have the resources etc you need • Managing your time/ meeting deadlines 	<ul style="list-style-type: none"> • Not giving up • Seeing errors as part of learning • Regulating your own behaviour • Reengaging quickly 	<ul style="list-style-type: none"> • Listening to & acting on feedback. • Critically thinking about the quality of your work and areas for development. • Considering how your learning behaviours contribute to your success or impact others. • Questioning assumptions and stereotypes. 	<ul style="list-style-type: none"> • Working positively with others • Compromising • Being inclusive • Resolving conflict

Our World Ready programme is delivered through SMSC, Film Crew Days & Specialisms as well as being part of our GGG (Greenside Growing Generation) work and Enrichment & Enhancement opportunities.

Students have fun gaining Greenside Digital badges & STAR awards (with a viva!) for recognition of World Ready & Test Ready achievements!

In 2021 - 2022 we will continue our close partnership with the charity **Good Chance**.

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SMSC Programme
2022 - 2023

B. SMSC

We co-create a wide, rich & diverse different opportunities for our students to engage in discussion, exploration and via a WeAct approach to the Big Questions in the world - including the ideas set out below.

Social	Moral	Spiritual	Cultural
To use a range of social skills in different contexts, for example working and socialising with other students, including those from different religious, ethnic and socio-economic backgrounds	To recognise the difference between right and wrong and to readily apply this understanding in their own lives	To be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	To show an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
To participate in a variety of communities and social settings, including by volunteering, cooperating well with others	To recognise legal boundaries and, in so doing, respect the civil and criminal law of England	To have a sense of enjoyment and fascination in learning about themselves, others and the world around them	To understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life
To accept & engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	To understand the consequences of their behaviour and actions	To use imagination and creativity in their learning	To demonstrate a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

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<p>To resolve conflicts effectively and calmly using strategies</p>	<p>To have an interest in investigating and offering reasoned views about moral and ethical issues</p>	<p>To have a willingness to reflect on their experiences</p>	<p>To participate in and respond positively to artistic, musical, sporting and cultural opportunities</p>
	<p>To understand and appreciate the viewpoints of others on moral and ethical issues.</p>		<p>To show an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.</p>

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RHE Programme
2022 - 2023

C. Relationships

Area of study		By the end of Y6 students should know:
1.	Families & people who care about me	<ul style="list-style-type: none"> ● That families are important for children growing up because they can give love, security and stability ● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives ● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences & know that other children's families are also characterised by love & care ● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up ● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
2	Caring friendships	<ul style="list-style-type: none"> ● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right ● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
3	Respectful relationships	<ul style="list-style-type: none"> ● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness

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		<ul style="list-style-type: none"> ● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ● What a stereotype is, and how stereotypes can be unfair, negative or destructive ● The importance of permission-seeking and giving in relationships with friends, peers and adults
4	Online relationships	<ul style="list-style-type: none"> ● That people sometimes behave differently online, including by pretending to be someone they are not ● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ● How information and data is shared and used online
5	Being safe	<ul style="list-style-type: none"> ● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe ● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ● How to respond safely & appropriately to adults they may encounter (in all contexts, including online) whom they do not know ● How to recognise and report feelings of being unsafe or feeling bad about any adult ● How to ask for advice or help for themselves or others, and to keep trying until they are heard ● How to report concerns or abuse, and the vocabulary and confidence needed to do so ● Where to get advice e.g. family, school and/or other sources

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D. Health

Area of study		By the end of Y6 students should know:
1	Mental wellbeing	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
2	Internet safety & harms	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

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		<ul style="list-style-type: none"> ● How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ● Where and how to report concerns and get support with issues online
3	Physical health & fitness	<ul style="list-style-type: none"> ● The characteristics and mental and physical benefits of an active lifestyle. ● The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ● The risks associated with an inactive lifestyle (including obesity). ● How and when to seek support including which adults to speak to in school if they are worried about their health.
4	Healthy eating students	<ul style="list-style-type: none"> ● What constitutes a healthy diet (including understanding calories and other nutritional content). ● The principles of planning and preparing a range of healthy meals. ● The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
5	Drugs, alcohol & tobacco	<ul style="list-style-type: none"> ● The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
6	Health and prevention	<ul style="list-style-type: none"> ● How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ● About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ● The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. ● About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ● About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ● The facts and science relating to immunisation and vaccination
7	Basic first aid	<ul style="list-style-type: none"> ● How to make a clear and efficient call to emergency services if necessary. ● Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
8	Changing adolescent body	<ul style="list-style-type: none"> ● Key facts about puberty and the changing adolescent body, particularly from age 9 to 11, including physical and emotional changes. ● About menstrual wellbeing including the key facts about the menstrual cycle.

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E. Relationships and Sex Education

The DfE 'continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the students' (Relationships Education, 2020).

The Relationships Education content outlined in C & D above covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

It is important that the transition phase before moving to secondary school supports students' ongoing emotional and physical development effectively. The National Curriculum states that schools should ensure that both girls and boys are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science.

At Greenside in Y6 the following areas will be covered with the Relationships and Sex Education offer as part of the Curriculum. We will inform and talk with parents/ carers before these sessions.

* Naming parts of the body * Ways to keep safe & ask for help * Preparing for puberty * How a baby is made & develops * Personal hygiene & disease prevention

Our World Ready - SMSC & RHE programme is evaluated and reviewed annually as part of our self-evaluation cycle.