



PSHCE Policy

November 2024

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Approved	Education Committee		

To be published on	
School network	✓

Accessibility notice

To enable easier reading, this Policy is available in a larger font upon request

This policy is supported by the following policies:

Child protection/safeguarding
Anti-bullying
Relationships and sex education
Online safety
Behaviour

PSHCE

PSHCE is the teaching of personal, social, health and citizenship education. The subject fosters the personal development, health and well-being of the individual child, to help them to create and maintain supportive relationships and become an active and responsible citizen in society. At St Christopher's, the PSHCE curriculum is taught in an atmosphere of trust and is intrinsically linked to the SMSC core values to ensure that we are promoting the welfare of all pupils.

- Personal – share, grow, stay safe, be healthy
- Spiritual - experience, enjoy, achieve, awe and wonder
- Moral - reason, evaluate, democracy, rule of law, anti-bullying
- Social - understand, listen, debate, contribute
- Cultural - citizenship, liberty, respect for others' beliefs, diversity

The School's aims are founded upon the skills that we hope to develop through PSHCE across the school: independent learning, critical thinking, creativity, mutual trust, inclusion and respect for all peoples, friendship and self-confidence, awareness of themselves and the world around them and readiness to embrace challenges.

Aims of the Department

- To ensure that safeguarding and promoting pupils' welfare forms an integral part of planning and teaching.
- To promote the welfare of all pupils and create an ethos of working collaboratively, respecting diversity and promoting equality throughout the school.
- To deliver a pupil-centred curriculum based upon the pupils' collective and individual needs
- To enable the pupils to think critically and be able to talk openly, expressing their feelings and opinions freely within a safe environment.
- To encourage the pupils to reflect on the many spiritual, moral, social and cultural issues in their lives.
- To develop a sense of social responsibility and enable the pupils to play an active role as members of a democratic society.
- To ensure the five SMSC core values are embedded in planning across the curriculum.
- To embed Relationship and Sex Education within our PSHCE lessons (See RSE policy.)
- To develop and encourage partnerships with parents, carers and our local community.

Personal Development

- Children develop their self-knowledge, self-esteem, self-confidence, self-discipline and resourcefulness
- Children know how to stay safe, and develop sound and healthy decision-making skills

SMSC: Spiritual, Moral, Social and Cultural development

Spiritual Development

- Children are encouraged to ask 'big questions' and to share and respond to personal beliefs.
- During discussions, children further develop their own beliefs and principles and respect those of their peers.

Moral Development

- Children develop an understanding of right and wrong, challenge one other's opinions respectfully in the context of class discussions and apply this to their own lives

- Annually, as a school, we hold an Anti-Bullying Week, where pupils learn the qualities of a good friend, how to resolve conflicts with their friends and why they must speak up when they witness unkind behaviour and how to distinguish bullying behaviours.
- At the start of each new school year, every form creates their own set of rules to make their classroom a happy and safe environment to learn. They are also reminded of the school's Golden Rules and behaviour policy.

Social Development

- Group tasks, debate, discussion and role-play activities are used to develop social skills, such as co-operation and teamwork
- Pupils develop a willingness to work with others and resolve conflict effectively
- Pupils develop an understanding of how different communities work

Cultural Development

- Philosophy 4 Children (P4C) discussions enable children to share their opinions and develop their ability to respectfully challenge opinions different from their own
- We celebrate diversity and inclusion in our school community and the wider world, using role models and historical figures from a range of different cultures
- We explore how different cultures offer insights into how we lead our lives

Teaching and Learning

PSHCE is most effectively taught through a spiral programme. The curriculum is organised into a series of recurring topics, in which objectives are revisited across year groups understanding is reinforced and learning is developed in an age-appropriate way.

Teaching will take into account the age, ability, readiness, and cultural backgrounds of children (and those with English as an additional language) to ensure that all can fully access PSHCE education provision.

PSHCE lessons are individual to each class and dependent on their needs and include activities and discussions that are fundamentally linked to these criteria. However, our aim is that PSHCE skills are not just developed during these lessons. Many of the aims are evident across the school, by creating an ethos of working collaboratively, expressing feelings and opinions freely and reflecting on SMSC values.

Teachers employ a wide range of strategies when teaching PSHCE. Interactive activities, such as class discussion, role-play, hot-seating and debate are used to introduce new topics to the class. Visual stimuli, videos and stories are particularly useful to initiate class or group discussion on a theme. Edward de Bono's 6 Thinking Hats, Visible thinking routines, The St Christopher's Habits of Mind and P4C (Philosophy 4 Children) are tools that are used in every classroom to help teachers and children expand their thoughts and ideas on a particular topic. Enabling the class to think through ideas in more detail and question why they think, act or feel the way that they do in specific situations is vital to allow a deep and thorough discussion of the issues that are being investigated.

Visitors

Visitors to the classroom bring their expertise and personal stories to enrich pupils' learning. However, the teacher always manages this learning, ensuring that objectives and outcomes have been agreed with the visitor in advance, and that any input from a visitor is part of a planned, developmental programme rather than a substitute for it. Teachers are always present to manage the learning, and to ensure that it is safe. Where possible, planned enrichment days are used to develop and extend school's planned PSHCE education programme, such as art therapy days and a recent empathy week.

EYFS: Reception Year, The Early Learning Goals and Educational Programmes

PSHCE is explored under Personal, Social and Emotional Development (PSED).

Children are provided with experiences and support which will help them to develop a positive sense of themselves and others; respect for others; social skills; and a positive disposition to learn. We support children's emotional well-being and help them to know themselves and what they can do.

Lower School and Key Stage 2

Within both the Lower School (Years 1-3) and Key Stage 2 (Years 4-6) children cover three main topic areas:

- Health and wellbeing
- Relationships
- Living in a wider world.

The concept-based curriculum provides teachers with the opportunity to explore ideas in the context of their own classroom and year group in a way that is appropriate for their pupils. Teachers are encouraged to make links across the curriculum with PSHCE, and provide opportunities for child-initiated learning.

Differentiation and Challenge

Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHCE education. Teachers begin all topics by determining pupils' prior knowledge through a baseline assessment activity. The teacher will then use this to inform the planning for the topic, addressing any misconceptions and gaps in understanding and considering the next steps.

As far as is appropriate, pupils with special educational needs will follow the same PSHCE education programme as all other students. Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery will need to be adapted. Teachers and/or learning support assistants will work with individual pupils where required, and if appropriate. Our teaching styles are broad and balanced and cater for children's varying needs and learning styles and do not solely rely on literacy-based means of capturing pupils' understanding. It is important that the PSHCE teacher has a good understanding of the social and personal circumstances and experiences of the pupils in their class. Where PSHCE is not taught by the form teacher, strong links are made between the PSHCE teacher and form teacher, so that any particular issues relating to PSHCE topics are addressed appropriately.

Celebration of Achievement

- Displays are placed where all pupils can appreciate them
- Individual work is shown to heads of department, key stage leaders and/or the head teacher
- Children are encouraged to share out-of-school achievements during the relevant key stage assembly
- Merits are awarded for effort, achievement and exemplary behaviour
- Acts of kindness and good manners are celebrated on our 'You've Been Spotted' display
- Achievements and fundraising are celebrated in our annual school magazine

Assessment, Recording and Reporting

Whilst there is no formal examined assessment for this subject, assessment is as central to effective teaching and learning in PSHCE education as in any other curriculum subject. Assessment for learning (AfL) forms a vital part of planning in PSHCE. Baseline assessment activities at the start of a topic inform the teacher's planning for the rest of the lesson or unit, helping them to identify and address any misconceptions or gaps in pupil knowledge. Endpoint assessments are used to conclude a topic and provide evidence on how the pupils' understanding has developed.

Teachers ensure they have a good knowledge of their class and use this understanding to tailor lessons to their needs. The teacher is able to formatively assess throughout a lesson, using observations of participation during class discussions or when overseeing written tasks to inform next steps for each individual and the class as a whole. The pupil's opinion is also valued and they are given opportunities for self-assessment.

Resources

Teachers use a range of resources, including, but not limited to: online resources, news reports, art works, picture books, textbooks.

ICT

In PSHCE and computing lessons, pupils learn how to stay safe whilst working online. We also have an e-safety focus during Safer Internet Week for all year groups, where teachers plan an age-appropriate activity for children to discuss how to stay safe on the internet. Pupils learn the importance of keeping personal information private and what to do if worried by something they see or read online. Also, in KS2, much of the relationships education topics also relate to their online relationships.

ICT is often used to facilitate teaching and learning in PSHCE. Importantly, it allows teachers to share stimuli such as pictures and videos on the interactive whiteboard as the basis for discussion. The computers are also used individually or in small groups to investigate given topics. This is particularly useful with programs such as Newsround, that enable the pupils to access child-friendly news reports and keep up to date with current events.

Digital cameras also form an important part of the assessment and recording process, enabling practical activities or artistic endeavours to be evidenced in books.

Confidentiality and handling disclosures.

Due to the nature of PSHCE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. Staff are taught to follow the school's safeguarding/child protection policy and learn that where pupils indicate that they may be vulnerable or at risk, they receive appropriate support.

Monitoring and evaluating PSHCE education.

We are committed to finding opportunities to share best practice among the school's PSHCE education team, such as through INSET training, sharing handouts and notes when staff attend CPD training, inviting staff to attend learning walks with subject leads and regularly saving and sharing exemplary resources found online to our subject resources folder.

In terms of best practice in PSHCE education pedagogy, we aim to focus on the following areas:

- Pupils adhering to their agreed upon ground rules in order to create a safe space for everyone to feel comfortable to contribute to class discussions
- Effective distancing through the use of case studies, scenarios and fictional characters rather than using personal anecdotes
- Use of inclusive language
- Effective use of questioning to extend pupils' understanding
- Good quality PSHCE education resources, such as quality assured resources from the PSHE Association
- Interactive and collaborative activities that balance knowledge, skills and attributes
- Opportunities to signpost support services
- Support and differentiation for pupils who need it, including pupils with increased vulnerabilities
- Appropriate challenge
- Assessment for and of learning integrated into the lesson

EYFS and Key Stage 1 PSHCE Scheme of Work 2024-25

The curriculum remains flexible so that it can be adapted to the needs of each class.

Two half hour slots are used per class, per week. Every other week, the 30-minute slot on a Wednesday will take the form of a Key Stage assembly where topics are linked to either the scheme of work or the four main areas – personal development, citizenship, lifestyle and emotional wellbeing. In addition, opportunities for trips and speakers are used to strengthen the provision and national awareness weeks are reflected upon and used as a spur for activities.

Learning is documented through a reflective process using Visible Thinking Routines, Thinking Hats and our St C's Habits.

Core Themes		EYFS	Year 1	Year 2
CORE THEME: HEALTH AND WELLBEING	Health	<p>Physical Wellbeing Introduce simple hygiene routines that can stop germs from spreading</p> <p>The people who help us stay physically healthy</p> <p>The people who help keep us safe</p>	<p>Physical Wellbeing Review simple hygiene routines that can stop germs from spreading</p> <p>How to keep safe in the sun and protect skin from sun damage</p> <p>Who keeps us safe and how we can keep ourselves safe?</p> <p>Different ways to learn and play; recognising the importance of knowing when to take a break from screen use</p>	<p>Physical Wellbeing What keeping healthy means; different ways to keep healthy (cc science link)</p> <p>Foods that support good health and the risks of eating too much sugar</p> <p>How physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>Why sleep is important and different ways to rest and relax</p> <p>How medicines can help people to stay healthy</p>

	<p>Mental Health</p>	<p><u>Feelings / Emotions</u></p> <p>Begin to name different feelings that humans can experience</p> <p>Begin to recognise and name what they are feeling using feeling words</p> <p>Understand that we all have feelings and that they are all valid.</p> <ul style="list-style-type: none"> • 	<p><u>Feelings / Emotions</u></p> <p>Explore and name different types of feelings</p> <p>Begin to identify what named feelings look like for them – how their body/face looks and feels</p> <p>Begin to recognise what named feelings look like in other people</p> <p>Recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>Develop ways of sharing feelings; a range of words to describe feelings</p> <p>Begin to explore things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</p> <ul style="list-style-type: none"> • 	<p><u>Feelings / Emotions</u></p> <p>Introduce the term 'empathy'.</p> <p>Explore how understanding their feelings can help them understand others' feelings / reactions.</p> <p>Begin to explore how their behaviour impacts other people, understanding reactions of others.</p> <p>Identify different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they do not feel good.</p> <p>Recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <ul style="list-style-type: none"> •
	<p>Keeping Safe</p>	<p><u>ONLINE SAFETY</u> Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that makes them feel uncomfortable/sad/scared</p> <p><u>ROAD SAFETY</u> How to cross the road safely</p>	<p><u>PHYSICAL SAFETY</u> How household products (including medicines) can be harmful if not used correctly</p> <p>Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p><u>ONLINE SAFETY</u> Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling</p>	<p><u>PHYSICAL SAFETY</u> Rules and age restrictions that keep us safe</p> <p>How to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>How to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>(CC Science)</p>

			<p>a trusted adult if they come across something that makes them feel uncomfortable/sad/scared</p> <p>Refer to/ recap <u>SMART rules</u></p>	<p>Understand how electric shocks happen</p> <p>Identify electrical dangers in homes</p> <p>Explain what to do if someone has an electric shock</p> <p>What to do if there is an accident and someone is hurt</p> <p>How to get help in an emergency (how to dial 999 and what to say)</p> <p>Explore the different emergency services that we have in this country and what they do - the role of the police, fire fighters and the ambulance</p> <p>ONLINE SAFETY Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that makes them feel uncomfortable/sad/scared</p> <p>Understand that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>Refer to/recap <u>SMART rules</u></p> <p>ROAD SAFETY - potential dangers on roads - the Green Cross Code - how to use a zebra crossing</p>
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				-how traffic lights work and what they mean
	Ourselfes, Growing and Changing	<p>Recognise what makes them special and the ways in which we are all unique</p> <p>Identify what they are good at and share their likes and dislikes</p> <p>How to manage feelings when finding things difficult (<i>link to growth mindsets, power of YET</i>)</p> <p>Preparing to move to a new class/year group</p>	<p>Recognise that they grow and change – physical, emotional, skills</p> <p>Begin to reflect on how they grow and change – physical, emotional, skills</p> <p>Begin to understand that others can help them grow and change - consider the people who help them and what they help them to do</p> <p>Discuss which skills they look forward to being able to master</p> <p>Begin to understand their responsibilities – how these change</p> <p>Setting Goals</p> <p>How to manage when finding things difficult (<i>link to growth mindsets, power of YET</i>)</p> <p>Preparing to move to a new class/year group</p>	<p>How to manage when finding things difficult (<i>link to growth mindsets, power of YET</i>)</p> <p>Name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicle)</p> <p>Growing and changing from young to old and how people's needs change</p> <p>Preparing to move to a new class/year group</p>
CORE THEME: RELATIONSHIPS	Understanding themselves	<p>Identity</p> <p>During the Autumn Term 'All about Me' topic, girls will share information about themselves, their families, their likes and dislikes. They will celebrate their differences and similarities with their new classmates</p> <ul style="list-style-type: none"> 	<p>Identity</p> <p>(<i>Preparation for understanding identity</i>)</p> <p>Begin to explore the things that make them who they are – understanding that they are ALL these identities (e.g. daughter, painter, runner, sister...)</p> <p>Exploring that these things make them part of a group --> I know and like who I am and can talk about my family and myself and name</p>	<p>Identity</p> <p>I can talk about interesting and healthy ways that some people who share my group identities live their lives.</p> <p>Comparing what they know + awareness of others --> I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both</p>

			some of my group identities	
			•	
	Families and Friends h-ips	<p>Identify the people who love and care for them and what they do to help them feel cared for</p> <p>Learn that families may be different to their own Identify common features of family life – that they show love and care towards one another</p> <p>How people make friends and what makes a good friendship</p> <p>How to recognise when they or someone else feels lonely and what to do</p> <p>Simple strategies to resolve arguments between friends – who to ask for help</p> <p>What is kind and unkind behaviour, and how this can affect others</p> <p>Recognise the ways in which they are the same and different to others</p> <p>How to listen to other people and play and work cooperatively</p> <p>How to talk about and share their opinions on things that matter to them</p>	<p>The roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>The importance of telling someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>How people make friends and what makes a good friendship</p> <p>Simple strategies to resolve conflicts between friends positively</p> <p>How to ask for help if a friendship is making them feel unhappy</p> <p>How to treat themselves and others with respect; how to be polite and courteous</p> <p>How to listen to other people and play and work cooperatively</p> <p>Understand that bodies and feelings can be hurt by words and actions</p>	<p>What makes friends special? What does a good friendship look/feel like?</p> <p>How to treat themselves and others with respect; how to be polite and courteous</p> <p>How to listen to other people and play and work cooperatively</p> <p>Discuss the importance of honesty in friendship</p> <p>Simple strategies to resolve conflicts between friends positively</p> <p>How to ask for help if a friendship is making them feel unhappy</p> <p>Understand that all types of hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others are unacceptable behaviour and how to report bullying; the importance of telling a trusted adult</p> <p>Begin to understand what bullying is</p> <p>How people may feel if they experience hurtful behaviour or bullying</p>
	Safe Relation-ships	What to do if they feel unsafe or worried for themselves or others; who to ask for help	Name parts of the body using anatomically correct language including external	How to respond safely to adults they don't know

		<p>and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>genitalia (e.g. vulva, vagina, penis, testicle) <i>*At least two weeks before teaching, a letter should be sent notifying parents</i></p> <p>Recognise that some things are private and the importance of respecting privacy; parts of their body covered by underwear are private</p> <p>Identify how to respond if physical contact makes them feel uncomfortable or unsafe – right to say no (consent)</p> <p>Know there are situations when they should ask for permission and when their permission should be sought</p> <p>Identify what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p><i>Refer to NSPCC site as guide --> Do not teach the acrostic poem. This will be covered in later years.</i></p>	<p>Understanding that they do not need to keep adults' secrets (only happy surprises that others will find out about eventually)</p> <p>Review what to do if they feel unsafe or worried for themselves or others</p> <p>Introduce basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>Review who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p><i>Refer to NSPCC site as guide --> Do not teach the acrostic poem. This will be covered in later years.</i></p>
<p>CORE THEME: LIVING IN THE WIDER WORLD</p>	<p>Shared Responsibilities</p>	<p>What rules are, why they are needed</p> <p>Things they can do to help look after their environment</p>	<p>What rules are, why they are needed, and why different rules are needed for different situations</p> <p>Things they can do to help look after their environment</p>	<p>What rules are, why they are needed, and why different rules are needed for different situations</p> <p>How people and other living things have different needs; about the responsibilities of caring for them</p>

	<p>Communities</p> <p>COMMUNITY BUILDING – AUTUMN 1</p>	<p>Create class agreements and routines</p> <p>Discuss school Golden Rules & e-safety SMART rules</p> <p>Who is in our community and how do we treat one another</p> <p>The different roles and responsibilities people have in their community</p>	<p>Create class agreements and routines</p> <p>Discuss school Golden Rules & e-safety SMART rules</p> <p>Belonging- (CC link to RE)</p> <p>The different groups they belong to</p> <p>The different roles and responsibilities people have in their community</p>	<p>Create class agreements and routines</p> <p>Discuss school Golden Rules e-safety SMART rules</p> <p>Who is in our community and how do we treat one another</p> <p>Explore strategies for conflict resolution</p>
	<p>Media literacy & Digital resilience</p>		<p>How the internet and digital devices can be used safely to find things out and to communicate with others</p>	<p>How the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>The role of the internet in everyday life</p> <p>Understand that not all information seen online is true</p>
	<p>Economic wellbeing</p>	<p>Different jobs that people they know or people who work in the community do</p> <p>Understand that everyone has different strengths</p>	<p>What money is; forms that money comes in; that money comes from different sources - (cc maths link)</p> <p>The difference between needs and wants; sometimes people may not always be able to have the things they want</p> <p>Understand that everyone has different strengths</p> <p>Understand that jobs help people to earn money to pay for things</p>	<p>Different jobs that people who work in the community do and dispel stereotypes, instead explore...</p> <p>The strengths and interests someone might need to do different jobs</p> <p>Understand that people make different choices about how to save and spend money</p> <p>Understand that money needs to be looked after; different ways of doing this</p>

Key Stage 2 PSHCE Scheme of Work 2024-25

The curriculum remains flexible so that it can be adapted to the needs of each class.

Two half hour slots are used per class, per week. Every other week, the 30-minute slot on a Wednesday will take the form of a Key Stage assembly where topics are linked to either the scheme of work or the four main areas – personal development, citizenship, lifestyle and emotional wellbeing. In addition, opportunities for trips and speakers are used to strengthen the provision and national awareness weeks are reflected upon and used as a spur for activities.

Learning is documented through a reflective process using Visible Thinking Routines, Thinking Hats and our St C's Habits of Mind.

CORE THEM E 1: HEALTH AND WELLBEING	Health	<p>Understand why it is important to be clean</p> <p>Dental care (cc science link) How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices; the effects of smoking)</p> <p>Explore different ways to learn and play; recognising the importance of knowing when to take a break from screen time</p>	<p>What good physical health means, how to recognise early signs of physical illness</p> <p>The choices that support a healthy lifestyle, and recognise what might influence these</p> <p>How to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>What constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating</p>	<p>How regular exercise benefits mental and physical health (e.g. walking or cycling to school); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>How sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>The benefits of sun exposure and risks of overexposure; how to keep</p>	<p>Understand that bacteria and viruses can affect our health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p>

			<p>a healthy diet including obesity and tooth decay.</p> <p>The benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p>	<p>safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>Strategies for managing time online</p>	
	Mental Health	<p>Identify and name more complex feelings / emotions</p> <p>Begin to understand how these complex emotions can make us feel and act</p> <p>Begin to understand how to accept these feelings and manage their reactions to them</p> <p>Develop understanding of empathy – trying to understand the actions and circumstances of others</p> <p>Introduce the term 'mental health' and explain that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p> <p>Begin to explore change and loss (including death); to</p>	<p>Strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p>	<p>Recognise that feelings can change over time and range in intensity</p> <p>Everyday things that affect feelings and the importance of expressing feelings</p> <p>Expanding their vocabulary when talking about feelings</p> <p>Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately</p>	<p>Exploring change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>

		<p>identify feelings associated with this; to recognise what helps people to feel better</p>		<p>and proportionately in different situations</p> <p>Recognising warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>Recognising that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p>	
	Keeping Safe	<p>The importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>Refer to/recap <u>SMART rules</u></p> <p><i>Alan McKenzie - e-safety adviser visiting and running workshops for pupils on SID (6th Feb)</i></p>	<p>The importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read</p>	<p>The importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read</p>	<p>The importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>*Revisited, reinforced and extended *See linked objectives below</p>

		<p>How to predict, assess and manage risk in different situations</p> <p>Discus hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>The importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>online and how to report concerns, inappropriate content and contact</p> <p>Refer to/recap <u>SMART rules</u></p> <p>*Revisited, reinforced and extended *See linked objectives below under 'Relationships' and 'Media literacy & digital resilience' topics</p> <p>Pupils discuss 'Pupil <u>Acceptable Use</u>' in Digitech</p> <p>Digital Awareness Training (Guest Speakers)</p> <p><i>Alan McKenzie - e-safety adviser visiting and running workshops for pupils on SID (6th Feb)</i></p> <p>Reasons for following and complying with regulations and restrictions (including age restrictions); how they</p>	<p>online and how to report concerns, inappropriate content and contact</p> <p>*Revisited, reinforced and extended *See linked objectives below under 'Relationships' and 'Media literacy & digital resilience' topics</p> <p>Refer to/recap <u>SMART rules</u></p> <p>Pupils discuss 'Pupil <u>Acceptable Use</u>' in Digitech</p> <p><i>Alan McKenzie - e-safety adviser visiting and running workshops for pupils on SID (6th Feb)</i></p>	<p>under 'Relationships' and 'Media literacy & digital resilience' topics</p> <p>Refer to/recap <u>SMART rules</u></p> <p><i>Alan McKenzie - e-safety adviser visiting and running workshops for pupils on SID (6th Feb)</i></p> <p>Pupils discuss 'Pupil <u>Acceptable Use</u>' in Digitech</p> <p>First Aid Training with visiting company</p> <p>What is meant by first aid; basic techniques for dealing with common injuries (Common injuries might include bruises, scalds, burns, bleeds (cuts or nose bleeds). Schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person.)</p> <p>Understand that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or</p>
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			<p>promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>		<p>someone they know might be at risk (<i>Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia. We do <u>not</u> get consent from parents/carers before discussing FGM, but can let parents know after it has been discussed)</i>)</p>
	<p>Ourselves, Growing and changing</p>	<p>Discussions on personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>Recognise their individuality and personal qualities</p>	<p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>How to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>	<p>** Explore in Summer term PSHE :</p> <p>The physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing</p> <p>How hygiene routines change during the time of puberty, the importance of keeping clean and how to</p>	<p>The new opportunities and responsibilities that increasing independence may bring</p> <p>Strategies to manage transitions between classes and key stages</p>

				<p>maintain personal hygiene.</p> <p>Sex Education <i>*We must inform parents before we begin delivering Sex Education and inform them about what will be covered and vocabulary that will be used. Parents may choose to withdraw their child from these sessions</i></p> <p>How to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>The processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</p>	
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				Where to get more information, help and advice about growing and changing, especially about puberty	
		<p>Things that people can put into their body or on their skin; how these can affect how people feel</p> <p>-Examples of things that go into bodies: food, water, fizzy drinks, sweets, medicines, fresh air, insect bites, injections, smoke.</p> <p>- Examples of things that go onto skin: make-up, clothes, moisturiser/cream, water, tattoos, hugs/kisses, sand, jewellery, animal hair/licks, smoke, plasters, bubbles, medicines.</p> <p>-How does it change how the person looks and/or feels?</p> <p>-Is it helpful or harmful for bodies?</p> <p>That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p>	<p>Pupils learn that caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect people's health:</p> <p>-identify some of the risks of caffeine, cigarettes, e-cigarettes/vaping and alcohol</p> <p>-identify how these risks can affect the person, or those around them</p> <p>-explain how laws, guidelines and restrictions help to keep people safe and healthy</p> <p>-identify where people can get help and support to protect their own and others' health</p> <p>Key Vocabulary: Cigarette, e-cigarette, smoking, vaping, drinking,</p>	<p>To learn about some of the risks and effects of legal and illegal drug use:</p> <p>-Learn that there are risks associated with using any type of drug</p> <p>-recognise that drugs have laws related to them and that some drugs are illegal to own, use or give to others</p> <p>-Analyse the level of risk in different situations, identifying that drugs can affect people in different ways</p> <p>-explain that for some people drug use can become an unhealthy habit that can be difficult to break but there is support available to help people; where to</p>	<p>The risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>Why people choose to use or not use drugs</p> <p>- strategies for managing peer influence in situations that might involve drugs</p> <p>The mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>The organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people</p>

			alcohol, caffeine, laws, guidelines, health, habit, quit, cessation	report any concerns they have Understand the influences and pressures that cause some to use or not use a drug - strategies for managing peer influence in situations that might involve drugs	they can talk to if they have concerns
CORE THEM E 2: RELATIONS HIPS	Understanding Themselves	<p>I know that all my group identities are part of me—but that I am always ALL me.</p> <p>I can feel good about myself without being mean or making other people feel bad.</p> <p>Understand how to solve a problem which might affect learning</p>	<p>I like knowing people who are like my and different from me, and I treat each person with respect. --> I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.</p>	<p>I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgementally.</p> <p>Understand that for some people gender identity does not correspond with their biological sex</p>	<p>I have accurate, respectful words to describe how I am similar to and different from other people who share my identities and those who have other identities</p> <p>I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.</p>
	Families and close positive relationships	<p>To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>Understand that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p>	<p>Learn about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p>	<p>Understand that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex</p>	<p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>

		<p>Understand that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p>Understand that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p>to them; that gender identity and sexual orientation are different</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	
	Friendships	<p>The importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>What constitutes a positive, healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>The importance of seeking support if feeling lonely or excluded</p>	<p>Recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>To recognise if a friendship (online or offline) is making them</p>	<p>(Responsive to need) - Understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable;</p>	<p>(Responsive to need) - Understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>

		<p>Understand that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>How friendships can change over time, making new friends and the benefits of having different types of friends</p> <p>Understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>How to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p>feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>The importance of seeking support if feeling lonely or excluded</p> <p>Understand that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>(Responsive to need) - Understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences</p>	<p>how to manage this and ask for support if necessary</p> <p><u><i>Digital Friendships lesson</i></u></p>	
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			positively and safely		
	Managing hurtful behaviour and bullying	<p>Revisited, Reinforced, Extended throughout KS2: The impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>Understanding discrimination: what it means and how to challenge it</p>			
	Respecting self and others	<p>Revisited, Reinforced, Extended throughout KS2: Understand that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>Respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>The importance of listening and responding respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>			
	Safe Relationships	<p>Understand the importance of respecting privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact <i>* Parents notified at least 2 weeks in advance</i></p> <p>How to seek and give permission (consent) in different situations</p> <p>Where to get advice and report concerns if worried</p>	<p>Understand why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>How to respond safely and appropriately</p>	<p>** explore in Summer term PSHE</p> <p>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>How to seek/giving permission (consent) in</p>	<p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>

		<p>about their own or someone else's personal safety (including online)</p>	<p>to adults they may encounter (in all contexts including online) whom they do not know</p> <p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>Discussions about when to keep something confidential or secret, (e.g. a birthday surprise) and when it is right to break a confidence or share a secret</p> <p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>	<p>different situations</p> <p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p><u>Pose a Digital Dilemma</u> using thinking routine <u>Feelings and Options</u></p>	
<p>CORE THEM E 3: LIVIN</p>	<p>Shared responsibilitie s</p>	<p>Revisited, Reinforced, Extended throughout KS2: Recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>Recognise there are human rights, that are there to protect everyone</p> <p>The relationship between rights and responsibilities</p>			

G IN THE WIDE WORLD		<p>The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>			
	Communities	<p>The different groups that make up their community; what living in a community means</p> <p>The importance of valuing the different contributions that people and groups make to the community</p> <p>What diversity means; the benefits of living in a diverse community; valuing diversity within communities</p>	<p>Revisit - What are stereotypes? How they can negatively influence behaviours and attitudes towards others</p> <p>Understand what prejudice is</p>	<p>What are stereotypes? How they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>Understand what prejudice is; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>Understand what prejudice is; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>Revisit, reinforce, extend</p> <p>Understand what prejudice is; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>
	Media literacy & digital	<p>Recognise ways in which the internet and social media can be used both positively and negatively</p>	<p>Recognise ways in which the internet and social media can be used both positively and negatively</p>		

	resilience		<p>How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>Some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>How information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>Recognise things that are appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>Learn how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	
	Economic wellbeing: money	<p>Recognise that people make spending decisions based on priorities, needs and wants</p> <p>Understand how people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p>Recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>Understand how people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p>Different ways to keep track of money</p> <p>Risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>The risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>Identify the ways that money can impact on people's feelings and emotions</p>

	<p>Economic well-being: Aspirations, work and career</p>	<p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>Understand that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>Understand that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p>	<p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>Understand that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>Explore stereotypes within the workplace and that a person's career aspirations should not be limited by them</p>	<p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>Understand what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p>	<p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>Identify the kind of job that they might like to do when they are older</p> <p>Explore some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>Recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
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