

Clarendon Federation



Personal, Social and Health Education Policy (PSHE) Including Relationships Sex Education (RSE)

Name of school	CLARENDON Federation SCHOOL
Date of policy	September 2024
Member of staff responsible	MRS EVANS (Executive Head Teacher) MRS ASHFORD-SMITH/MRS BROWN (Head of Schools) MISS GILES (PSHE lead)
Review date	September 2027

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of R.S.H.E.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our community.** It will not discriminate against any of the protected characteristics in the Equality Act 2010 and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of unreliable sources of information online.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
5. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
6. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and

disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.

7. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

Intent

At Clarendon Federation, consisting of Clarendon Infants and Junior School, PSHE enables our children to become healthy, independent and responsible members of society. Twinkl Life's PSHE and Citizenship Scheme of Work aims to equip children with essential skills for life. It aims to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful PSHE curriculum coverage is a vital tool in preparing children for life in society, now and in the future. Lessons in this scheme of work have their foundations in seeing each and everybody's value in society, from appreciation of others in units such as Diverse Britain, to promoting strong and positive views of self in Think Positive and Be Yourself. Twinkl Life's PSHE and Citizenship units aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident citizens. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing the knowledge of when and how children can ask for help.

Twinkl Life's PSHE and Citizenship resources are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study. This scheme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The scheme of work fulfils the requirements of Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

Implementation

PSHE is taught across the school on a weekly basis either by the class teacher or a qualified PPA cover. Twinkl Life's PSHE and Citizenship Scheme of Work is designed to be taught in thematic units consisting of six lessons. These units are taught in a spiral curriculum that revisits each theme every two years. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. Lessons signpost key words, building a rich vocabulary to develop understanding. Twinkl Life's PSHE units are designed for delivery in a creative manner, using many approaches such as role play, discussion and games in groupings of various sizes. These activities enable children to build confidence and resilience. Work is recorded into a PSHE scrapbook.

Impact

Twinkl Life's PSHE and Citizenship Scheme of Work provides schools with an effective curriculum for wellbeing. Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their interactions within communities, from the classroom to the wider community of which they are a part. Twinkl Life's PSHE Scheme of Work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Successful PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. The Twinkl Life PSHE and Citizenship Scheme of Work can be used as a whole-school approach to positively impact wellbeing, safeguarding and SMSC outcomes. This can ensure that all children can develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

Statutory requirements

This policy has been written in accordance with the statutory guidance document 'Relationships and Sex education (RSE) and Health Education' (DfE, 2019).

Department for Education guidance states that by the summer term 2021, all primary schools must teach relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this education.

'It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement...'

'It is important that the transition stage before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human lifecycle set out in the national curriculum for science – how a baby is conceived and born.'

In teaching PSHE, we are required by our funding agreements to have regard to the guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Definition

Within this policy, as in the DfE guidance, relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognizing the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human lifecycle as set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those elements (the physical changes associated with puberty) within statutory Health Education. RSE is not about the promotion of sexual activity.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a variety of sharing information, and exploring issues and values.

Curriculum and Delivery of RSE

RSE is taught mainly through our Twinkl PSHE programme, however some sex education is taught through science where it contributes to their knowledge and understanding. Relationships and Sex Education is learning about the emotional, social and physical aspects of puberty, relationships and health. RSE aims to equip children and young people with the information, skills and values which they will need to lead safe, fulfilling, enjoyable relationships and which will help them go on, beyond primary school, to take responsibility for their sexual health and wellbeing.

In line with the DfE 2019 Guidance, the focus of RSE at Clarendon Federation will be on teaching the fundamental building blocks and characteristics of positive, healthy, respectful relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults in all contexts, including online. This will sit alongside the essential understanding of how to be healthy and how totally interlinked physical and mental health are.

Research has shown that a comprehensive RSE curriculum can help young people to feel more positive about themselves and to understand what a healthy relationship looks like, as well as to delay the age at which they become sexually active. Young people who feel good about themselves are more

knowledgeable and confident about relationships, more likely to be more discerning in their relationships and sexual behaviours and also more likely to have healthy, safe and fulfilling relationships.

Keeping Children Safe in Education (KCSIE) 2022 sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum, and our RSE curriculum at Clarendon Federation is key to this provision. If any disclosures or concerns are raised during these lessons staff must follow the school procedures for child protection and safeguarding alerting the DSL.

Role of parents in PSHE/RSE

The primary role in children's sex education lies with parents and carers. The school wishes to build a positive and supporting relationship with the parents/carers of children through mutual understanding, trust and cooperation. In promoting this objective, we:

- Inform parents about the school's policies and practice.
- Answer any questions parents may have about the sex education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.
- Inform parents about the current best practice known with regard to sex education, so that teaching in school supports the key messages that parents and carers give to children at home.

Through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents' right to withdraw

The right of withdrawal from September 2020

The statutory guidance for Relationships Education and Health Education will come into effect in all primary schools from 2020, including academies, free schools and independent schools.

In primary education from September 2020:

- Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).
- Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. (Note that sex education will not be statutory in primary schools, however the new statutory guidance makes clear that schools should still provide a programme of age

appropriate sex education).

- Head teachers in primary schools must grant requests to withdraw a pupil from sex education, other than where it is part of the **science curriculum** (although the guidance makes clear that good practice is '*likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child*').
- Where pupils are withdrawn from sex education, schools should document the process and will have to '*ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.*'

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools from September 2021. (Delayed from scheduled 2020 due to COVID pandemic).

Ground rules

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSE. To this end, ground rules are always agreed upon to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Ground rules will ensure that:

- Pupils are given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher nor pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- The school's confidentiality/safeguarding policies are adhered to.

Answering difficult questions

When delivering the RSE objectives teachers will always consider how children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of those developmental differences (including when these are due to specific special educational needs or disabilities) and recognise the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class. On occasion, an individual child will ask an explicit or difficult question in the classroom. Questions do not always have to be answered immediately; it may be more appropriate to address them later.

Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensure that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a 'problem/worry box'. The teacher will then have time to prepare age-appropriate answers to all questions before the next session and will choose not to respond to any questions which are inappropriate.
- Teachers should respond to questions where they can, always bearing in mind that pupils who do not have their questions answered may go online to find answers.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a verbal question is too personal, the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises safeguarding concerns, the teacher should acknowledge the question and promise to attend to it later, on an individual basis.
- If a teacher is concerned that a pupil is at risk of sexual abuse the head teacher should be informed and the usual safeguarding/child protection procedures followed.

Progression

The PSHE and RSE curriculum is delivered in a progressive and age appropriate manner. Key aspects such as forming positive friendships and staying safe online will be revisited over time to ensure that the approach is progressive and appropriate for those children at that point in time. There is a clear pathway of progression across the school to ensure that skills are built on and constantly further developed.

Inclusion

Differentiation and Additional Educational Needs

PSHE will be planned to give pupils a suitable range of differentiated activities appropriate to their age and abilities. For pupils with SEN the task will be adjusted or pupils may be given extra support. The grouping of pupils for practical activities will take account of their strengths and weaknesses and ensure that all take an active part in the task and gain in confidence.

Equality of Opportunity

All children have equal access to the PSHE curriculum. All staff at Clarendon Federation are responsible for ensuring that all children, irrespective of gender,

learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used. All children have equal access to the PSHE Curriculum, its teaching and learning, throughout any one year.

Assessment and Feedback

Assessment

Throughout the school, when appropriate, teachers will assess whether children are working at, above or below the expected level for their age based on their understanding and application of the content. The children's progress and attainment are reported on Insight.

Subject Monitoring

Role of the Subject Leader

PSHE will be led by the Subject Leaders at both the Infant and Junior school, who will monitor progression and impact through:





- monitoring and evaluation of pupils' work
- lesson observations
- discussions with the children

Standards of teaching and learning will be monitored using work sampling, observations and learning walks.





The policy will be amended and renewed by the subject lead as appropriate and shared and reviewed during a staff meeting.



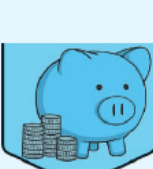

Appendix 1 – PSHE Content Map

KS1 Health and Wellbeing





Unit Title	Outline of Coverage	Objectives
 It's My Body	<p>The messages of choice and consent are core to this unit. We will learn about how we can take care of our bodies and make safe choices. Lessons focus on:</p> <ul style="list-style-type: none"> • sleep and exercise; • diet; • cleanliness; • substances. 	<ul style="list-style-type: none"> • I know I can choose what happens to my body. • I can make healthy choices about sleep and exercise. • I can make healthy choices about food and drink. • I know how to keep my body clean. • I know what is safe to eat or drink. • I can choose to keep my mind and body healthy and safe.
 Safety First	<p>We will learn about dangers and how to keep ourselves safe by making informed decisions. Lessons focus on staying safe:</p> <ul style="list-style-type: none"> • outside; • in the home; • online; • around strangers. <p>Children learn about The Underwear Rule, which includes information about inappropriate touching and knowing that what is covered by underwear is private. Children will also learn about who can help us as and when we need it.</p>	<ul style="list-style-type: none"> • I know how to stay safe and who can help if I feel unsafe. • I know how to stay safe at home. • I know how to stay safe when I am out and about. • I can keep myself safe in different situations with people I don't know. • I know what I can share and what I should keep private to keep myself and others safe. • I know who to go to if I need help.
 Growing Up	<p>In this unit, we learn about how we change physically and emotionally as we grow. We will explore how we show respect to our own and others' bodies and what consent means. We learn about stereotypes and different types of families as well as how changes around us affect our emotions.</p>	<ul style="list-style-type: none"> • I can name the main parts of boys' and girls' bodies. • I understand how to respect my own and other people's bodies. • I understand that we are all different and different people like different things. • I can talk about my family and others' families. • I can describe how I will change as I get older. • I can describe things that might change in a person's life and how it might make them feel.
 Think Positive	<p>This unit supports children to adopt a positive outlook and explores the benefits of this. We develop our understanding of:</p> <ul style="list-style-type: none"> • thoughts and feelings; • ways to express emotions and cope with uncomfortable feelings; • gratitude; • mindfulness. 	<ul style="list-style-type: none"> • I can understand how happy thoughts can make me feel good. • I can make good choices and consider the impact of my decisions. • I can set myself goals and consider how to achieve them. • I can discuss my feelings and opinions with others and cope with difficult emotions. • I can discuss things I am thankful for and focus on what I do have, rather than what I don't. • I can focus on what is happening now and how I am feeling.



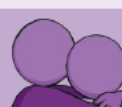

KS1 Relationships

Unit Title	Outline of Coverage	Objectives
 TEAM (Together Everyone Achieves More)	<p>The core value of this unit is belonging. It focuses on the rules of our class, school and community and how a positive learning environment creates success for all. Lesson coverage includes:</p> <ul style="list-style-type: none"> • behaviour; • kindness; • good choices; • bullying and teasing. 	<ul style="list-style-type: none"> • I can talk about the teams I belong to. • I can be a good listener. • I can explain how to be kind and why it is important. • I can talk about unkind behaviour like teasing and bullying. • I can explain how to be a positive learner. • I can identify good and not-so-good choices.
 Be Yourself	<p>This unit is inspired by the idea that being comfortable and confident with yourself can support positive mental health and wellbeing. We explore our positive qualities and our individuality. We discuss the different feelings people experience and consider strategies for managing uncomfortable emotions.</p>	<ul style="list-style-type: none"> • I can talk about what makes me special. • I can name some of the different feelings I have and can describe how they feel. • I can talk about things I like that make me feel happy. • I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings. • I can discuss how change and loss make me feel. • I can share what I think and feel with confidence.
 VIPs	<p>This unit focuses on how we can nurture and develop positive and healthy relationships with the very important people in our lives. We will explore who these special people may be and how they can be different for everyone. We will develop strategies for resolving issues as they arise and getting help when we need it.</p>	<ul style="list-style-type: none"> • I can talk about the very important people in my life and explain why they are special. • I can describe why families are important. • I can describe what makes someone a good friend. • I can describe ways to help resolve arguments and disagreements without being unkind. • I can cooperate with others to achieve a task. • I can describe how I can show my special people that I care about them and I understand why this is important.
 Digital Wellbeing	<p>In this unit, we will explore how to use the Internet safely and responsibly. We consider the many ways the Internet helps us and the importance of balancing our online and offline activities in a healthy way. We will consider risks that we may face on the Internet and how to manage these as well as the fact that not everything we see on the Internet is true.</p>	<ul style="list-style-type: none"> • I can talk about ways in which the Internet is useful. • I know how to balance screen time with other activities and understand why this is important. • I know how to stay safe online. • I can explain why we keep personal information private. • I know how to communicate online in ways that show kindness and respect. • I understand that not everything on the Internet is true.





 <p>Aiming High</p>	<p>attitude to learning can help us achieve. Children will have the chance to share their aspirations for the future if they would like to, discuss the importance of equal opportunities and consider difficulties caused by stereotyping.</p>	<ul style="list-style-type: none"> • I can explain how a positive learning attitude can help me. • I can talk about jobs that people can do and tell my friends what I want to be when I grow up. • I can understand that it is a person's interests and skills that make them suited to doing a job. • I can think about things I would like to achieve in the future. • I can think about changes which might happen to me and consider how I feel about them.
 <p>One World</p>	<p>This unit is inspired by the fact we can learn from people and their ways of life in different places around the world. Children will explore similarities and differences between their ways of life and that of others, considering:</p> <ul style="list-style-type: none"> • families; • school; • homes. <p>We will also think about how people around the world use their environment and how we can look after our wonderful world.</p>	<ul style="list-style-type: none"> • I can explore family life in different countries and say how it is the same as mine and how it is different. • I can discuss homes and home life from around the world and say how they are the same as mine and how they are different. • I can explain what it is like to go to school in other countries and say how it is the same as or different from my school. • I can explore places where people live which are different from where I live. • I can think about how people use things from the Earth and what problems this can cause. • I can say why it is important to care for the Earth and identify how I can help protect it.
 <p>Money Matters</p>	<p>In this unit, we will explore what money is and what forms it comes in. Children will discuss:</p> <ul style="list-style-type: none"> • coins and notes; • debit cards; • smart technology payments; • contactless payments; • online money transfers. <p>We will discuss what people choose to buy and discuss what is meant by wants and needs. All discussions promote kindness and respect towards the spending decisions of others.</p>	<ul style="list-style-type: none"> • I can explain the different forms money comes in. • I can explain where money comes from. • I can explain how to keep money safe and why this is important. • I can explain choices I have about spending money and why it is important to keep track of what I spend. • I can explain the difference between things we want and things we need. • I can explain what happens when we go shopping.
 <p>Diverse Britain</p>	<p>This unit is inspired by the positive effect we can each have on the groups and communities to which we belong. We will discuss:</p> <ul style="list-style-type: none"> • communities; • being good neighbours; • looking after the local environment. <p>The theme of respect and kindness is central to all learning in this unit as we explore diversity across our society.</p>	<ul style="list-style-type: none"> • I can describe ways that I can help my school community. • I can describe ways that I can be a good neighbour. • I can identify things that help and harm my neighbourhood. • I can describe what it is like to live in the British Isles. • I can explore how people living in the British Isles can be different and how they are the same. • I can talk about being British and living in the British Isles.





LKS2 Health and Wellbeing

Unit Title	Outline of Coverage	Objectives
 <p>It's My Body</p>	<p>Building on the foundations from the KS1 unit, in this unit, we will explore the different strategies which help us to take care of ourselves regarding:</p> <ul style="list-style-type: none"> • cleanliness; • sleep and exercise; • diet; • substances. <p>The focus on consent and respect remains central to the unit and children are invited to consider who their trusted adults are, for times when we need additional support.</p>	<ul style="list-style-type: none"> • I can choose what happens to my body and I can get help with any concerns. • I know how to keep my body healthy. • I know why it is important to get enough sleep. • I understand the importance of hygiene and what to do if I feel unwell. • I know how to take medicine safely and keep safe around drugs. • I know how to make better choices and choose healthy habits.
 <p>Safety First</p>	<p>In this unit, we will explore ways we can take more responsibility for our own safety as we grow up. We will discuss decisions we can make to help protect ourselves and strategies for dealing with peer pressure. We will consider everyday hazards, risks and dangers and how to manage these. We will consider safety around:</p> <ul style="list-style-type: none"> • rail; • water; • road; • substances. <p>Children will also discuss basic first aid and how to respond in an emergency situation.</p>	<ul style="list-style-type: none"> • I can be responsible for making good choices to stay safe and healthy. • I can identify a risky situation and act responsibly. • I understand that I can choose not to do something that makes me feel uncomfortable. • I know how to stay safe when out and about. • I know about dangerous substances and how they affect the human body. • I know how to respond in emergency situations.
 <p>Growing Up</p>	<p>Building on the KS1 unit on this topic, we will learn about different parts of the male and female bodies and the part they play in the reproductive process. We will explore how we change physically and emotionally as we grow and consider relationships and families.</p>	<ul style="list-style-type: none"> • I can describe male and female body parts and explain what these are for; • I can describe how boys' bodies will change as they go through puberty; • I can describe how girls' bodies will change as they go through puberty; • I can describe the feelings that some people experience as they grow up; • I understand that there are many different types of relationships and families; • I can describe how babies are made and how they are born.
 <p>Think Positive</p>	<p>This unit builds on the foundations of positive thinking covered in the KS1 unit and further develops children's strategies to:</p> <ul style="list-style-type: none"> • understand our feelings; • cope with and manage difficult emotions; • learn how to support feelings of calm; • develop a growth mindset; • practise mindfulness; • take responsibility for our decisions. 	<ul style="list-style-type: none"> • I understand that having a positive attitude is good for our mental health. • I can recognise and manage positive and negative thoughts effectively. • I understand that some changes can be difficult but that there are things we can do to cope. • I can use mindfulness techniques to keep calm. • I can identify uncomfortable emotions and manage them effectively. • I can apply a positive attitude towards learning and take on new challenges.





 <p>TEAM (Together Everyone Achieves More)</p>	<p>that come with a new class, new school or new year group and ways we can manage these. It introduces ways we can work through conflict within our teams and promotes discussion of feelings and emotions.</p>	<ul style="list-style-type: none"> • I can explain how and why we should work well as a team. • I can describe how my actions and behaviour affect my team. • I can pay attention to and respond considerately to others. • I can describe why disputes might happen and strategies to resolve them. • I can talk about my responsibilities towards my team.
 <p>Be Yourself</p>	<p>This unit continues to promote a positive sense of self, building on the foundations laid in the KS1 unit of the same name. It explores strategies for managing uncomfortable situations and being assertive when needed while maintaining respectful relationships. It considers the role of the media in promoting a particular image and supports children to view these more analytically.</p>	<ul style="list-style-type: none"> • I can say the things about myself that I am proud of. • I can identify the feelings I have and describe how different emotions feel. • I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important. • I know how to be assertive. • I can explore messages given by the media and decide if they are helpful or harmful. • I can identify different strategies I can use if I make a mistake.
 <p>VIPs</p>	<p>This unit focuses on the special people in our lives whom we call friends. It explores how friendships are formed and maintained and what qualities are important in a friend. We will also discuss disputes, bullying and strategies to manage each of these.</p>	<ul style="list-style-type: none"> • I can explain the importance of respecting my VIPs. • I can explain how to make and keep fabulous friends. • I can identify my own support network. • I can demonstrate strategies for resolving conflicts. • I can identify what bullying is. • I know what to do if someone is being bullied.
 <p>Digital Wellbeing</p>	<p>In this unit, we will continue to explore safe, responsible Internet use. We will look at online relationships including cyberbullying, online stranger danger and social media interactions that may create peer pressure. We will consider privacy issues such as passwords, personal information and sharing or forwarding videos or content and how we can manage these responsibly.</p>	<ul style="list-style-type: none"> • I can identify the positives and negatives of being online. • I can be kind online and I can help make the Internet a safer place. • I know how to stay safe when communicating online and what to do if I don't feel safe. • I can decide how reliable online information is and know how to share information responsibly online. • I can identify things we shouldn't share online and give reasons why we shouldn't share them. • I understand how technology can affect our wellbeing in different ways.





LKS2 Living in the Wider World

Unit Title	Outline of Coverage	Objectives
 <p>Aiming High</p>	<p>In this unit, we will look at the attitudes that help us to succeed and explore how a growth mindset can improve our learning outcomes. We will think a little bit about resilience and how we can break down aims to set ourselves short, medium and long-term targets and achieve our goals.</p>	<ul style="list-style-type: none"> • I can identify achievements and suggest how my actions can help me to achieve. • I can identify personal goals and suggest actions that I can take to achieve them. • I can explain how a positive learning attitude can help me to learn new things. • I can identify the skills and attributes needed to do certain jobs. • I understand that we should all have equal opportunities to follow our career ambitions. • I can discuss what job I might like to do when I grow up and what skills I will need to achieve this.
 <p>One World</p>	<p>This unit of work focuses on the fact that people's opportunities and life experiences differ throughout the world and encourages children to consider how we can have a positive effect on others by being an active global citizen. We will discuss issues such as stereotypes, inequality, climate change and fair trade. The unit centres around a fictional character called Chiwa from Malawi.</p>	<ul style="list-style-type: none"> • I can discuss ways in which people's lives are similar and different and give reasons for these differences. • I can explore differences of opinion and identify if I feel these are fair. • I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions. • I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place. • I can explain what climate change is and how it affects people's lives as well as identify what I can do to help. • I can identify different organisations that help people in different countries who are in challenging situations and can explain how they do this.
 <p>Money Matters</p>	<p>This unit builds on learning from KS1 about different types of money and reasons we need to spend. It delves deeper, by exploring how we can plan our spending with budgets and keep track of what we spend, and what happens if people cannot afford what they need. This touches on the idea of borrowing money and debt, considering the emotional impact of this.</p>	<ul style="list-style-type: none"> • I can explain what skills are needed for a range of jobs and why people go to work. • I can explain the different ways people pay for things. • I can discuss financial risk and borrowing and explain some consequences of this. • I understand the different decisions people have to make about how to spend their money. • I can explain how adverts try to influence our spending and why they do this. • I can explain ways I can keep track of what I spend and why it is important to do this.
 <p>Diverse Britain</p>	<p>This unit is inspired by and celebrates the fact that we live in a multicultural, diverse and democratic society. This promotes respect for differences between people and explores British values, such as:</p> <ul style="list-style-type: none"> • rules; • the law; • liberty; • democracy. 	<ul style="list-style-type: none"> • I can describe what it is like to live in the British Isles. • I can talk about what democracy is and understand why it is important. • I can talk about what rules and laws are and identify how they help us. • I can talk about what liberty means and I can identify the rights of British people. • I can describe a diverse society and talk about why it is important. • I can explain what being British means to me and to others.

 <p>It's My Body</p>	<p>discuss pressures we may face, where these pressures may come from and ways we can resist them.</p>	<ul style="list-style-type: none"> • I understand why getting enough exercise and enough sleep is important. • I understand how to take care of my body. • I understand the harmful effects of using drugs, including alcohol and tobacco. • I understand what a positive body image is. • I can make informed choices in order to look after my physical and mental health.
 <p>Safety First</p>	<p>This unit will continue to look at various risks, hazards and dangers both inside and outside the home. This time, the unit will develop children's understanding by considering how we can take responsibility for our own safety and how to make informed, responsible decisions which keep us safe.</p> <p>This unit covers safety around:</p> <ul style="list-style-type: none"> • rail; • road; • water; • fireworks; • dangerous substances; • medicines. 	<ul style="list-style-type: none"> • I can take responsibility for my own safety. • I can assess and manage risks in different situations. • I can confidently identify and manage pressure to get involved in risky situations. • I can act sensibly and responsibly in an emergency. • I can identify hazards and reduce risks to keep myself and others safe at home. • I know how to stay safe in different outdoor environments.
 <p>Growing Up</p>	<p>This topic builds on children's knowledge of how we grow and change, both physically and emotionally. It explores the different types of relationships that people have, discusses sexual relationships and sexually transmitted diseases, as well as the journey from conception to birth in human reproduction. We will also explore what it means to have a positive body image.</p>	<ul style="list-style-type: none"> • I can describe the changes that people's bodies go through during puberty and how we can look after our changing bodies. • I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings. • I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body. • I understand what a loving relationship is and that there are many types of relationships. • I understand what a sexual relationship is and who can have a sexual relationship. • I can describe the process of human reproduction, from conception to birth.
 <p>Think Positive</p>	<p>This unit aims to further develop children's confidence in discussing their thoughts, feelings and behaviours. Using distancing techniques, we will promote discussion of scenarios and consider how people's thoughts may affect how they feel and behave. We will explore strategies that can help us to manage uncomfortable feelings and help us to build positive thinking and resilience.</p>	<ul style="list-style-type: none"> • I understand the link between thoughts, feelings and behaviours. • I understand the concept and impact of positive thinking. • I can recognise and manage uncomfortable feelings. • I understand the importance of making good choices. • I can use mindfulness techniques in my everyday life. • I can apply a growth mindset in my everyday life.

UKS2 Relationships

Unit Title	Outline of Coverage	Objectives
 <p>TEAM (Together Everyone Achieves More)</p>	<p>This unit builds on the importance of belonging and feeling secure in our various teams and communities by considering the positive qualities of a team. We will explore how to disagree respectfully and how to communicate effectively as well as how to collaborate and compromise. This unit also reflects on how we can manage and deal with bullying and unkind behaviour.</p>	<ul style="list-style-type: none"> • I can talk about the attributes of a good team. • I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion. • I can compromise and collaborate to ensure a task is completed. • I can reflect on the need to care for individuals within a team. • I can identify hurtful behaviour and suggest ways I can help. • I can understand the importance of shared responsibilities in helping a team to function successfully.
 <p>Be Yourself</p>	<p>This unit continues to celebrate children's individuality and promotes the idea that we are all unique. We will look at how making positive choices can help us to do the right thing and how we can manage uncomfortable feelings and peer pressure.</p>	<ul style="list-style-type: none"> • I can explain why everyone is unique and understand why this should be celebrated and respected. • I can explain why I should share my own thoughts and feelings and I know how to do this. • I can explore uncomfortable feelings and understand how to manage them. • I can understand why we sometimes feel shy or nervous and know how to manage these feelings. • I can identify when I might have to make different choices from those around me. • I can explore how it feels to make a mistake and describe how I can make amends.
 <p>VIPs</p>	<p>This unit continues to build on and help children to understand the close relationships which we are a part of, particularly focusing on family and friends. In this unit, we will explore:</p> <ul style="list-style-type: none"> • conflicts and resolutions; • secrets and dares; • healthy and unhealthy relationships. 	<ul style="list-style-type: none"> • I can explain how VIPs who love and care for each other should treat each other. • I can identify different ways to calm down when I am feeling angry or upset. • I understand that people have different opinions that should be respected. • I can identify negative influences on my behaviour and suggest ways that I can resist these influences. • I can explain when it is right to keep a secret, when it is not and who to talk to about this. • I can recognise healthy and unhealthy relationships.
 <p>Digital Wellbeing</p>	<p>In this unit, we will consider how to look after our wellbeing when using technologies. We will consider risks and look at strategies for using the Internet safely and responsibly. This includes understanding what healthy and positive online communication looks like. We will explore ways we can get help if needed and the importance of doing this if something makes us uncomfortable. We will also explore cyberbullying, social media and fake news.</p>	<ul style="list-style-type: none"> • I can identify the benefits of the Internet and know how to look after my digital wellbeing. • I know how to stay safe, healthy and happy online and when I use digital technology. • I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships. • I know how to use social media responsibly to protect the health, wellbeing and rights of all. • I know what online bullying is and what to do if I see or experience it to help make it stop. • I understand not all information online is true and know how to assess the reliability of both text and images.

 <p>Aiming High</p>	<p>In the context of achievements, aspirations and opportunities, children will have the chance to explore their own preferred learning style and consider what helps them to succeed. We will consider obstacles and barriers people face when learning and how we can work to overcome these. We will discuss what opportunities children have now and what opportunities they will have in the future and will also consider the damaging effects of stereotypes in the world of work.</p>	<ul style="list-style-type: none"> • I can understand how people learn new things and achieve certain goals. • I can understand that a helpful attitude towards learning can help us succeed in life. • I can identify opportunities that may become available to me in the future and I am aware of how to make the most of them. • I can understand that gender, race and social class do not determine what jobs people can do. • I can understand there are a variety of routes into different jobs which may match my skills and interests. • I can discuss my goals for the future and the steps I need to take to achieve them.
 <p>One World</p>	<p>This unit is inspired by the concept of global citizenship and supports children to grow as active, responsible citizens, considering our wonderful world and how we can positively affect it by the choices we make. We will learn about:</p> <ul style="list-style-type: none"> • sustainability; • biodiversity; • global warming; • natural resources. <p>All this learning will hold central the consideration of what we can do to make the world a better place.</p>	<ul style="list-style-type: none"> • I can talk about and understand how we can be responsible global citizens. • I can describe what global warming is and what we can do to help prevent it from getting worse. • I can explain how our energy use can harm the environment and describe what we can do to help. • I can describe how we can use water responsibly and understand the importance of doing this. • I can understand what biodiversity is and explain the importance of doing all we can to encourage it. • I can make choices which make the world a better place and that help people across the world.
 <p>Money Matters</p>	<p>This unit will explore money in the wider world and the consequences of our spending and saving. Children will consider why people might decide to borrow money and the impact this can have as well as what financial risks are and ways these can be avoided if possible. The unit discusses what ethical spending is and ways spending can positively affect the people and environment around us and in the wider world. This includes lots of options from charity shop donations to fair trade, all grounded in the foundations of viewing other people's spending decisions with kindness and respect.</p>	<ul style="list-style-type: none"> • I can explain some financial risks and discuss how to avoid them. • I understand how retailers try to influence our spending. • I can discuss the spending decisions people have to make. • I can explain why budgeting can be helpful and how a budget can be made. • I can discuss the impact money can have on people's emotional wellbeing. • I can explain the impact spending has on our environment.
 <p>Diverse Britain</p>	<p>This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. We will explore how local and national governments work and how we can make a positive contribution to our communities and to wider society.</p>	<ul style="list-style-type: none"> • I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people. • I can explain what a community is and what it means to belong to one. • I can explain why and how laws are made and identify what might happen if laws are broken. • I can discuss the terms democracy and human rights in relation to local government. • I can discuss the terms democracy and human rights in relation to national government. • I can investigate what charities and voluntary groups do and how they support the community.