At St Mary's we champion every child to be the **best that they can be.** Our knowledge-led curriculum therefore endeavours to develop our children's **character**, **core skills**, **creativity** and sense of **community**.
Supported by our school's vision, ethos and position as a junior school, we believe that our specialist knowledge of the Key Stage 2 age range ensures **improving outcomes, opportunities and experiences for all our children.** To achieve this, we are aspirational for our pupils, instilling high expectations, the passion, perseverance and stamina to succeed.

Personal, Social, Health Education (PSHE)

Ely St Mary's CofE Junior School & Cambridgeshire County Council

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1 Context

This policy supports a whole school approach to PSHE and Citizenship (PSHCE) in the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks and non-statutory guidance.

1.1 Statutory Status of Relationships Education and Health Education

This policy takes account of the requirement that all schools with primary aged children must teach Relationships Education and Health Education from September 2020. We will teach these two statutory subjects in the context of our wider Personal, Social, Health and Citizenship Education (PSHCE) curriculum.

1.2 Wider Context

Our approach to the teaching of PSHCE supports our duties relating to Keeping Children Safe in Education, Equality Act 2010, SEND, promoting fundamental British Values and Spiritual, Moral, Social and Cultural (SMSC) development. It also supports us in meeting the standards set out by OfSTED in relation to 'Behaviour and Attitudes' and 'Personal Development'.

1.2.2 Duty to Promote Wellbeing

The Education and Inspections Act 2006 places a requirement on schools to promote pupils' wellbeing (as defined in the Children Act 2004) as well as their academic achievement. It also includes a duty to support community cohesion. We are committed to promoting the health and wellbeing of children and of the whole school community, and fully recognise the significant connection between wellbeing and learning. PSHCE is a significant part of our response to these duties.

1.2.3 National Curriculum

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

'promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.'

1.2.4 Healthy Schools

We are committed to developing a 'Healthy School' climate and culture. This means that we place teaching and learning in the wider context of our approach to:

- Leadership, organisation and management and the management of change
- Inclusive policy development
- The school ethos, culture, environment, SMSC development, and positive relationships throughout the school
- Learning and teaching, curriculum planning and resourcing
- Giving children a voice
- Provision of and signposting to support services for children
- Staff health and wellbeing and their continuing professional development (CPD)
- Partnership with parents/carers, the local community, external agencies, and volunteers to support pupil health and wellbeing
- Assessing, recording, monitoring, and celebrating outcomes.

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1.3 Our beliefs about PSHCE

We believe that PSHCE has the power to enhance the health and wellbeing of all children, their families and the whole school community. It has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's aims.

PSHCE helps children to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives, now and in the future, as individuals, citizens, workers and parents. It is embedded within wider learning to ensure that children learn to develop resilience and healthy relationship skills, which they will practise and see enacted in the school environment.

1.4 Defining PSHCE

We will use 'Personal, Social, Health and Citizenship Education' (PSHCE) as an umbrella term for all aspects of practice and learning in our school associated with wellbeing and health. A significant part of our PSHCE provision will be accessed through the planned, taught curriculum. Our PSHCE curriculum is supported by whole school enrichment activities.

Many aspects of our PSHCE provision are statutory from Sept 2020, as part of Relationships Education and Health Education. However, there are other areas which we consider important for our children e.g. Road Safety and Financial Education. These areas are not statutory, but we will teach them in the wider context of our PSHCE provision to meet the needs of our children.

We do not seek to teach Relationships Education and Health Education as separate subjects, but integrated through the topics we cover in our broader PSHCE programme.

1.5 Intent of our PSHCE Curriculum

Our aims for PSHCE are:

- To enhance skills for communication, empathy and healthy relationships which underpin both success in learning and positive relationships
- To support the development of resilience, self-esteem, self-efficacy, and aspiration
- To offer accurate and relevant knowledge to support decisions about personal wellbeing and health
- To explore the relevance of knowledge for personal situations and decision making
- To offer opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- To offer the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

2. Implementing Policy

2.1 School Aims and Values

This PSHCE policy is set within the wider context of the school's aims, noted at the top of this policy, and our school values of RESPECT. In addition, we aim to:

- Promote a healthy, safe and caring environment for all pupils and staff.
- Provide a broad and balanced curriculum for all our pupils, which recognises and values their diverse backgrounds and needs.
- Promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others at home, school, work and in the community.
- Prepare our pupils to engage with the challenges of adult life confidently.
- Provide sufficient information and support to enable our pupils to make safer choices.
- Provide pupils, through an enriched curriculum, with opportunities to develop the necessary skills to manage their lives effectively.
- Help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.

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- Create a wider awareness of religious, cultural, and moral values and respect for different ethnic groups, religious beliefs, and ways of life within a Christian framework.
- Promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated, and celebrated.
- Work in partnership with parents and carers, and with the wider community, to support children in all aspects of their wellbeing.

2.2 Aims of our PSHCE Policy

The aim of our PSHCE Policy is to ensure quality and consistency in our approach to all aspects of PSHCE in our school. This includes our whole school approach to promoting health and wellbeing, as well as the curriculum.

The policy aims to:

- explain the central role PSHCE plays in the life of the school and in children's learning, within the context of national and local guidance
- provide guidance to members of staff in all roles about their responsibilities in relation to PSHCE
- ensure that the entire school community understands the role of PSHCE in the ethos of the school
- ensure a consistent approach to planning and delivering PSHCE
- ensure that children receive an entitlement curriculum with progression and a high quality experience of teaching and learning
- ensure that staff have the knowledge, understanding and skills to deliver the PSHCE curriculum
- promote partnership work with parents/carers to support children's learning and development in PSHCE, health and wellbeing
- support children's involvement in reviewing and developing work related to PSHCE and Healthy Schools
- enable the assessment of children's learning in line with local and national guidance
- ensure continuing development as a healthy school
- provide guidance about the criteria for selecting and using high quality resources
- provide guidance to help ensure the quality of methodology and approaches to teaching and learning in PSHCE
- support the PSHCE coordinator in monitoring, reviewing, and developing practice.

2.3 Related Policies

This policy acts as an overarching policy for theme-specific policies and guidance in the following areas: Anti-bullying, RSE, Drug Education and Physical Activity and Education. These policies include more detailed explanation of how these themes will be delivered.

It is also linked to and is delivered in the context of the following policies: Relationships Education, Health Education, Behaviour, Safeguarding, Anti-bullying, Spiritual, Moral, Social and Cultural (SMSC) development, SEN/Inclusion, Equality and Diversity, Health and Safety, Emotional Wellbeing, Staff Health and Wellbeing, Use of Visits/Visitors, Confidentiality, Loss and Change, ICT/Computing (including E-safety & Acceptable Use policy), Science.

2.4 Implementing Our PSHE Curriculum

Our PSHE and Citizenship programme (which is covered through the taught curriculum and our wider provision) includes teaching and learning within the following strands and themes:

Myself and My Relationships: including My Emotions, Beginning and Belonging, Anti-bullying, Family and Friends and Managing Change.

Healthy and Safer Lifestyles: including Personal Safety, Digital Lifestyles, Drug Education, Relationships and Sex Education, Healthy Lifestyles and Managing Safety and Risk (including Road Safety).

Citizenship: including Diversity and Communities, Rights, Rules and Responsibilities and Working Together.

Economic Wellbeing: including Financial Capability.

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2.5 Inclusion, Equality and Diversity

We promote the needs and interests of all pupils, inclusive of gender, culture, ability and aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the PSHCE curriculum.

In relation to those with special educational needs, we will review our PSHCE programme to ensure that appropriate provision is made. When working with children with additional needs we consider:

- their level of vulnerability
- their need to develop assertiveness and their sense of self
- the need to involve all staff and carers in policy development, planning and training
- the need for a range of approaches to teaching and learning to ensure they are genuinely inclusive
- sources of support for pupils.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

We are particularly aware of our duties under the Equalities Act and will ensure that all children with protected characteristics, or whose family members may have protected characteristics, see themselves reflected in our PSHCE provision. We will achieve this by careful selection of teaching resources, case studies and children's fiction.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We recognise that PSHCE is a prime location for proactive teaching of skills relating to empathy, acceptance and respect for diversity.

We promote social learning and expect our pupils to show a high regard for the needs of others. PSHCE is an important vehicle for addressing both cultural and gender issues and for promoting equal opportunities and access for all.

2.6 Confidentiality and Safeguarding

The delivery of high quality PSHCE supports us in delivering our statutory duties relating to Safeguarding. We recognise that many areas of PSHCE will prompt children to reflect on their own families, relationships and personal experiences. We know that, for some children, this will highlight disparities which may cause them to seek help from trusted adults in school.

Staff will build safe learning environments through the creation of Ground Rules specific to PSHCE. Staff will use distancing techniques such as puppets, case studies and children's fiction to make direct talk about home circumstances less likely in a whole class teaching situation.

Adults will ensure that children understand what adults (and their peers) may and may not keep confidential.

If visitors are working in a classroom or other teaching situation, they will follow the school's policies/guidance on confidentiality and on safeguarding, and other relevant school policies.

All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

3. Involving the Whole School Community

3.1 Working with Staff

Within the context of the School Development Plan, support and training will be made available to all staff as appropriate. This includes allocating time at staff meetings to introduce new areas of work and to review the

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effectiveness of the approaches used. Whole staff training is used where there are development needs for the whole staff. Individual staff members are offered training opportunities to enable them to fulfil their roles.

We recognise that PSHCE and wellbeing are relevant to members of staff in all roles, and we ensure training and support is accessible for all staff. Some training opportunities may be organised for all staff.

Staff members are informed about the location and content of policies that apply throughout the school.

The coordinator is entitled to receive training in their role. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to promoting health and wellbeing. They also take responsibility for supporting other members of staff in their work relating to PSHCE, which may include ensuring appropriate training opportunities.

3.2 Engaging with Pupils

If PSHCE is to be effective, we understand that it must meet the needs of pupils. Also, we recognise that if pupils are fully engaged in areas of work, they will build ownership and self-efficacy in these areas, leading to more positive outcomes.

- We will involve pupils in the evaluation and development of their PSHCE in ways appropriate to their age.
- We will seek opportunities to discuss children's views about the content of their PSHCE lessons within our planned themes.
- We will engage children in areas of whole school development such as healthy lifestyles work so that their learning does not only take place in classroom settings.
- We will utilise school council/class council/whole school assemblies to engage with children on key areas of whole school development.

3.3 Working with Governors

We have a named link governor for PSHCE who works closely with and in support of the coordinator.

When aspects of PSHCE appear in whole school development planning, a governor will be assigned to reflect on, monitor and review the work as appropriate.

The governing body as a whole plays an active role in monitoring, reviewing and developing the policy and its implementation in school.

3.4 Communicating with Parents/Carers

We recognise the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore we seek to work in partnership with parents and carers when planning and delivering PSHCE. We encourage this partnership by:

- informing parents/carers by letter/ by email/on the website of forthcoming PSHCE topics and their content
- informing parents/carers about aspects of the PSHCE curriculum through leaflets/newsletter e.g. road safety tips, information about anti-bullying, healthy eating tips
- providing supportive information about parent/carers' roles in PSHCE and how they can develop protective factors with their children
- including out of school learning/family learning opportunities within our curriculum for PSHCE, and encouraging children to share at home their learning about all aspects of PSHCE
- inviting parents/carers to discuss their views and concerns about PSHCE on an informal basis.

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Parents and carers will be given access to this policy on request. It is also available on the school website.

3.5 Working with External Agencies and the Wider Community

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHCE programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils.

When visitors are used to support the PSHCE programme, the school's policy on Use of Visitors is followed. See Working with school visitors in PSHCE for a planning process which supports us in working in partnership with visitors.

External trips and residential visits make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the PSHCE curriculum (for example, relationship skills, group work skills, communication skills, healthy lifestyles, managing risk, safety).

Our partnership with the local community is a significant part of school life, and we recognise and value its contribution to the PSHCE programme. Many of our links with the community enable us to practise active Citizenship.

We include a range of opportunities for community involvement and activities, such as:

- links with the church (e.g. harvest festival)
- charity fundraising (e.g. links with the local food bank, supporting events such as Comic Relief and Children in Need)
- school clubs (e.g. choir performance in care home)
- invitation lunches
- links with local services (e.g. visits from the Police Community Support Officer, links with the local surgery)
- community use of school premises

4. Curriculum Organisation

The DfE guidance for Relationships Education and Health Education require that the curriculum is organised in such a way that:

- 'Effective teaching ...will ensure the core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way within a planned programme of lessons.'
- 'Opportunities to practise applying and embedding new knowledge so that it can be used confidently and skillfully in real life situations.'

We recognise the increased importance of PSHCE within our timetable, now that Relationships Education and Health Education have become statutory. We will ensure that it has equal status with other foundation subjects in the curriculum.

Children receive their entitlement for learning in PSHCE through a progressive, spiral curriculum. Our PSHCE programme is delivered through a variety of opportunities for children of all ages, including:

- designated timetabled lessons in PSHCE
- subjects across the curriculum, e.g. science, literacy, RE, Design Technology
- enrichment weeks/days, e.g. Anti-bullying week
- visitors, e.g. PCSO,
- residential and day visits, e.g. trip to Norfolk lakes, Hilltop, visit to recycling centre
- assemblies on our school's values
- small group interventions, e.g. social skills groups.

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We recognise that PSHCE is best taught by adults who know our children well. PSHCE will primarily be taught by the class teacher, supported by other members of staff where appropriate.

4.1 Teaching Methodologies

In order to address the 'active learning triangle' of knowledge, skills and attitudes, a wide range of methodology is used in teaching the PSHCE curriculum. The focus is on interactive learning, and approaches include: *Circle Time, whole class discussion, social skills games and activities, working in pairs/groups, brainstorming, drama and role play, use of puppets, use of story and picture books and use of technology.* Many of these approaches also act as distancing techniques, enabling children to discuss issues without discussing personal experience.

Many of the methodologies we use in PSHCE will also be employed in other areas of the curriculum to further develop communication, group work and debating skills.

We provide further guidance on these and other approaches in the Teaching Guidance documents from the Primary Personal Development Programme. This is available to staff in the staff share drive.

Staff new to teaching PSHCE will be supported to build their knowledge of different methodologies and strategies.

Ground Rules

PSHCE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and children together develop ground rules, which ensure that every child feels safe and is able to learn in a supportive and caring environment.

Answering Questions

We acknowledge that sensitive issues will arise in PSHCE, as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way that reflects the stated school aims and curriculum content for PSHCE. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHCE leader. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a 'Question box', where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the Designated Safeguarding Lead (DSL), in line with school policy and procedures.

Further information about how we will answer questions about aspects of PSHCE such as RSE and Drug Education can be found in the specific policies for those areas.

4.2 Curriculum Materials and Resources

We use primarily the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHCE.

We will avoid a 'resource-led' approach to delivering PSHCE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teacher resources before using them. See Checklist for selecting resources for further guidance.

When PSHCE-related resources are being used within other subject areas the same criteria are applied. This also applies to online resources, such as the use of websites and presentations.

We will use children's books, both fiction and non-fiction, extensively within our PSHCE programme. The same selection criteria apply, and teachers will always read and assess the books before using them to ensure they

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are appropriate for the planned work. They will also consider the needs and circumstances of individual children in the class when reading texts.

The key texts we use are listed within the Cambridgeshire PDP Units of Work.

4.3 Assessment, Recording, Reporting

We assess children's learning in PSHCE in line with approaches used in the rest of the curriculum. Children's learning is planned using learning objectives which are explained to the children, and we may negotiate success criteria with them at the start of each topic. Teachers draw on their observation of children's learning and children's self-assessment to arrive at their overall assessments.

We record children's work in PSHCE in a class book with photos, annotations and work samples as a result of group discussion. This ensure meaningful dialogue and input is not hindered the need to record all learning in writing.

We use the assessment tools provided in the Cambridgeshire Primary Personal Development Programme. Teacher assessment is used to provide an overview of the child's learning within a unit of work, and to assess whether the child is working at the expected level, working towards or working at greater depth. Each unit of work includes a sheet for monitoring coverage of the content, which is used to track children's learning and coverage. These sheets may be requested from staff by the PSHCE leader, on occasion, to gain an overview of coverage.

We will use the tools for children's self-assessment where appropriate. Children are supported to participate in this process appropriately for their age and ability.

Summaries of assessment information are used to assess children's learning against the DfE statements, in line with national guidance for Relationships Education and Health Education.

We report to parents/carers at the end of the school year on children's learning and progress within PSHCE.

5. Monitoring the Impact

5.1 The Process for Development and Review

This policy has been drawn up in consultation with all staff, parents/carers, children, governors, members of the wider school community and other agencies.

We are committed to the ongoing development of PSHCE in our school. We will use the following indicators to monitor and evaluate our progress:

- A co-ordinated and consistent approach to curriculum delivery has been adopted.
- A flexible approach to delivering PSHCE that responds to children's needs (identified through consultation, research or observation) is in place.
- Children are receiving an entitlement curriculum for PSHCE in line with statutory requirements and the Cambridgeshire Personal Development Programme.
- There are clearly identified learning objectives for all PSHCE activities, and children's learning is assessed using both formative and summative approaches.
- Opportunities for cross-curricular approaches are being used where appropriate.
- The impact of training for staff and governors is evaluated.
- Policy and practice is reviewed regularly and involves staff, governors and, where appropriate, children.
- Opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our PSHCE, for example, through parent/carer information sessions.

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- A variety of methods are employed to communicate the key points of the policy and curriculum to the community.
  - Our website reflects our provision in PSHCE.

The PSHCE leader/Head Teacher is responsible for overseeing and reviewing this policy.

The Policy will be reviewed every 3 years, or sooner if there are significant changes or circumstances necessitate a review.

The next review will take place by 12/12/2023

5.2 Location and Dissemination

This policy document is freely available on request to the entire school community.

A copy of the policy can be found on the school website/in the staff share drive.

6 Appendices

6.1 Our School Long Term Plan for PSHCE

PSHE PROGRESSION FRAMEWORK

	Years 3 & 4	Years 5 & 6
Economic	**Economic Wellbeing** **Financial Capability (FC 3/4)** • What different ways are there to earn and spend money? • What do saving, spending and budgeting mean to me? • How can I decide what to spend my money on and choose the best way to pay? • What might my family have to spend money on? • What is 'value for money'? • How do my feelings about money change? • How do my choices affect my family, the community, the world and me?	**Economic Wellbeing** **Financial Capability (FC 5/6)** • What different ways are there to gain money? • What sort of things do adults need to pay for? • How can I afford the things I want or need? • How can I make sure I get 'value for money'? • Why don't people get all the money they earn? • How is money used to benefit the community or the wider world? • What is poverty?
Citizenship	**Citizenship** **Rights, Rules & Responsibilities (RR 3/4)** • **What does it mean to be treated and to treat others with respect? RR** • **Who are those in positions of authority within our school and communities and how can we show respect? RR** • **Why do we need rules and conventions at home and at school? RR** • What part can I play in making and changing rules? • What do we mean by rights and responsibilities? • What are my responsibilities at home and at school? • How do we make democratic decisions in school? • What is a representative and how do we elect them? **Citizenship** **Working Together (WT 3/4)** • What am I good at and what are others good at? • What new skills would I like or need to develop? • How well can I listen to other people? RR • How do I ask open questions? RR • How can I share my views and opinions effectively? RR • How can different people contribute to a group task? • How can I persevere and overcome obstacles to my learning? CF • How can I work well in a group? CF • What is useful evaluation? • How do I give constructive feedback and receive it from others? RR **Citizenship** **Diversity and Communities (DC 3/4)** • **What have we got in common and how are we different? RR** • **How might others' expectations of girls and boys affect people's feelings and choices? RR** • **How are our families the same and how are they different? FP** • **Do people who live in my locality have different traditions, cultures and beliefs? RR** • **How does valuing diversity benefit everyone? RR** • **Why are stereotypes unfair and how can I challenge them? RR** • How do people in my locality benefit from being part of different groups? M • What are the roles of people who support others with different needs in my... • How does the media work in my community? MW • How can we care for the local environment and what are the benefits? • What do animals need, and what are our responsibilities?	**Citizenship** **Rights, Rules & Responsibilities (RR 5/6)** • **What are the conventions of courtesy & manners and how do these vary? R** • **How does my behaviour online affect others and how can I show respect? IS/R** • Why is it important to keep my personal information private, especially online? IS • How can I contribute to making and changing rules in school? • How else can I make a difference in school? • What are the basic rights of children and adults? • Why do we have laws in our country? • How does democracy work in our community and in our country? • What do councils, councillors, parliament and MPs do? • **How do I take part in debate, respectfully listening to other people's views?** **Citizenship** **Working Together (WT 5/6)** • What are my strengths and skills and how are they seen by others? • What helps me learn new skills effectively? • What would I like to improve and how can I achieve this? • How could my skills and strengths be used in future employment? • What are some of the jobs that people do? • How can I be a good listener to other people? CF • How can I share my views effectively and negotiate with others to reach agreement? RR • How can I persevere and help others to do so? CF • How can I give, receive and act on sensitive and constructive feedback? R **Citizenship** **Diversity and Communities (DC 5/6)** • How do other people's perceptions, views and stereotypes influence my sense of identity? RR • How do views of gender affect my identity, friendships, behaviour & choi... • What are people's different identities, locally and in the UK? FP • How can I show respect to those with different lifestyles, beliefs & traditio... • **What are the negative effects of stereotyping? RR** • **Which wider communities & groups am I part of & how does this benefit...** • **What are voluntary organisations and how do they make a difference?** • What is the role of the media and how does it influence me and my commu... • Who cares for the wider environment and what is my contribution?

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Myself & My Relationships

Myself & My Relationships
Beginning and Belonging (BB 3/4)
- What is my role in helping my school be a place where we can learn happily and safely? RR
- How can we build relationships in our class and how does this benefit me? CF
- What does it feel like to be new or to start something new? MW
- How can I help children and adults feel welcome in school? RR
- What helps me manage a new situation or learn something new? MW
- Who are the different people in my network who I can ask for help? BS

Myself & My Relationships
Beginning and Belonging (BB 5/6)
- What are my responsibilities for helping others in school feel happy and safe? RR
- How can I take responsibility for building relationships in my school and how does this benefit us all? CF
- How might different people feel when starting something new and how can I help? MW
- How do we help people feel welcome and valued in and out of school? CF
- What helps me to be resilient in a range of new situations? MW
- Are there more ways I can get help now and how do I seek support? BS

Myself & My Relationships
My Emotions (ME 3/4)
- Why is it important to accept and feel proud of who we are? RR
- What does the word 'unique' mean and what do I feel proud of about myse...
- Why is mental wellbeing as important as physical wellbeing? MW
- How can I communicate my emotions? MW
- Can I recognise some simple ways to manage difficult emotions? MW
- What does it mean when someone says I am "over reacting" and how do I show understanding towards myself and others? MW
- How do my actions and feelings affect the way I and others feel? MW
- How do I care for other people's feelings? MW
- Who can I talk to about the way I feel? MW
- How can I disagree without being disagreeable? RR

Myself & My Relationships
My Emotions (ME 5/6)
- How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing? MW
- What does it mean to have a 'strong sense of identity' & 'self-respect'? RR
- What can I do to boost my self-respect? RR
- How do I manage strong emotions? MW
- How can I judge if my own feelings and behaviours are appropriate & proportionate? MW
- How do I recognise how other people feel and respond to them?
- What is loneliness and how can we manage feelings of isolation? MW
- How common is mental ill health and what self-care techniques can I use? MW
- How and from whom do I get support when things are difficult? MW

Myself & My Relationships
Family and Friends (FF 3/4)
- How do good friends behave on and offline and how do I feel as a result? OR
- What is a healthy friendship and how does trust play an essential part? CF
- What skills do I need for choosing, making and developing friendships and how effective are they? CF
- How can I help to resolve disagreements positively by listening and compromising? CF
- Can I empathise with other people in a disagreement? CF
- How can I check with my friends that their personal boundaries have not been crossed? BS
- How do my family members help each other to feel safe and secure even when things are tough? FP
- Who is in my network of special people now and how do we affect and support each other? FP

Myself & My Relationships
Family and Friends (FF 5/6)
- What are the characteristics of healthy friendships on and offline and how do they benefit me? CF
- How do trust and loyalty feature in my relationships on and offline? CF
- What are the benefits and risks of making new friends, including those I only know online? OR
- Can I always balance the needs of family & friends & how do I manage this? FP
- Can I communicate, empathise & compromise when resolving friendship issues? CF
- How can I check that my friends give consent on and offline? BS
- How do people in my family continue to support each other as things change? FP
- Who are in my networks, on & offline, and how have these, changed and how do we...

Myself & My Relationships
Anti-bullying (AB 3/4)
- How are falling out and bullying different? CF
- How do people use power when they bully others? RR
- What are the key characteristics of different types of bullying? RR
- How can lack of respect and empathy towards others lead to bullying? RR
- What is the difference between direct and indirect forms of bullying? RR
- What are bystanders and followers and how might they feel? MW
- Do I understand that bullying might affect how people feel for a long time?
- How can I support people I know who are being bullied by being assertive?
- How does my school prevent bullying and support people involved? RR

Myself & My Relationships
Anti-bullying (AB 5/6)
- Can I explain the differences between friendship difficulties and bullying? CF
- Can I define the characteristics and different forms of bullying? RR
- How do people use technology & social media to bully others and how can I help others to prevent and manage this? ISH
- What do all types of bullying have in common? RR
- Might different groups experience bullying in different ways? MW
- How can people's personal circumstances affect their experiences? MW
- How does prejudice sometimes lead people to bully others? CF
- Can I respond assertively to bullying, online and offline? RR
- How might bullying affect people's mental wellbeing and behaviour? MW
- How and why might peers become colluders or supporters in bullying situations? RR
- Can I identify ways of preventing bullying in school and the wider community? RR

Myself & My Relationships
Managing Change (MC 3/4)
- What changes have I and my peers already experienced and what might happen in the future?
- What helps me when I'm experiencing strong emotions due to loss or change? MW
- What strategies help me to thrive when my friendships change? MW
- How might I behave when I feel strong emotions linked to loss and change? MW
- How might people feel when loved ones or pets die, or they are separated from them for other reasons?
- What changes might people welcome and how can they plan for these?

Myself & My Relationships
Managing Change (MC 5/6)
- What positive and negative changes might people experience? CAB
- How do people's emotions evolve over time as they experience loss and change? MW
- How can I manage the changing influences and pressures on my friendships and relationships? CF
- What different strategies do people use to manage feelings linked to loss and change
- How might people whose families change feel?
- When might change lead to positive outcomes for people?
- What positive and negative changes have I experienced and how have these experien...
- What strategies will help me to thrive when I move to my next school? MW

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Citizenship

Healthy & Safer Lifestyles
Managing Safety and Risk (MSR 3/4)
- How do I feel in risky situations and how might my body react? MW
- Can I make decisions in risky situations and might my friends affect these decisions?
- When might I meet adults I don't know & how can I respond safely? B
- What actions could I take in an emergency or accident and how can I call the emergency services? BFA
- What are the benefits of using the roads and being near water and how ca reduce the risks? MW
- How is fire risky and how can I reduce the risks?
- How do I keep myself safe during activities and visits?
- How can I stop accidents happening at home and when I'm out?

Healthy & Safer Lifestyles
Digital Lifestyles (TG Digital Lifestyles)
- How might my use of technology change as I get older, and how can I make healthier and safer decisions? OR
- How does my own and others' online identity affect my decisions about communicating online? OR
- How might people with similar likes & interests get together online?
- Can I explain the difference between "liking" and "trusting" someone online? OR
- What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or co
- When looking at online content, what is the difference between opini
- Why is it important to ration the time we spend using technology and
- How might the things I see and do online affect how I feel and how h support when I need it? ISH
- Why are social media, some computer games, online gaming and TV peer influence play a part in my decision making? ISH

Healthy & Safer Lifestyles
Relationships and Sex Education (RS 3)
- How are male and female bodies different and what are the different
- When do we talk about our bodies, how they change, and who do we
- What can my body do and how is it special?
- Why is it important to keep myself clean? HP
- What can I do for myself to stay clean and how will this change in the future? HP
- How do different illnesses and diseases spread and what can I do to prevent this? HP

Healthy & Safer Lifestyles
Healthy Lifestyles (HL 3/4)
- What does healthy eating and a balanced diet mean? HE
- What is an active lifestyle and how does it help me to be healthier? P
- What is mental wellbeing and how is it affected by my physical health? MW
- How much sleep do I need & what happens if I don't have enough? H
- How do nutrition and physical activity work together?
- How can I plan and prepare simple, healthy meals safely? HE
- How can I look after my teeth and why is it important? HP
- Who is responsible for my lifestyle choices and how are these choices influenced?

Healthy & Safer Lifestyles
Managing Safety and Risk (MSR 5/6)
- When might it be good for my mental health for me to take a risk? MW
- What are the possible benefits and consequences of taking physical, emotional and social risks? MW
- When am I responsible for my own safety as I get older and how ca keep others safer? BS
- How can I safely get the attention of a known or unknown adult in a emergency? BS
- Can I carry out basic first aid in common situations, including head injuries? BFA
- What are the benefits of cycling and walking on my own and how can I stay safer? MW
- How can being outside support my wellbeing & how do I keep mys safe in the sun? HP
- What are the benefits of using public transport and how can I stay safe r
- How can I prevent accidents at school and at home, now that I can take

Healthy & Safer Lifestyles
Digital Lifestyles (TG Digital Lifestyles)
- What are some examples of how I use the internet, the services it offers, and how do I make decisions? OR
- What are the principles for my contact and conduct online, including when I am anonymous? OR
- How can I critically consider my online friendships, contacts and sources of information, and make positive contributions? OR
- How might the media shape my ideas about various issues and how can I challenge or reject these? OR
- Can I explain some ways in which information and data is shared and used online? OR
- How can online content impact on me positively or negatively? OR
- What are my responsibilities for my own and others' mental and ph I fulfil these? IS
- What are some ways of reporting concerns and why is it important
- Can I identify, flag and report inappropriate content? IS

Healthy & Safer Lifestyles
Relationships and Sex Education (RS 5)
- What are male and female sexual parts called and what are their functions? BS
- How can I talk about bodies confidently and appropriately? BS
- What happens to different bodies at puberty? CAB
- What might influence my view of my body?
- How can I keep my growing and changing body clean? HP
- How can I reduce the spread of viruses and bacteria? HP

Healthy & Safer Lifestyles
Healthy Lifestyles (HL 5/6)
- How does physical activity help me & what might be the risks of not engaging
- What could characterise a balanced or unbalanced diet and what a associated benefits and risks? HE
- What are the different aspects of a healthy lifestyle and how could healthier? PHF/HP
- What are the factors influencing me when I'm making lifestyle choices a might these change over time?
- What might be the signs of physical illness and how might I respon
- What are the benefits and risks of spending time online/on electron in terms of my physical and mental health? IS
- Why are online apps and games age restricted? IS

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Healthy & Safer Lifestyles
Drug Education (DE 3/4)
- What medical & legal drugs do I know about, and what are their
- Who uses and misuses legal drugs? DAT
- Why do some people need medicine and who prescribes it? DAT
- What are immunisations and have I had any? HP
- What are the safety rules for storing medicine and other risky substances? DAT
- What should I do if I find something risky, like a syringe? DAT
- What do I understand about how friends and the media persuade and influence me? CF

Healthy & Safer Lifestyles
Personal Safety (PS 3/4)
- How do I recognise my own feelings and communicate them to other
- Which school/classroom rules are about helping people to feel safe?
- Can I recognise when my Early Warning Signs are telling me I don't feel safe? BS
- What qualities do trusted adults and trusted friends have? CF
- Who is on my network of support and how can I ask them for he
- What could I do if I feel worried about a friendship or family relationship? BS
- What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? BS
- How can I decide if a secret is safe or unsafe? BS
- How can I keep safe online? BS

Healthy & Safer Lifestyles
Relationships and Sex Education (RS 4)
- What are the main stages of the human life cycle? Science
- How did I begin? Sex Education
- What does it mean to be 'grown up'? CAB
- What am I responsible for now and how will this change? CAB
- How do different caring, stable, adult relationships create a secu environment for children to grow up? FP

Healthy & Safer Lifestyles
Drug Education (DE 5/6)
- What do I know about medicines, alcohol, smoking, solvents an drugs and why people use them? DAT
- How does drug use affect the way a body or brain works? DAT
- How do medicines help people with different illnesses? DAT
- What immunisations have I had or may I have in future and how keep me healthy? HP
- What is drug misuse? DAT
- What are some of the laws about drugs? DAT
- How can I assess risk, recognise peer influence & respond assertive
- When and how should I check information about drugs? DAT

Healthy & Safer Lifestyles
Personal Safety (PS 5/6)
- How do I recognise my own feelings and consider how my actions m affect the feelings of others? MW
- Can I use my Early Warning Signs to judge how safe I am feeling? BS
- How do I judge who is a trusted adult or trusted friend? CF
- How can I seek help or advice from someone on my network of support and when should I review my network? BS
- How could I report concerns of abuse or neglect? BS
- Can I identify appropriate & inappropriate or unsafe physical contact? BS
- How do I judge when it is not right to keep a secret and what act could I take? BS
- How can I recognise risks online and report concerns? OR
- What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? BS

Healthy & Safer Lifestyles
Relationships and Sex Education (RS 6)
- What are different ways babies are conceived and born? (Sex Educa
- What effect might puberty have on people's feelings and emotio
- How can my words or actions affect how others feel, and what a responsibilities? MW
- What should adults think about before they have children? FP
- Why might people get married or become civil partners? FP
- What are different families like? FP

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Page 13 of 13