

PSHE Policy

Physical, Social, Health & Economic

2022 - 2023



This policy will be reviewed on an annual cycle

Person responsible for the Policy:	PSHE Coordinator and Deputy Headteacher
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1. Introduction and overview

At Revue Learning Academy (RLA), Physical, Social, Health & Economic (PSHE) Education is at the heart of our curriculum. We are committed to ensuring our children become well-rounded, resilient individuals who are equipped to deal with any issues that they may encounter, as well as making safe, informed choices. We encourage children to talk about experiences and attitudes, and prepare them with the knowledge and skills they need for the future.

We use the Coram Life Education programme to support the design and implementation of RLA's PSHE curriculum offer. This programme provides coverage of the PSHE Programme of Study (see Appendix 1).

2. Policy Context and Rationale

Our policy has been co-produced by our PSHE team, following consultation with pupils, staff, parents, carers and governors. It has been developed after careful scrutiny of Coram Life Education, ensuring that it follows the guidance of the PSHE Association Programme of Study.

3. Policy Availability

This policy will be available on the RLA website and parents will be informed of this during consultation meetings.

4. Legal Requirements of Schools

It is now a statutory requirement for primary schools to deliver Relationships Education. We at RLA acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our PSHE education provision.

5. Policy Aims and Objectives

Our PSHE education programme is underpinned by RLA's vision to be a 'nurturing, high-achieving, ambitious learning community, where excellence for all is achieved. We encourage the development of self-esteem, respect and self-discipline in a curriculum based on our four core values: resilience, integrity, courage and kindness.

6. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

RLA's PSHE provision supports our aims of developing happy, confident, resilient and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the RLA's curriculum and culture. Our PSHE programme is built around a spiral personalised curriculum designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;

4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

7. Creating a Safe and Supportive Learning Atmosphere

We begin each year creating a safe, secure learning environment, which helps our children feel confident to share their ideas, values and attitudes without fear of negative feedback from their peers. This safe learning environment enables teachers to manage discussions on sensitive issues with greater confidence. To do this we:

- Work with pupils to co-produce clear boundaries and ground rules about how they will behave towards each other during discussions; these are consistently upheld by the adult as well as the children, without exception.
- Provide opportunities for children to ask questions anonymously, by using a class 'Ask it Basket'.
- Offer opportunities for children to feel confident to share their views both in small groups and with the class.
- Although we acknowledge that discrimination and bullying are never acceptable in any form, we aim to provide balanced information, including a variety of views to help pupils develop their own opinions.
- Be aware of and sensitive to the needs and experiences of individual children that may have direct experience of some of the issues being discussed
- Provide information to children about how to can get help and support both in RLA and outside, as appropriate.
- Depersonalise discussions by using distancing techniques – stories, role-play, scenarios of real situations but with fictional characters.

8. Entitlement and Equal Opportunity

Our teaching will take into account the age, development stage, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education provision. Our teaching will promote diversity and inclusion and will consider all pupils' needs by ensuring that we maintain a safe learning environment, where children can share their views without feeling judged; teaching acceptance, such as learning about a range of family circumstances. We expect our pupils to consider others' needs by teaching and modelling tolerance and acceptance.

Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery is adapted to take into account the age, developmental stage, cultural and social background, and personal experience of our children.

9. Intent

Our programme is underpinned by RLA's aim to provide a 'safe, respectful, inclusive culture for all' and to 'empower all learners to become respectful, resilient, tolerant citizens'.

We will provide our children with a comprehensive, balanced and relevant body of factual information to inform their present and future choices. We aim for our children to be able to be assertive and express their views whilst remaining tolerant and understanding of others. We want to equip our children with the information they need to make the right choices and know how to deal with issues such as bullying and peer pressure. They will foster healthy relationships, know their rights and responsibilities and contribute to their community.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity, belonging and inclusion in Relationships Education.

10. Implementation

PSHE Education at RLA is taught through the SCARF curriculum to cover the intended outcomes suggested by the PSHE Association. Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education, with opportunities for children to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. The 'Ask it Basket' ensures children can ask questions safely and anonymously if they wish to do so.

11. Learning and Teaching

At the start of each topic, it is essential to establish a starting point. This is done using the pre-unit assessment activity from SCARF. This pre-unit assessment allows teachers to make informed decisions about content and delivery of the unit whilst also allowing teachers to assess children's learning and progression over time. It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education and this is further supported by the use of post-unit assessments.

The key concepts and skills highlighted in the PSHE Programme of Study are taught using SCARF across all age groups. This will also take into account the key Early Years links relating to PSHE (see Appendix 2). This ensures progression in knowledge, attitudes, values, and skills – including those of social and emotional learning, that are known to improve outcomes for children.

The three core areas from the PSHE Association are:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Our provision is further enriched by our links with health professionals, who provide advice and sessions (e.g. Drugs Awareness) to our children; or visitors who can bring their expertise or personal stories to enrich pupil's learning.

12. EYFS

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities. PSHE in the EYFS provides a progression towards the 'Early Learning Goal' for Personal, Social and Emotional Development and Communication and Language. Within that goal, children are

encouraged to grow in self-confidence and self-awareness, manage feelings and behaviour, and make relationships.

13. KS1 & KS2

Throughout KS1 and KS2, PSHE is taught weekly through a timetabled session. Additional, planned bespoke sessions are taught dependant on the needs and circumstances of each class.

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

At RLA, Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect and impact others. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

14. National Curriculum Science Links

Key Stage 1

Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Sc2/2.3a notice that animals, including humans, have offspring which grow into adults

Sc2/2.3b find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Sc2/2.3c describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2

Sc3/2.2a identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement

Sc4/2.1c recognise that environments can change and that this can sometimes pose dangers to living things. Sc5/2.2a describe the changes as humans develop to old age.

Sc5/2.1b describe the life process of reproduction in some plants and animals, including asexual reproduction in plants.

Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

15. Our Wider PSHE Offer

At RLA, our wider planned PSHE offer entails:

- Soft landing activities to support effective transition to start the school day.
- Weekly value, achievement and class assemblies
- Extra-curricular clubs to support the needs and interests of the children e.g. culture club and sport clubs.
- Strong outside agency links e.g. Resilience Workers, Art Psycho Therapist, Primary Mental Health Workers, Blackpool Football Club, Blackpool Council

- Pupil leadership opportunities e.g. Heads of Houses, Sports Leaders, Prefects
- RLA Learning Mentor and engagement of direct work e.g. ELSA, DESTY, Social Interventions etc.
- Robust Pupil Additionality offer for all relevant RLA pupils.
- Regular, planned and reactive 'Keeping Safe' sessions tailored to the needs of the school.

16. Confidentiality

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Staff are unable to offer absolute confidentiality. It is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential and that we reassure children that we will act in their best interests, but that this may involve sharing information if the child is at risk of harm.

Whilst working in classrooms, external contributors, including school nurses, are bound by RLA's confidentiality policy, not their own.

All staff are aware of the Safeguarding and Child Protection procedures. If any person believes that a child is at risk or in danger, he/she must immediately report the disclosure to the designated safeguarding lead (DSL), who will take action in line with the Safeguarding Children Policy. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be appropriately supported throughout the process.

17. Answering Questions

Adults working with our young people, formally or informally will be careful to ensure that their personal beliefs and attitudes do not influence them. It is important that pupils feel able to ask any questions that they wish and that their questions are valued. They can either ask questions within lessons, or place questions in the 'Ask it Basket'. Consideration will be given on how to respond to questions. Neither adults nor children will be expected to answer personal questions and any difficult questions will be answered honestly, sensibly and in a factual manner in line with the developmental stage of the child. If necessary, teachers also know they can ask a pupil to wait for an answer, giving them time to consult with RLA's Leadership Team if they feel this appropriate.

18. Monitoring and Evaluation

PSHE education will be monitored by the PSHE team through observations, planning and book scrutiny and discussions with staff and children. Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems. Each half term, each unit will be assessed using the SCARF resources to give teachers chance to reflect on the learning that has taken place and make curriculum modifications to support future progress.

19. Involving Parents and Carers

We understand the vital role that parents and carers play in their child's education, in particular their PSHE education. We have a good relationships with parents and encourage open communication and dialog. We facilitate variety of opportunities for parents and carers to further develop our curriculum e.g. questionnaires, coffee mornings. Parents cannot withdraw their children from PSHE education and Relationship lessons however, they have the right to withdraw from any non-statutory content from the RSE (see RSE policy). Governors, including parent Governors, are involved in the development of policy and practice to ensure that it meets family needs.

This Policy links with:

- RLA Relationship and Sex Education Policy.
- RLA Safeguarding policy (including responding to disclosures)
- RLA Anti-bullying policy

- RLA Equality, diversity and inclusion policy
- RLA E-safety policy
- DfE Keeping children safe in education (2022)

SCARF lesson plans to be adapted as and where appropriate:

KS1: Health and Wellbeing

Learning Opportunity	SCARF lesson plans
H1. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.	<ul style="list-style-type: none"> • Y1 Eat well • Y1 Super sleep • Y1 I can eat a rainbow • Y1 Healthy me • Y2 My body needs...
H2. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.	<ul style="list-style-type: none"> • Y1 Eat well • Y2 My day
H3. Think about themselves, learn from their experiences, recognise and celebrate their strengths and set simple but challenging goals.	<ul style="list-style-type: none"> • Y1 Harold learns to ride his bike
H4. About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.	<ul style="list-style-type: none"> • Y1 Our feelings • Y1 Thinking about feelings • Y2 Let's all be happy!
H5. About change and loss and the associated feelings (including moving home, losing toys, pets or friends).	<ul style="list-style-type: none"> • Y1 Harold loses Geoffrey • Y2 Sam moves away
H6. The importance of and how to maintain personal hygiene.	<ul style="list-style-type: none"> • Y1 Harold's wash and brush up • Y2 Harold's bathroom
H7. How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.	<ul style="list-style-type: none"> • Y1 Catch it! Bin it! Kill it! • Y2 Harold's postcard - helping us to keep clean and healthy
H8. About the process of growing from young to old and how people's needs change.	<ul style="list-style-type: none"> • Y1 Then and now • Y1 Taking care of a baby • Y2 Haven't you grown!
H9. About growing and changing, and new opportunities and responsibilities that increasing independence may bring.	<ul style="list-style-type: none"> • Y1 Then and now • Y2 Haven't you grown!
H10. The names for the main parts of the body	<ul style="list-style-type: none"> • Y1 Keeping privates private • Y1 Inside my wonderful body! • Y2 What does my body do? • Y2 My body, your body
H11. That household products, including medicines, can be harmful if not used properly.	<ul style="list-style-type: none"> • Y1 What could Harold do? • Y2 Harold's picnic
H12. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water, fire safety.	<ul style="list-style-type: none"> • Y1 Who can help? (1) • Y2 How safe would you feel?
H13. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.	<ul style="list-style-type: none"> • Y1 Who can help? (1) • Y1 Thinking about feelings • Y2 How safe would you feel?
H14. About the ways that pupils can help the people who look after them to more easily protect them.	<ul style="list-style-type: none"> • Y1 Who can help? (1) • Y2 What should Harold say?
H15. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.	<ul style="list-style-type: none"> • Y1 Who can help? (1) • Y1 Surprises and secrets • Y1 Thinking about feelings • Y1 Harold's school rules • Y2 What should Harold say? • Y2 Should I tell?

	<ul style="list-style-type: none"> • Y2 Some secrets should never be kept
H16. What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.	<ul style="list-style-type: none"> • Y1 Keeping privates private • Y2 Respecting privacy

KS1: Relationships

Learning Opportunity	SCARF lesson plans
R1. To communicate their feelings to others, to recognise how others show feelings and how to respond.	<ul style="list-style-type: none"> • Y1 Our feelings • Y2 How are you feeling today?
R2. To recognise that their behaviour affects other people.	<ul style="list-style-type: none"> • Y2 How do we make others feel?
R3. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.	<ul style="list-style-type: none"> • Y1 Surprises and secrets • Y2 Should I tell?
R4. To recognise what is fair and unfair, kind and unkind, what is right and wrong.	<ul style="list-style-type: none"> • Y1 It's not fair! • Y2 An act of kindness
R6. To listen to other people, and play and work cooperatively (including strategies to resolve simple arguments through negotiation).	<ul style="list-style-type: none"> • Y1 How are you listening? • Y2 Solve the problem
R7. To offer constructive support and feedback to others.	<ul style="list-style-type: none"> • Y1 Pass on the praise! • Y2 A helping hand
R8. To identify and respect the differences and similarities between people.	<ul style="list-style-type: none"> • Y1 Same or different? • Y2 What makes us who we are?
R9. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.	<ul style="list-style-type: none"> • Y1 Who are our special people? • Y2 Being a good friend • Y2 My special people
R10. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).	<ul style="list-style-type: none"> • Y1 Good or bad touches? • Y2 I don't like that!
R11. That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).	<ul style="list-style-type: none"> • Y1 Feelings and bodies • Y2 Fun or not?
R12. To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.	<ul style="list-style-type: none"> • Y1 Good friends
R13. To recognise different types of teasing and bullying; to understand that these are wrong and unacceptable.	<ul style="list-style-type: none"> • Y1 Unkind, tease or bully? • Y2 Types of bullying • Y2 Bullying or teasing?
R14. Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.	<ul style="list-style-type: none"> • Y1 Who can help? (2) • Y2 Don't do that!

KS1: Living in the Wider World

Learning Opportunity	SCARF lesson plans
L1. How they can contribute to the life of the classroom and school.	<ul style="list-style-type: none"> • Y1 Why we have classroom rules • Y2 Our ideal classroom (1)
L2. To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.	<ul style="list-style-type: none"> • Y1 Why we have classroom rules • Y1 Harold's school rules • Y2 Our ideal classroom (2)
L3. That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).	<ul style="list-style-type: none"> • Y1 Taking care of something • Y2 Getting on with others • Y2 When I feel like erupting
L4. That they belong to various groups and communities such as family and school.	<ul style="list-style-type: none"> • Y1 Our special people balloons • Y2 When someone is feeling left out
L5. What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).	<ul style="list-style-type: none"> • Y1 Around and about the school • Y2 How can we look after our environment?
L6. That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.	<ul style="list-style-type: none"> • Y1 Harold's money • Y2 Harold saves for something special
L7. About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.	<ul style="list-style-type: none"> • Y1 How should we look after our money? • Y2 Harold goes camping
L8. Ways in which they are all unique; understand that there has never been, and will never be, another 'them'.	<ul style="list-style-type: none"> • Y2 My body, your body
L10. About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.	<ul style="list-style-type: none"> • Y2 Feeling safe

KS2: Health and Wellbeing

Learning Opportunity	SCARF lesson plans
H1. What positively and negatively affects their physical, mental and emotional health.	<ul style="list-style-type: none"> • Y3 Body team work • Y4 SCARF Hotel • Y4 When feelings change • Y5 Getting fit • Y6 Media manipulation • Y6 Five Ways to Wellbeing project
H2. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.	<ul style="list-style-type: none"> • Y3 Raisin challenge (1) • Y3 Derek cooks dinner! (healthy eating) • Y4 SCARF Hotel • Y4 Making choices (formerly Ed6 Learns to be human) • Y5 It all adds up!
H3. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.	<ul style="list-style-type: none"> • Y3 Derek cooks dinner! (healthy eating) • Y4 SCARF Hotel
H4. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.	<ul style="list-style-type: none"> • Y3 I am fantastic! • Y5 Star qualities? • Y6 I look great! • Y6 Fakebook friends • Y6 Media manipulation
H5. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.	<ul style="list-style-type: none"> • Y3 Top talents • Y4 What makes me ME! • Y5 Different skills • Y6 This will be your life!
H6. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.	<ul style="list-style-type: none"> • Y4 When feelings change • Y4 An email from Harold! • Y5 How are they feeling?
H7. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.	<ul style="list-style-type: none"> • Y4 When feelings change • Y5 Our emotional needs • Y6 Joe's story (part 1) • Y6 Joe's story (part 2)
H8. About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.	<ul style="list-style-type: none"> • Y3 My special pet • Y4 Moving house • Y5 Dear Hetty • Y6 Helpful or unhelpful? Managing change
H9. To differentiate between the terms, 'risk', 'danger' and 'hazard'.	<ul style="list-style-type: none"> • Y3 The Risk Robot • Y4 Danger, risk or hazard? • Y5 Would you risk it?
H10. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.	<ul style="list-style-type: none"> • Y3 Raisin challenge (1) • Y5 Jay's dilemma • Y5 Would you risk it? • Y6 What's the risk? (1) • Y6 What's the risk? (2)
H11. To recognise their increasing independence brings increased responsibility to keep themselves and others safe.	<ul style="list-style-type: none"> • Y4 Under pressure • Y5 Independence and responsibility

H12. That bacteria and viruses can affect health and that following simple routines can reduce their spread.	<ul style="list-style-type: none"> • Y3 Poorly Harold
H13. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, eg people they know; the media.	<ul style="list-style-type: none"> • Y4 Raisin challenge (2) • Y6 Alcohol: what is normal?
H14. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.	<ul style="list-style-type: none"> • Y3 Raisin challenge (1) • Y3 Safe or unsafe? • Y4 Keeping ourselves safe • Y5 Being assertive • Y6 Behave yourself • Y6 What's the risk? (2)
H16. What is meant by the term 'habit' and why habits can be hard to change.	<ul style="list-style-type: none"> • Y5 'Thinking' about habits • Y6 Rat Park
H17. Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.	<ul style="list-style-type: none"> • Y3 Help or harm? • Y3 Alcohol and cigarettes: the facts • Y4 Medicines: check the label • Y5 Drugs: true or false? • Y6 Drugs: it's the law! • Y6 What sort of drug is...?
H18. How some parts of their body will, and emotions may, change as they approach and move through puberty.	<ul style="list-style-type: none"> • Y4 All change! • Y4 My feelings are all over the place! • Y5 Changing bodies and feelings • Y5 Help! I'm a teenager-get me out of here! • Y5 Growing up and changing bodies • Y6 Is this normal?
H19. About human reproduction.	<ul style="list-style-type: none"> • Y4 All change! • Y6 Making babies
H20. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.	<ul style="list-style-type: none"> • Y5 Growing up and changing bodies • Y6 Is this normal? • Y6 Acting appropriately
H21. Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety).	<ul style="list-style-type: none"> • Y4 Picture Wise • Y5 Spot bullying • Y6 It's a puzzle • Y6 Traffic lights
H22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.	<ul style="list-style-type: none"> • Y3 None of your business! • Y4 Picture Wise • Y5 Play, like, share • Y6 Traffic lights • Y6 Think before you click! • Y6 To share or not to share? • Y6 It's a puzzle
H23. About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.	<ul style="list-style-type: none"> • Y3 Helping each other to stay safe

	<ul style="list-style-type: none"> • Y4 Who helps us stay healthy and safe? • Y5 Independence and responsibility
H24. Responsible use of mobile phones: safe keeping (looking after it) / safe user habits (time limits, use of passcode, turning it off at night etc.)	<ul style="list-style-type: none"> • Y5 Play, like, share
H25. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.	<ul style="list-style-type: none"> • Y3 None of your business! • Y5 Play, like, share

KS2: Relationships

Learning Opportunity	SCARF lesson plans
R1. To recognise and respond appropriately to a wider range of feelings in others.	<ul style="list-style-type: none"> • Y4 Different feelings • Y5 How good a friend are you? • Y6 Dan's day
R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.	<ul style="list-style-type: none"> • Y3 Friends are special • Y3 Relationship Tree • Y3 Looking after our special people • Y4 Ok or not ok? (part 1) • Y5 Relationship cake recipe • Y6 Solve the friendship problem
R3. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.	<ul style="list-style-type: none"> • Y3 Relationship Tree
R4. To recognise different types of relationships, including those between acquaintances, friends, relatives and families.	<ul style="list-style-type: none"> • Y3 Family and friends • Y4 Friend or acquaintance? • Y5 Qualities of friendship • Y6 Advertising friendships!
R6. That marriage is a commitment freely entered into by both people; that no one should marry if they don't absolutely want to do so, or are not making this decision freely for themselves.	<ul style="list-style-type: none"> • Y4 Together • Y6 Don't force me
R7. That their actions affect themselves and others.	<ul style="list-style-type: none"> • Y3 Danger or risk? • Y4 Ok or not ok? (part 2) • Y4 When feelings change • Y5 It could happen to anyone
R8. To judge what kind of physical contact is acceptable or unacceptable and how to respond.	<ul style="list-style-type: none"> • Y3 Body space • Y5 Taking notice of our feelings • Y6 Acting appropriately
R9. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.	<ul style="list-style-type: none"> • Y3 Secret or surprise? • Y4 Secret or surprise? • Y5 Dear Ash
R10. To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.	<ul style="list-style-type: none"> • Y3 Respect and challenge • Y5 Kind conversations • Y6 Respecting differences
R11. To work collaboratively towards shared goals.	<ul style="list-style-type: none"> • Y3 Getting on with your nerves! • Y3 Tangram team challenge • Y4 Human machines • Y5 Collaboration Challenge! • Y6 Working together

R12. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves.	<ul style="list-style-type: none"> • Y3 How can we solve this problem? • Y4 Can you sort it? • Y5 Give and take • Y6 Let's negotiate
R13. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).	<ul style="list-style-type: none"> • Y3 Let's celebrate our differences • Y4 What would I do? • Y5 Stop, start, stereotypes • Y5 Is it true? • Y6 We have more in common than not • Y6 OK to be different
R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.	<ul style="list-style-type: none"> • Y3 Let's celebrate our differences • Y3 Zeb • Y4 What would I do? • Y5 Spot bullying • Y5 Communication • Y5 Stop, start, stereotypes • Y6 OK to be different
R15. To recognise and manage 'dares'.	<ul style="list-style-type: none"> • Y3 Dan's dare • Y4 How dare you! • Y5 Ella's diary dilemma
R16. To recognise and challenge stereotypes.	<ul style="list-style-type: none"> • Y4 That is such a stereotype! • Y5 Stop, start, stereotypes • Y5 Is it true? • Y6 Boys will be boys? - challenging gender stereotypes
R17. About the difference between, and the terms associated with, sex, gender identity and sexual orientation.	<ul style="list-style-type: none"> • Y5 Is it true? • Y5 Stop, start, stereotypes • Y6 We have more in common than not
R20. That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.	<ul style="list-style-type: none"> • Y6 Don't force me
R21. To understand personal boundaries; to identify what they are willing to share with their most special people - friends, classmates and others; and that we all have rights to privacy.	<ul style="list-style-type: none"> • Y5 Play, like, share

KS2: Living in the Wider World

Learning Opportunity	SCARF lesson plans
L1. To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people.	<ul style="list-style-type: none"> • Y3 For or against? • Y4 In the news! • Y5 What's the story? • Y6 Our recommendations
L2. Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.	<ul style="list-style-type: none"> • Y3 As a rule • Y4 How do we make a difference? • Y5 Local councils • Y6 Democracy in Britain 1 - Elections • Y6 Democracy in Britain 2 - How (most) laws are made
L3. To understand that there are basic human rights shared by all peoples and all societies, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.	<ul style="list-style-type: none"> • Y6 Captain Coram 6 - Coram today: children's rights in the 21st century • Y6 Captain Coram 3 - Funds for Foundlings: 18th century artists raise money for the 1st children's charity • Y6 Captain Coram 2 - Thomas Coram and the Foundling Hospital • Y6 Captain Coram 5 - Life for Foundlings in the 20th century • Y6 Captain Coram 4 - Hetty Feather, fictional foundling: children's rights in the 19th century • Y6 Captain Coram 1 - Gin Lane: children's rights in the 18th century
L4. That these universal rights are there to protect everyone and have primacy both over national law, and family and community practices.	<ul style="list-style-type: none"> • Y6 Captain Coram 6 - Coram today: children's rights in the 21st century
L6. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.	<ul style="list-style-type: none"> • Y4 Safety in numbers • Y5 Communication • Y5 Spot bullying
L7. That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.	<ul style="list-style-type: none"> • Y3 Let's have a tidy up! • Y4 Logo quiz • Y5 Rights, responsibilities and duties • Y6 Project Pitch (parts 1 & 2)
L8. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.	<ul style="list-style-type: none"> • Y3 Thanks

L9. What being part of a community means and about the varied institutions that support communities locally and nationally.	<ul style="list-style-type: none"> • Y3 My community • Y4 My school community (1) • Y5 My school community (2) • Y6 Community art
L10. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.	<ul style="list-style-type: none"> • Y3 Our helpful volunteers • Y4 Volunteering is cool • Y5 Mo makes a difference • Y6 Action stations!
L11. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.	<ul style="list-style-type: none"> • Y3 Our friends and neighbours • Y4 The people we share our world with • Y5 The land of the Red People • Y6 Tolerance and respect for others • Y6 We have more in common than not
L13. About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.	<ul style="list-style-type: none"> • Y3 Can Harold afford it? • Y4 Harold's expenses • Y5 Spending wisely • Y6 What's it worth?
L14. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).	<ul style="list-style-type: none"> • Y3 Earning money • Y4 Why pay taxes? • Y5 Lend us a fiver! • Y6 Jobs and taxes
L15. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	<ul style="list-style-type: none"> • Y3 Harold's environment project • Y4 Harold's Seven Rs • Y6 Happy shoppers
L16. What is meant by enterprise and begin to develop enterprise skills.	<ul style="list-style-type: none"> • Y6 Captain Coram 3 - Funds for Foundlings: 18th century artists raise money for the 1st children's charity
L17. To explore and critique how the media present information.	<ul style="list-style-type: none"> • Y3 Super Searcher • Y3 Recount task • Y4 In the news! • Y4 That is such a stereotype! • Y5 Fact or opinion? • Y6 I look great! • Y6 Two sides to every story • Y6 Fakebook friends
L18. To examine critically what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.	<ul style="list-style-type: none"> • Y5 Is it true? • Y6 Fakebook friends

21. Appendix 2

Key Early Years links relating to PSHE

30-50 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> To select and use activities and resources with help. To welcome and value praise for what they have done. To enjoy the responsibility of carrying out small tasks. To be more outgoing towards unfamiliar people and more confident in new social situations. To be confident talking to other children when playing and communicate freely about own home and community. To show confidence in asking adults for help.
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> To be aware of own feelings and know that some actions and words can hurt others' feelings. To begin to accept the needs of others and to take turns and share resources, sometimes with support from others. To usually tolerate delay when needs are not immediately met, and understand wishes may not always be met. To usually adapt behaviour to different events, social situations and changes in routine.
		Making Relationships	<ul style="list-style-type: none"> To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. To initiate play, offering cues to peers to join them. To keep play going by responding to what others are saying or doing. To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> To tell adults when hungry or tired, or when they want to rest or play. To gain more bowel and bladder control and can attend to toileting needs most of the time themselves. To usually manage washing and drying hands. To dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
	Understanding the World	People and Communities	<ul style="list-style-type: none"> To show interest in the lives of people who are familiar to them. To remember and talk about significant events in their own experiences. To recognise and describe special times or events for family or friends. To show interest in different occupations and ways of life. To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.
40-60 Months	Personal, Social and Emotional Development	Self-Confidence / Self-Awareness	<ul style="list-style-type: none"> To be confident to speak to others about own needs, wants, interests and opinions. To describe self in positive terms and talk about abilities.
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> To explain own knowledge and understanding, and ask appropriate questions of others. To take steps to resolve conflicts with other children, e.g. finding a compromise.
		Making Relationships	<ul style="list-style-type: none"> To understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them.

			<ul style="list-style-type: none"> • To be aware of the boundaries set and of behavioural expectations in the setting. • To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> • To eat a healthy range of foodstuffs and understand a need for variety in food. • To usually be dry and clean during the day. • To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • To show understanding of the need for safety when tackling new challenges, and consider and manage some risks. • To practice appropriate safety measures without direct supervision.
ELG	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> • To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. • They say when they do or don't need help.
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> • To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. • They work as part of a group/class; and understand and follow the rules • They adjust their behaviour to different situations, and take changes of routine in their stride.
		Making Relationships	<ul style="list-style-type: none"> • To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. • They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.
	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> • To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.